

Bartlett High School Student and Family Handbook



2026-2027

If you have any questions about the information contained within this document please contact the school. 508-943-8552

Si tiene preguntas sobre esta noticia llámé por teléfono a la escuela 508-943-8552

Caso tenha alguma dúvida sobre esta notícia, ligue para a escola pelo telefone 508-943-8552

Si ou gen nenpôt kesyon sou enfòmasyon ki nan dokiman sa a, tanpri kontakte lekòl la nan telefòn 508-943-8552

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

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Introduction

Dear Families and Students,

Whether you are joining us for the first time or returning for another year, we are excited to welcome you to Bartlett High School and begin a new year of learning, growth, and achievement together.

At BHS, we are committed to supporting students' academic, social, and behavioral development. Our mission is to help every student become a responsible, resourceful, and reflective citizen who is prepared for success in college, careers, and life beyond high school.

Our dedicated staff is here to guide and support you, but your success also depends on your effort, commitment, and perseverance. We encourage all students to take advantage of the many opportunities available both inside and outside the classroom.

We believe every student deserves access to a challenging, high-quality education in a safe, supportive, and inclusive environment. We strive to foster healthy habits, creativity, critical thinking, and a lifelong love of learning. In today's rapidly changing world, students must develop strong communication skills, technological proficiency, and the ability to collaborate effectively while also working independently.

This Family and Student Handbook is designed to provide important information about the policies, procedures, and expectations of Bartlett High School and the Webster Public Schools. We encourage families and students to read the handbook carefully and review its contents together to ensure a clear understanding of school expectations and responsibilities. The policies included, summarized, or referenced in this handbook are based on policies adopted by the Webster Public Schools School Committee.

We look forward to partnering with students, families, and the Webster community to make this school year a successful, rewarding, and memorable experience for all.

Best wishes for a great year ahead!

Respectfully,

Gina Nieves

Principal
Bartlett High School

Webster Public Schools Vision Statement

Webster Public School students are innovative problem-solvers and lifelong learners prepared to contribute to their society and persevere in an ever-evolving world.

Webster Public Schools Mission Statement

Empowering every student to learn with purpose, grow through challenge, and lead with integrity.

Webster Public Schools Core Values

- Trusting relationships are built on open communication and collaboration.
- We all share responsibility for a safe, inclusive, and respectful learning environment.
- We overcome challenges and achieve personal growth through hard work and persistence.
- Positivity inspires commitment and promotes success.

Portrait of a Graduate



BARTLETT HIGH SCHOOL PORTRAIT OF A GRADUATE

Webster Public Schools' Portrait of a Graduate represents the community's shared vision of the essential skills every student cultivates and applies from early learning through graduation. BHS is committed to preparing students for the challenges of post-secondary education, the workforce, and beyond.

ACTIVE COMMUNICATOR & COLLABORATOR

- Demonstrates clear and respectful communication across diverse audiences and settings
- Applies active listening skills to understand others and build meaningful connections
- Collaborates effectively in teams, contributing ideas and supporting shared goals
- Models open-mindedness and flexibility, adapting to feedback and different perspectives



CRITICAL & ANALYTICAL THINKER

- Demonstrates logical reasoning by evaluating evidence and making well-informed decisions
- Applies problem-solving strategies to address complex questions and real-world challenges
- Analyzes information critically, identifying patterns, assumptions, and multiple perspectives
- Models thoughtful reflection, using inquiry and evidence to refine ideas and beliefs



EMPATHETIC & PRODUCTIVE CITIZEN

- Demonstrates empathy and respect by valuing diverse perspectives and treating others with kindness
- Applies ethical decision-making to act responsibly in school, work, and community life
- Models inclusive behavior by promoting fairness, collaboration, and civic engagement
- Leads with integrity, taking accountability and inspiring others through positive actions



RESPONSIBLE COMMUNITY MEMBER

- Demonstrates accountability by following through on commitments and owning their actions
- Applies problem-solving skills to support the well-being and improvement of their community
- Models respectful and lawful behavior in school, work, and public settings
- Contributes actively by volunteering, collaborating, and engaging in civic life



CONTINUOUS & LIFELONG LEARNER

- Demonstrates curiosity and initiative by seeking new knowledge and experiences beyond the classroom
- Applies feedback and reflection to grow academically, personally, and professionally
- Models a growth mindset, embracing challenges as opportunities to learn
- Engages in self-directed learning to adapt in a changing world and pursue future goals



General Information

Administrative Contacts

District Office

77 Poland Street Webster, MA 01570

508-943-0104

www.webster-schools.org

- **Town of Webster School Committee**

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

- **Webster Public Schools District Administration Office**

- Monique Pierangeli - Superintendent, ADA Compliance Officer
- Lisa Kontoes - Business Manager
- Shari Haire - Director for Student Support Services, 504 District Coordinator, Title IX Coordinator, Sexual Harassment Grievance Officer
- Carol Cohen - Asst. Dir. for Student Support Services, Equity, and Inclusion
- Patricia Mackay - Assistant Superintendent for Federal Programs and Data
- Debbie Rivera - Director of Curriculum and Instruction
- Ava Landry - Director of Operations of Adult and Community Education
- Kelsey Sanders - Director of Food Services

Bartlett High School

52 Lake Parkway Webster, MA 01570

508-943-8552

- **Administration**

- Gina Nieves, M.A. - Principal
- David Moreno - Assistant Principal
- Ryan Renauld, M.Ed. - Dean of Students

gnieves@webster-schools.org
dmoreno@webster-schools.org
rrenauld@webster-schools.org

- **Student Support Services**

- Kristine Shanahan - Guidance Counselor, (A-L)
- Kimberly Granger - Guidance Counselor, (M-Z)
- Lucas Correia-Covert - Adjustment Counselor
- Patrick Diggins - Adjustment Counselor
- Margarita Nieves Carvajal - Bilingual Family School Liaison
- Donna Hurton - Special Education Team Chair
- Beverly Grzembski - Guidance Secretary
- Alexandria Donnelly - Main Office Secretary

kshanahan@webster-schools.org
kgranger@webster-schools.org
lcorreia-covert@webster-schools.org
pdiggins@webster-schools.org
mnieves@webster-schools.org
dhurton@webster-schools.org
bgrzembski@webster-schools.org
adonnelly@webster-schools.org

- **Athletics**

- Anthony Paranto - Athletic Director

tparanto@webster-schools.org

- **Health Services**

- Kathy Pepin - School Nurse
- Jennifer Susana - School Nurse

kpepin@webster-schools.org
jsusana@webster-schools.org

School Faculty

English

Caroline Daniel
Emma McGrillen
Stephanie Sanborn
Jolene Zuk de Romero

Mathematics

Christina Colello
Cheryl Gelfand
Kelli-Ann Marderosian
Timothy Paradise

Science

Eric Clauson
Kurt DeArellano
Jacob Ellbeg
Ericka O'Connell

Social Studies

Sean Hansen
Daniel Riley
Robert Sharma

Health/Physical Education

Alexandria Grande
Rebecca Granger
Christopher Nasir

Career Technical Education

Benjamin Jenness
Dane Laboissonniere

Project Lead The Way

Michele Bigelow
John Bsoumai
Artur Duque

Unified Arts

Peter Carney
Brittany Gyllenhammer

English Language Development

Melinda Doherty

World Language

Raphelle Masterson
Antonia Rodriguez

Special Education

Melissa Arsenault
Angela Duffy
Mary Foley-Powers
Karla Harder
Yvonne Lambert
Courtney Stawiecki
TBD
TBD

Instructional Coach

Samantha Beaudette

BCBA

Erin Wilson

Information Technology

Lee Nalewajk

ABAs

Stephanie Ciaschini
Stacey Krasnecky
Kyras Wilder
TBD

Instructional Assistants

Scott Calhoun
Maria Gonzalez
Jennifer McKinstry
Alyssa Mezzoni
Christopher Rumbaugh
Madison Voutas
TBD
TBD

* Department Head

School Calendar

2026-School Calendar Webster Public Schools-2027						
= Student/ Teacher Days = PD - No School for Students		= Half Day of School for Students = No School - Holidays		= School Committee Meetings = Parent Teacher Conferences		
July SMTWTFSS 1234 567891011 12131415161718 19202122232425 262728293031 3Independence Day (Obs)		August SMTWTFSS 1 2345678 9101112131415 16171819202122 23242526272829 3031 21Paraprofessional Training 24-25New Teacher Orientation 26-28PD Full Day 31First Day of School Gr 1-12		September SMTWTFSS 12345 6789101112 13141516171819 20212223242526 27282930 7Labor Day 8First Day K students 14First Day Pre-K students Open House-See Schedule below		
October SMTWTFSS 123 45678910 11121314151617 18192021222324 25262728293031 12Columbus Day 13Full day PD - No School		November SMTWTFSS 1234567 891011121314 15161718192021 22232425262728 2930 4PD-Half day students 11Veteran's Day 17Parent conference Half day (PAE only) 18Parent conference WMS (Evening) 19Parent conference BHS (Evening) 25Half day/Before Thanksgiving 26-27Thanksgiving Break		December SMTWTFSS 12345 6789101112 13141516171819 20212223242526 2728293031 23Half day before Christmas 24-31Christmas Break		
January SMTWTFSS 12 3456789 10111213141516 17181920212223 24252627282930 31 1New Years Day - No School 18MLK Jr day 19Full day PD - No School		February SMTWTFSS 123456 78910111213 14151617181920 21222324252627 28 3PD-Half day students 15Presidents' Day 16-19Winter Vacation		March SMTWTFSS 123456 78910111213 14151617181920 21222324252627 28293031 3PD-Half day students 26Good Friday		
April SMTWTFSS 123 45678910 11121314151617 18192021222324 252627282930 7PD-Half day students 19Patriots Day 20-23Spring break 28Parent conference WMS (Evening) 29Parent conference BHS (Evening)		May SMTWTFSS 1 2345678 9101112131415 16171819202122 23242526272829 3031 5PD-Half day students 31Memorial Day		June SMTWTFSS 12345 6789101112 13141516171819 20212223242526 27282930 11BHS Graduation 15LAST DAY OF SCHOOL - 1/2 day 18Juneteenth (Obs) 23185th Day		
Bartlett High School & Webster Middle School First QuarterAug.(31) - Nov.(4) (45 days) Second QuarterNov.(5) - Jan.(22) (45 days) Third QuarterJan.(25) - Apr.(5) (45 days) Fourth QuarterApr.(6) - Jun.(15) (45 days)				Park Avenue Elementary School Trimester 1Aug.(31) - Nov. (30) - 60 days Trimester 2Dec.(1) - Mar.(19) - 65 days Trimester 3Mar.(22) - Jun.(15) 55 days		
Open House: Bartlett High School = Sep. 17th, Webster Middle School = Sep. 10th, Park Ave Elementary School = Sep. 24th						
School Committee Approved 02/10/26						

School Closing Information

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

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

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.

School Communication Guidelines

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

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

If you need to contact your student during school hours, please call the main office at 508-943-8552. They will be able to assist you.

Parent/Guardian Responsibilities

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

Bartlett High School utilizes Class Dojo as our main form of mass communication. Class Dojo is an online program and free service to parents/guardians that provides administration a prompt way to update and communicate with families regarding pertinent school information, including general school announcements and updates about school and family events. This information will also be shared through a OneCall and posted on the school's website. All of these links have been sent home in your student's welcome packet.

PowerSchool Portal

Bartlett High School utilizes PowerSchool to track student academic progress. Parents/guardians will receive a password the first week of school. To gain the most from the Parent/Guardian Portal, keep in mind the following guidelines:

- Any question about individual grades should be handled between the teacher and the student. Encourage your student to advocate for themselves and maximize the opportunity to understand for themselves where they can improve. Individual concerns can be communicated directly with the appropriate teacher.
- Progress Reports can be viewed via the PowerSchool Portal approximately 5 weeks into the quarter.
- Report Cards will be mailed home at the end of each quarter.
- Dates for both Progress Reports and the end of the quarter can be found in the calendar on page 10 of this handbook.

School Advisory Council

The Education Reform Act of 1993 requires that each school establish a School Advisory Council to promote shared decision making within the school community. The council is composed of the principal, elected parents/guardians, teachers, students, 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.

Special Education Parent Advisory Council

The Webster Special Education Parent Advisory Council (SEPAC) is a group of parents/guardians whose children may or may not have special needs and who attend Webster Public Schools or programs funded by Webster Public Schools. Any parent/guardian is welcome to join SEPAC. You do not have to be the parent/guardian of a child with a disability to become a member.

For more information about SEPAC, including meeting schedules and upcoming events, please contact the Student Support Services Office at 508-943-0104.

School Day Procedures/Schedule

The doors of Bartlett High School open for students at 7:10 am. **Students should not arrive before this time, as there is no supervision.** Parents/guardians will assume responsibility for the safety of their students who arrive at school prior to 7:10 am. Classes begin promptly at 7:25 am. Any student who arrives after this time is considered tardy. For further information, please see "Attendance Policy".

The school day is organized into five instructional blocks per day, each approximately 70 minutes in length. A 3-minute passing period is provided between classes. Students are expected to transition directly to their next class in an orderly and timely manner. Loitering in hallways, restrooms, or other non-instructional areas during passing time is not permitted.

The schedule operates on an A and B day rotation to support a balanced instructional program across courses. In addition to the regular five-block schedule, students will participate in an Advisory block once per week, designed to support academic progress, relationship-building, and school-wide initiatives.

Please note that block times and the daily schedule may be adjusted on Advisory days, delayed openings, or

early dismissal days. Any changes will be communicated in advance through school announcements and official communication channels. All schedules can be found on the school website.

Students are dismissed from school at 2:00 pm. Students are expected to exit school and the campus in an orderly and timely manner. Any student involved in sports, clubs and extra help sessions after school should report to their destination promptly.

Attendance Policy and Guidelines

Policy and State Law

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

The Department of Elementary and 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 Massachusetts General Law, students may be approved for up to 7 excused absences in a 6 month period. Excused absences are defined as follows:

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

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

Intervention System

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

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

Parental/Guardian Responsibility

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

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

Student Absence Notification Program

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

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

Dropout Prevention

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

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

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

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

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

School Guidelines

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

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

A note documenting the reason for the absence, tardy, or dismissal must be sent into the main office within two (2) days of the conclusion of the absence or tardiness. However, please note that a phone call and/or note only verifies the student's absence; it does not excuse the absence. When an absence, tardiness, or dismissal can be anticipated, advance notice is requested.

Please note: School time is official time-not personal device time.

Absent

- From School
 - If a parent/guardian has notified the school of their student's absence, the student will be coded as "Absent" in PowerSchool.
 - Students who are absent from school on any given day are not permitted to participate in any school or extracurricular activities on that day.
- From Class
 - On the 5th+ absence from class, the teacher will engage in two-way communication with the parent/guardian to develop a plan to make-up academic deficits resulting from absences.
 - All missed assignments due to absences will be graded as a "0" (with the icons "missing" and "absent" both highlighted in Powerschool) until the assignment has been completed and submitted.
 - Students are required to make arrangements with the teachers to make-up all missed assignments due to any absence for full credit. (Ex. If absent 1 day, the assignment is due 1 class day after the assignment is provided to the student.)

Truant

- Students who are absent from school without a documented reason (ex. doctor note, call from parent/guardian) will be considered truant.
- All missed assignments due to truancies will be graded as a “0” (with the icons “missing” and “truant” both highlighted in Powerschool) until the assignment has been completed and submitted.
- Students have the opportunity to make up work that is missed due to truancy **ONLY** by attending the next scheduled Saturday School after the absence for partial credit (75% maximum).

Tardy

To School

- Tardiness will be excused only if you have a note of acceptable explanation, such as a dentist or doctor appointment. Extenuating circumstances will be reviewed on a case-by-case basis. Tardiness to school is counted as time lost within the provisions of the Attendance Policy.
- Students are considered tardy if they are not in their 1st block classroom by 7:25am. (Please note: Being in the school building by that time is not the same as being in class by that time)
 - Tardy students are required to report to check in with the main office upon arrival.
 - Tardy students will be required to dispose of any purchased coffee/morning beverages upon arrival. If a student refuses to dispose of their beverage immediately, they will be issued a Saturday School
 - Students that are chronically tardy to school (more than 3 times in a quarter) will be subject to progressive disciplinary action:
 - 3rd tardy - communication to parent/guardian via OneCall.
 - 4th tardy - administrator two-way communication with parent/guardian AND an after school detention.
 - 5th+ tardy - administrator two-way communication with parent/guardian, AND social probation for 7 calendar days from both in and out of school sponsored events (excluding events aligned directly with academic requirements).
- Students who drive their own vehicles to school may have their parking privileges suspended once they reach 10th unexcused tardy to school.

To Class

- Promptness to class is as important as promptness to your job when you go to work. Good school citizens are never tardy to class because that interferes with their own education and disrupts the whole class. You have three minutes to pass between classes, and during that time you can reach any place in the school from any other place.
- If you are with a staff member or doing an errand that cannot be done at some other time, and if this results in your being late to class, please be sure that you get a pass from the staff member in charge before leaving that staff member. It is **YOUR** responsibility to get a pass whenever you are going to be late to class.
- Students who are not **inside of the classroom** when the bell rings are considered “tardy” to class.
- Students that are chronically tardy to class (more than 3 times in a quarter) will be subject to progressive disciplinary action:
 - 3rd tardy to class - the teacher will engage in two-way communication with the parent/guardian.
 - 4th tardy to class - the teacher will engage in two-way communication with the parent/guardian AND issue a detention.

Dismissal

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

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

- Students will be called to the main office when being dismissed.
- All students, who are dismissed for any reason, must sign the dismissal log before leaving school.
- ALL individuals dismissing students will be expected to come into the building and present a valid picture ID before any student will be released from the school.
- Students must be in school for 4 hours from the start of the school day to be considered present for the day. Students attending school for less than four hours will be considered “absent” from school that day.
- Students dismissed from school are ineligible to participate in athletics or extra-curricular activities on that day or the ensuing weekend should it occur on the day before a weekend.
- For eligibility purposes, with respect to athletics or extra-curricular activities, students dismissed for medical, dental, legal appointments, etc., must have the appointment verification documentation turned in to the office or to the coach or activity advisor upon their return to be eligible to participate (parental/guardian notes will not suffice).
- Any student clinically dismissed by the nurse due to illness may not return to school and is ineligible to participate in athletics or school activities.
- If/when a student returns to school from a dismissal, they must sign back in on the dismissal log in the main office and produce their documentation for the time out of the building.
- No student, except in emergencies, will be signed out after 1:30pm

Transportation

Parent/Guardian Drop Off and Pick Up

- Traffic at the high school is one-way
- All students who are driven to school will be dropped off at the Main Office Entrance from 7:10 am - 7:22 am. (There will be no parking available for parents/guardians to come into the building at this time, all appointments with school staff will need to be made in advance and after 7:30 am.)
- All vehicles waiting for students to exit school at 2:00 pm will be lined up outside of the Main Office Entrance. As the student exits the school they will report right to the appropriate vehicle. (There will be no parking available for parents/guardians to come into the building at this time.)
- For the safety of all students, we ask that parents/guardians respect drop-off and pick-up procedures. Students will not be permitted to enter or exit vehicles in the parking lot areas. Administration will seek a formal meeting with parents/guardians who repeatedly disregard this expectation. Excessive disregard of this procedure will be reported to the Webster Police Department. BHS and the WPD are committed to working to keep students safe. Again, we thank you for your partnership in keeping our students safe.

Walking to and from School

- All students walking to school will enter the building at the Main Office Entrance. In the interest of student safety, we insist that students who walk home from school leave the school grounds promptly and not wait unsupervised for friends who remain at school after dismissal. If students are waiting for siblings that attend Webster Middle School they must wait at the campus exit on Poland St.

Driving to and from School

- All student parking is restricted to the designated lot near the tennis courts, and MUST have a current, assigned parking pass. Students must enter the building through the Main Office Entrance.
 - Vehicle Registration Requirements
 - All vehicles must be registered within the first 10 days of school or immediately upon obtaining a vehicle during the school year.

- To register, students must complete the Student Parking Permit Google Form, provide a copy of a valid driver's license, copy of vehicle registration(s) that will be parked on school grounds, copy of proof of insurance, and a completed application form signed by parent/guardian to the Main Office.
- Once registered, students will receive a parking pass with an assigned parking spot number. This pass must be clearly displayed by hanging it from the rearview mirror at all times while the vehicle is on campus.
- Parking passes will be issued based on the following order of priority:
 - Students with Off-Campus Commitments
 - Students with internships, jobs, dual enrollment, or vocational programs off-campus
 - Must provide documentation
 - Seniors (12th Grade)
 - General senior class students, prioritized due to graduation year and privilege
 - Juniors (11th Grade)
 - Students with Special Circumstances
 - Medical needs (student or family caregivers or other verified family responsibilities)
 - Sophomores (10th Grade)
 - First Come, First Served
- Parking Lot Conduct and Regulations
 - Parking passes **must** be displayed on the rearview mirror when parked on school grounds.
 - **Must** park in designated lot/spot.
 - Follow all traffic rules and safety directions.
 - Must park between the lines of the spot.
 - No overnight parking.
 - Must stop to let buses in/out during arrival and departure.
 - Any student who uses their vehicle to leave school grounds and/or transports other students during the school day without permission **will** result in parking privileges being suspended/revoked.
 - Any report of unsafe or inappropriate driving **will** result in suspended/revoked privileges.
 - Speeding over 15 mph and any form of reckless driving is strictly prohibited.
 - Loitering in the parking lot is not allowed.
 - Student vehicles may be subject to search if there are reasonable grounds to believe they contain drugs, alcohol, stolen property, or other contraband.
 - **The school is not responsible for the automobile or its contents while parked on school grounds.**
- Parking on school grounds is a privilege. This privilege may be revoked at any time at the discretion of school administration. The School Resource Officer will be notified of all violations.
- Parking Lot Progression of Consequences
 - 1st Offense - Administrative conference with student and parent/guardian AND warning of parking pass being revoked.
 - 2nd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for **30 days**.
 - 3rd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for the remainder of the school year.
 - All parking regulations are strictly enforced
 - Towing of the vehicle at the owner's expense may also occur.

Riding Bicycles, Skateboards, and Scooters to and from School

- The Massachusetts General Law (M.G.L. c.85, s.11B (2)(iii)) requires that a secured, approved, fitted helmet be worn by persons 16 years of age and under who are operating or being carried as a passenger on a bicycle, in-line skates, a skate board, a scooter or other manually-propelled wheeled vehicle.

- 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.
- Bicycles, skateboards, and scooters will not be allowed to be stored inside of the school building.
- The bike rack in front of the school or in back of the gym **MUST** be used to park their bicycles, skateboards, and scooters, **regardless of the weather**. If they are left anywhere else on school grounds, they may be moved to one of the bike racks by school staff.
- It is recommended that students use a bicycle lock.
- **The school is not responsible for bicycles, skateboards, or scooters being lost, stolen, or damaged.**

Students Riding the School Bus to and from School

- Eligibility
 - School buses are only available to students living beyond a 2 mile radius of the school building.
 - Due to insurance purposes on buses, students may not ride on another bus for after-school social purposes.
- 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 administration.
 - Expectations
 - 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.
 - School Bus Progression of Consequences
 - 1st Offense - Administrative conference with student.
 - 2nd Offense - Administrative conference with student and parent/guardian AND warning of loss of bus privileges.
 - 3rd Offense - Administrative conference with student and parent/guardian AND loss of bus privileges (3 days).
 - 4th Offense - Administrative conference with student and parent/guardian AND loss of bus privileges (5 days).
 - 5th Offense - Administrative conference with student and parent/guardian AND possible loss of bus privileges for the remainder of the school year.
- Riding the school bus is a privilege that may be revoked at any time if a student poses a safety risk.
- Following an investigation and an opportunity for due process, bus privileges may be revoked by school administration, either temporarily or permanently.

- Students may also be suspended from school and/or referred to the juvenile court, or subjected to such other progressive disciplinary action(s) as may seem proper by administration.

After School Late Bus

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

Lost and Found

Lost and Found 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.

Posting of Student Names/Videos/Photographs

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

Employment/Workers Permits

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

Bathroom Use

Students are expected to use school bathrooms responsibly and respectfully. Bathroom abuse, including vandalism, loitering, vaping, or using the facilities for anything other than their intended purpose, may result in restricted access, limiting use to the Nurse's bathroom only.

To maintain clean and safe facilities, please follow these guidelines:

- Bathroom stalls are for one person at a time.
- Report any damage or maintenance issues to the classroom teacher upon return to class.

Additional Reminders:

- You may use the bathroom between classes without a pass, as long as it does not cause you to be tardy to class.
- A pass via the online platform is required during class time.
- During lunch, students may only use the bathroom located in the cafeteria area.

Cell Phones and Personal Technology

Cell Phones and Personal Technology

Many students use cell phones to communicate with parents/guardians at the end of the school day. Students who choose to bring cell phones, smart watches, and earbuds to school must abide by the following rules:

- **Cell phones, smart watches, and/or earbuds**
 - **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, smart watch, and earbuds.
 - Every student will secure their phone, smart watch, and earbuds in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of these items locked in their pouch throughout the school day.
 - These pouches will be unlocked as students leave the building at the end of their school day.
 - Students are responsible for bringing their Yondr pouch to school each day and maintaining it in good condition; lost, missing, damaged, or tampered-with pouches (including cut pouches, broken locking pins, or other alterations) will result in a \$30 replacement fee billed to the family.
 - If the Yondr pouch is not brought to school; cell phones, smart watches, and/or earbuds will be confiscated and locked in a lock box for the day for safekeeping.
 - Students holding or using cell phones, smart watches, and/or earbuds during the school day will have the item(s) confiscated.
 - **1st Offense:** The cell phone, smart watch, and/or earbuds will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will be returned to the student at the end of the day.
 - **2nd Offense:** The cell phone, smart watch, and/or earbuds will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will need to be picked up by the parent/guardian.
 - **3rd and Subsequent Offenses:** The cell phone, smart watch, and/or earbuds will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will need to be picked up by the parent/guardian. Students will be issued a progressive administrative consequence such as, but not limited to: detentions, item(s) to be turned in daily to administration, Saturday Schools, etc.
 - All staff reserve the right to confiscate the cell phone, smart watch, and/or earbuds from students when they are not following policy regarding the use.
 - Students who need to make emergency calls between the hours of 7:10am and 2:00pm may ask to use the office phone to contact a parent/guardian; cell phones or smart watches 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/guardians will be contacted by school staff, not by the student.

- **Other Personal Technology Devices**

- As a 1:1 school, every student is issued a school Chromebook to support their academic needs throughout the school day. As a result, the use of personal electronic devices is unnecessary and not permitted. This includes, but is not limited to; wireless headphones, tablets, personal laptops, speakers, gaming systems, smart glasses (e.g., Meta glasses), and other similar technology devices.
- Any unauthorized personal device brought to school will be confiscated and turned into administration.
 - **1st Offense:** Personal technology devices will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will be returned to the student at the end of the day.
 - **2nd Offense:** Personal technology devices will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will need to be picked up by the parent/guardian.
 - **3rd and Subsequent Offenses:** Personal technology devices will be confiscated and locked in a lock box for the day for safekeeping. The parent/guardian will be contacted and the item(s) will need to be picked up by the parent/guardian. Students will be issued a progressive administrative consequence such as, but not limited to: detentions, item(s) to be turned in daily to administration, Saturday Schools, etc.
- All staff reserve the right to confiscate personal technology devices from students when they are not following policy regarding the use.
- **Wired Headphones**
 - May be allowed for use with the school issued chromebook for classroom based assignments, with the teacher's permission.

School Issued Chromebooks

Webster Public Schools District Internet Access Agreement

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

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

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

For the Student:

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

Deletion, examination, copying or modification of files and/or data belonging to others without their prior consent is prohibited. Use of Webster Public Schools equipment and/or facilities for outside commercial

interests is also prohibited as is the installation/execution of games and/or downloading/installing of inappropriate graphics or materials.

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

Chromebook Guidelines

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

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

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

Broken/Lost Chromebooks

- Students will report any broken/lost chromebooks to their classroom teacher. That teacher will put in an IT ticket. When available, IT will call the student to their office and take the broken chromebook for repair. Once repaired, IT will call the student's classroom for them to come to their office to exchange the loaner with the fixed chromebook. The repaired chromebook will NOT be given to the student unless exchanged for the loaner.

Forgotten/Uncharged Chromebooks

- Students are expected to come to school each day prepared for learning, which includes bringing a fully charged Chromebook. Loaner devices will not be provided to students who forget their Chromebook at home or fail to charge it. In such cases, students will be given a paper version of the assignment or may receive academic consequences for incomplete work. It is the student's responsibility to be prepared with their device each day.

Food and Beverage

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

- Breakfast: A free hot breakfast is available to all students
 - All food and/or beverages will be consumed in the cafeteria upon arrival. Students will have until 7:22am to eat their breakfast in the cafeteria.
 - If the student is late to school, there will be a designated area to eat breakfast. School provided breakfast is only available until 7:45 am. If a student reports late to school with food, and has missed

the breakfast block, arrangements may be made for the student to eat in an area designated by the main office staff (food and/or beverages will not be allowed in the classroom).

- Lunch: A free hot lunch is available to all students (including half days)
 - All food and/or beverages are to be consumed in the cafeteria.
 - If a student returns from a dismissal with food, and has missed their lunch block, arrangements will be made for the student to eat in an area designated by the main office staff).
 - We DO NOT have an open campus, students are not allowed to be dismissed to go get lunch, nor is outside food delivery from a restaurant or service (ex. DoorDash) allowed. Food deliveries will be turned away.
 - We do understand from time to time that students forget their lunch when leaving for school. Parents/guardians are certainly encouraged to bring in and drop off a bagged lunch for their student to pick up during their lunchtime. Students will not be allowed to leave class to pick up their lunch at the office.
- No outside beverages are allowed, (ex. Dunkin Donuts coffee, McDonald's soft drinks, etc). Students will be required to discard the item immediately. They will not be held in the office or anywhere else in the building until lunch time.
- **Only water is allowed in the classrooms.**
- **FOOD is not allowed in the classrooms.**

Hall Passes

BHS utilizes a digital hall pass system accessible through students' school-issued Chromebooks. To leave the classroom during class time, students must fill out a request to be approved by their teacher using this system. Teachers will review and either approve or deny the request digitally.

- Only students with an approved digital pass should be in the hallways.
- Students must travel directly to and from their starting point/approved destination.
- No more than one student may be out of a classroom at one time.
- Students found outside of their approved location will be considered in an unauthorized area.
- During transitions between periods, students are expected to go directly to their next class. Stops at the main office, guidance, nurse, or administrator offices are not permitted unless specifically scheduled.

School Attire

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

The following are NOT allowed:

- Hoods, sunglasses, ski masks, or other face coverings that obscure identification
- Undergarments that are visible, including exposed underwear or bra straps
- Clothing that excessively exposes the midriff, back, or chest
- Shorts, skirts, or dresses that are excessively short and do not provide appropriate coverage
- Clothing with Inappropriately placed rips, tears, or openings
- Clothing/Accessories that promote or depict alcohol, drugs, smoking/tobacco, sexual content, violence, or gang-related symbols or colors
- Clothing with racist remarks, obscene/vulgar language or images
- One piece pajamas (zippered onesies), slippers, pillows, blankets

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

- Any student who is in violation of the dress code will be asked to alter their appearance to be in compliance with school policy and their parent/guardian will also be notified. A student who cannot change or amend their attire, or if the student refuses to change or amend their attire, will remain in the office or in an area designated by administration.

Posters

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

Fundraising

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

Textbooks

Students may be issued textbooks during the school year. These textbooks are the property of Webster Public Schools. It is the responsibility of the student to take care of these books and keep them from being defaced in any way. Textbooks are numbered and recorded by the teacher who issues them. A student must return the same book as they were given. If a textbook is lost, damaged, or defaced, an invoice will be sent to the parent/guardian for reimbursement of the replacement cost.

Defacing/Damage to School Property

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

Gambling

BHS prohibits gambling in any form on school grounds or during school-sponsored activities. Such activity violates student conduct codes designed to maintain a safe, respectful environment.

Gambling includes, but is not limited to:

- Betting money
- Sports betting
- Card games for money

- Digital/online gambling on school-provided devices or networks

Consequences:

Prohibited activities will be reported to administration and will result in two way parent/guardian communication and progressive discipline.

Homeroom and Advisory Blocks

All students will be assigned to a Homeroom/Advisory teacher. Homeroom Block will be held at the beginning of the day on certain dates throughout the school year, and Advisory Block will be held after the first block once a week throughout the school year. These times will allow students to make connections with a trusted adult, become better organized, gain important study strategies, or simply have social/emotional check-ins. By integrating social-emotional learning, college and career planning, and academic skill-building, these blocks empower students to become confident, responsible, and engaged learners prepared for lifelong success.

Class Dues

All students are responsible for paying class dues beginning in the year in which they enroll at Bartlett High School. It is the expectation that class dues be paid each year to the class advisor. It is recommended that students pay dues in yearly installments or in advance so as not to increase the financial burden at the end of senior year. All class dues must be paid in full in order to attend homecoming, the prom, and all other senior activities prior to graduation, as well as to run for a class officer or student council position.

- Class of 2027, 2028 - Class dues are as follows:
 - Freshmen: \$15
 - Sophomores: \$15
 - Juniors: \$20
 - Seniors: \$30 + Cap and Gown: \$30 = Total: \$60
- Starting with the Class of 2029 - Class dues are as follows:
 - Freshmen: \$25
 - Sophomores: \$25
 - Juniors: \$50
 - Seniors: \$75

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

Academics

Accreditation

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

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate

educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

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

Academic Marking Periods

First Quarter - August 31 - November 4
Second Quarter - November 5 - January 22
Third Quarter - January 25 - April 5
Fourth Quarter - April 6 - June 15 (pending snow days)

Grading System

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

The grading system for the high school is as follows:

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

Grading Practices

To ensure consistency in grading practices, all high school courses will utilize the following grading categories in PowerSchool:

- Summative Assessments (tests, quizzes, projects, and other major assessments): 60% of the quarterly grade
- Formative Assessments – Classwork: 30% of the quarterly grade
- Formative Assessments – Homework: 10% of the quarterly grade

Participation/Engagement in class activities

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

Assessment Retakes

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

Loss of Credit due to Absences

Students who are chronically absent (attend school/class less than 90% of the time) for reasons other than those identified above are subject to the following guidelines:

- Credit will be forfeited for all semester-long courses in which a student has accrued 9 or more unexcused absences pending review by the Attendance Committee.
- Credit will be forfeited for all full year courses in which a student has accrued 18 or more unexcused absences pending review by the Attendance Committee.

NOTE: In both semester and full year courses:

- A student may still receive a passing grade, but will not receive the credit toward graduation.
- A student's grade point average (GPA) will be affected by a loss of credit.
- A student's transcript will clearly reflect the loss of credit, because of excessive absences.
- Upon notification of the Attendance Committee's decision to deny credit to a student, the student may appeal the decision in writing to the Principal within one week (seven days).
- Appeal Hearings will be conducted by the Principal within one week of the request. *Please note that filing an appeal does NOT guarantee that credit will be restored, as a result, students should make every effort to maintain good attendance as the loss of credit may result in a student being denied promotion to the next grade and/or failing to graduate on time.

Notification:

Step One:

- Semester Courses: When a student reaches 4 unexcused absences in any class period, the Attendance Committee will notify, in writing, and schedule a meeting with both the student and the parent/guardian to review the student's attendance. In that meeting, they will go over the Loss of Credit due to Absences Policy that says the student will lose credit in the course IF the student exceeds 9 absences within a semester course.
- Full Year Courses: When a student reaches 9 unexcused absences in any class period, the Attendance Committee will notify, in writing, and schedule a meeting with both the student and the parent/guardian to review the student's attendance. In that meeting, they will go over the Loss of Credit due to Absences Policy that says the student will lose credit in the course IF the student exceeds 18 absences within a full year course.

Step Two:

- Semester Courses: If a student continues to be absent from school and the number of unexcused absences reaches 9 in any class period, the Attendance Committee will again notify, in writing, and schedule a meeting with both the student and the parent/guardian to review the student's attendance. In that meeting, they will present the student's Credit Recovery Contract.
- Full Year Courses: If a student continues to be absent from school and the number of unexcused absences reaches 18 in any class period, the Attendance Committee will again notify, in writing, and schedule a meeting with both the student and the parent/guardian to review the student's attendance. In that meeting, they will present the student's Credit Recovery Contract.

Credit Recovery:

Credit Recovery Contracts will be created by the Attendance Committee and presented to the student and the parent/guardian in a scheduled meeting when the student reaches their 9th (semester) 18th (full year) absence. These contracts may include, but are not limited to, after school academic support sessions, Saturday School sessions, and Summer School enrollment.

Should a student not fulfill the responsibilities outlined in the Credit Recovery Contract, they may need to repeat the class(es) in future academic years to meet graduation requirements.

Make-up Policy

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

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

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

Final Exams

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

- If a student is absent from an exam and the administration has not been contacted in advance, the student will not be given a make-up exam and will receive a grade of a “0” zero.
- Make-up exams will be given at a time to be determined by an administrator.
- All students are expected to be in attendance for all scheduled exams, unless they (seniors ONLY) have earned an exemption.

School Wide Rubrics

To align with the Webster Public School District’s Instructional Priority that is focused on reading, speaking, and writing, we have four school-wide rubrics.

Social and Civic Rubric

	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	No Evidence (0)
Active Communicator and Collaborator	☐ Clearly expresses ideas, actively listens, supports peers, and works well in any group. Resolves conflicts respectfully.	☐ Shares ideas, listens to others, and works well with most peers.	☐ Sometimes shares ideas but may struggle to listen or contribute equally.	☐ Rarely communicates clearly or contributes to group work.	☐ Does not participate in group work or communication.
Critical and Analytical Thinker	☐ Consistently asks deep questions, analyzes ideas, and supports thinking with evidence.	☐ Often asks questions and uses logic or examples to support ideas.	☐ Sometimes shows thinking but may rely on guesses or limited reasoning.	☐ Struggles to think critically or explain ideas clearly.	☐ Shows no attempt to think deeply or analyze.
Empathetic and Productive Citizen	☐ Always shows empathy, respects differences, and actively supports a positive environment.	☐ Usually respectful and considerate of others’ feelings and ideas.	☐ Sometimes respectful; needs reminders to consider others’ perspectives.	☐ Rarely shows empathy or kindness to others.	☐ Shows no awareness of others’ needs or feelings.
Responsible Community Member	☐ Always follows expectations, takes initiative, and models integrity and accountability.	☐ Usually responsible and honest; meets expectations.	☐ Sometimes meets responsibilities; needs reminders or help.	☐ Rarely takes responsibility or follows rules.	☐ Shows no effort to be responsible or follow expectations.
Continuous and Lifelong Learner	☐ Shows curiosity, seeks feedback, and persists through challenges with a positive attitude.	☐ Willing to learn and improves with feedback.	☐ Sometimes puts effort into learning but gives up easily.	☐ Avoids effort or growth when faced with challenges.	☐ No interest or engagement in learning or growth.

Writing

	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	No Evidence (0)
Quality of Development of Central Idea/Thesis	☐ The central idea/thesis is insightful, original, and fully developed. ☐ Demonstrates a deep understanding of the topic. ☐ Clearly articulated and consistently supported throughout the piece.	☐ The central idea/thesis is clear and well-developed. ☐ Shows a strong understanding of the topic. ☐ Effectively stated and supported, though may not be as original or nuanced.	☐ The central idea/thesis is present, general, and moderately developed. ☐ Shows a basic understanding of the topic. ☐ Somewhat clear, but may lack depth or consistent support.	☐ The central idea/thesis may be present but is underdeveloped or vague. ☐ Shows limited understanding of the topic. ☐ Not clearly stated and lacks sufficient support.	☐ The central idea/thesis is not developed or missing. ☐ Shows little to no understanding of the topic. ☐ No clear thesis or central idea.
Selection and Explanation and/or Details	☐ The evidence and details are very well chosen and clearly explained. ☐ The main idea is supported with interesting and strong examples. ☐ Demonstrates a strong ability to analyze and understand the evidence.	☐ The evidence and details are well selected and explained. ☐ The main idea is supported with relevant examples. ☐ Demonstrates a good ability to analyze and understand the evidence.	☐ The evidence and details chosen are appropriate, but may be basic or not very relevant. ☐ The main idea is supported with general examples. ☐ Demonstrates a fair ability to analyze and understand the evidence.	☐ The evidence and details are not very relevant or explained well. ☐ The main idea is supported with weak or unclear examples. ☐ Demonstrates a limited ability to analyze and understand the evidence.	☐ There is not enough evidence or details, or they are missing altogether. ☐ The main idea is not supported. ☐ Demonstrates no ability to analyze or understand the evidence.
Organization	☐ The organization is outstanding, making the writing clear and impactful. ☐ Ideas flow smoothly with great transitions between points. ☐ The structure effectively supports the main idea and purpose.	☐ The organization is clear and logical. ☐ Ideas are well ordered, and transitions are effective. ☐ The structure supports the main idea.	☐ Shows some organization but could be more consistent. ☐ Ideas are generally in order, but some transitions may be missing. ☐ The structure supports the main idea, but it is a bit disconnected.	☐ The organization is limited and is confusing. ☐ Ideas are not in a clear order, and transitions are weak or missing. ☐ The structure doesn't effectively support the main idea.	☐ There's little to no organization. ☐ Ideas are not presented. ☐ The structure fails to support your main idea.
Expression of Ideas	☐ Ideas are expressed in a rich and engaging way. ☐ Precise and varied use of language enhances the writing. ☐ Demonstrates a strong command of vocabulary and writing style.	☐ Ideas are clear and effective. ☐ Appropriate and varied language adds to the clarity of the writing. ☐ Demonstrates good command of vocabulary and style.	☐ Ideas are expressed adequately but may be simple or repetitive. ☐ Language is generally correct but lacks variety or precision. ☐ Demonstrates a basic command of vocabulary and style.	☐ Ideas are basic and may be unclear or vague. ☐ Language is often incorrect, with limited variety. ☐ Demonstrates a limited command of vocabulary and style.	☐ Ideas are poorly expressed and lack clarity. ☐ Language use is minimal or incorrect, making it hard to understand. ☐ Demonstrates little to no command of vocabulary or style.

Reading

	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	No Evidence (0)
Accuracy	☐ Reads all or nearly all words correctly with no need for correction.	☐ Reads most words correctly with few errors and occasional self-correction.	☐ Makes several errors and may need teacher assistance.	☐ Frequently misreads or skips words, affecting meaning.	☐ Does not attempt to read or gives up immediately.
Pacing	☐ Reads at a smooth, natural pace that matches the text and meaning.	☐ Generally reads at a steady pace with some minor pauses or hesitations.	☐ Reads with inconsistent pacing—frequent starts, stops, or rushing.	☐ Reads too quickly or too slowly to be understood.	☐ No pacing observed; does not read
Expression and Tone	☐ Uses clear expression, emotion, and intonation that matches the mood and meaning of the text.	☐ Uses some expression and intonation appropriately throughout the reading.	☐ Limited use of expression; tone may be flat or inconsistent.	☐ Little or no expression; reading is monotone.	☐ No expression; not attempted.
Volume and Clarity	☐ Speaks clearly and loudly enough for everyone to hear with excellent pronunciation.	☐ Speaks clearly and audibly with mostly correct pronunciation.	☐ Sometimes hard to hear or understand; several unclear words.	☐ Often too quiet or mumbled; difficult to understand.	☐ No sound produced; did not speak.
Confidence and Eye Contact	☐ Reads confidently with good posture and frequent eye contact with the audience.	☐ Appears mostly confident; occasional eye contact with the audience or peers.	☐ Some signs of nervousness; rarely looks up from the text.	☐ Appears very nervous; avoids eye contact entirely.	☐ No attempt; avoids reading aloud.

Speaking

	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	No Evidence (0)
Clarity and Articulation	☐ Speaks clearly and articulately at all times; words are easy to understand.	☐ Mostly clear and understandable with few mispronunciations.	☐ Sometimes hard to understand; mispronounces several words.	☐ Often unclear or mumbled; difficult to understand.	☐ Does not speak or attempt.
Organization of Ideas	☐ Ideas are well-organized and easy to follow; logical flow throughout.	☐ Mostly organized with a clear beginning, middle, and end.	☐ Ideas are loosely organized; some confusion in order or clarity.	☐ Ideas are disorganized or incomplete.	☐ No ideas shared or presented.
Engagement and Eye Contact	☐ Maintains strong eye contact and engages the audience with confident body language.	☐ Makes regular eye contact and appears comfortable.	☐ Makes limited eye contact; may seem unsure or distracted.	☐ Rarely makes eye contact; shows discomfort.	☐ No engagement; avoids speaking.

	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	No Evidence (0)
Voice and Volume	☐ Speaks with a strong, clear voice and appropriate volume for the setting.	☐ Voice is mostly clear and audible with some variation in volume.	☐ Voice is sometimes too soft or uneven.	☐ Voice is too soft or difficult to hear.	☐ No audible speech.
Expression and Tone	☐ Uses expressive tone, facial expressions, and emotion that match the message.	☐ Shows some expression and emotion appropriate to the topic.	☐ Expression is minimal or inconsistent.	☐ Tone is flat or mismatched to the topic.	☐ No tone or expression; not attempted.

Summer School

Credit recovery is available for students over the summer. Students are eligible for credit recovery with a final grade of 50 - 59.

Honor Roll

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

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

Student Testing Protocol

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

- All students are expected to be present and on time for all sessions of the testing program; absences are excused by a physician's note only. Students are not exempt from state testing. Make-up sessions are scheduled.
- Additionally, all students are strongly encouraged to get a good night's rest and eat a healthy breakfast before each testing session to ensure alertness, energy and focus, as well as to utilize test taking strategies taught during the school year to assist them in a logical and thoughtful approach to test taking.
- Parent/guardian cooperation and assistance with these expectations is greatly appreciated.
- Cell phones, earpods, Smartwatches and any unauthorized electronic devices are prohibited from testing sites. These items must be put away in the student's bag until testing is completed.

Cheating/Plagiarism

Bartlett High School fully understands the integrity of other people's work. We also expect students to produce or complete assignments using their own efforts and creativity thereby generating work entirely of their own. As a result, any allegation of academic dishonesty is taken extremely seriously. Plagiarism is one of the most common forms of academic fraud.

The American Heritage Dictionary defines plagiarism in the following way:

- To steal and use the ideas or writings of another as one's own.
- To appropriate passages or ideas from another source and use them as one's own, including using Artificial Intelligence (AI).

The following is taken from the McGraw-Hill College Handbook and presents ways to avoid plagiarism:

- You commit plagiarism whenever you present words or ideas taken from another person as if they were your own. The easiest way to avoid plagiarism is always to use quotation marks when you quote directly from a source and always to acknowledge a source when you borrow or even allude to someone else's idea.

Checklist to avoid plagiarism:

- Always acknowledge your sources.
- Always keep your own notes and comments about a subject separate from the words you copy from other sources. Students sometimes commit plagiarism accidentally because their notes fail to distinguish between what is their own and what they have copied.
- Always use quotation marks when you are quoting directly, even if you choose to quote only a short phrase or clause.
- Even when you are not quoting directly from a source, always be sure to attribute striking ideas to the person who first thought of them.
- Always cite your sources for interpretations, statistical data, and facts that are not common knowledge.

Plagiarism is a very serious offense

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

Bartlett High School believes that AI (Artificial Intelligence) can be a valuable tool to enhance teaching and learning when used responsibly and ethically. However, it is essential to establish clear guidelines to ensure its appropriate use.

- Acceptable and Unacceptable Use of AI:
 - Acceptable Use:
 - Learning Tool - AI can be used as a tool to support student learning, such as providing tutoring, practice exercises, or feedback on writing.
 - Research Assistant - students may use AI to gather information and generate ideas for research projects.

- Creativity Enhancement - AI can be used as a creative tool to generate ideas or develop new approaches to problem-solving.
- Unacceptable Use:
 - Cheating: Using AI to complete assignments or assessments without original thought or effort.
 - Misrepresentation: presenting AI generated content as one's own work.
 - Harm to Others: using AI to create or disseminate harmful or discriminatory content.
- Consequences for violating this policy will vary depending on the severity of the offense, but will always include parent/guardian notification to address the issue.
 - Possible actions include:
 - Educational Consequences:
 - Loss of credit for an assignment
 - Detention
 - Academic probation
 - Disciplinary Actions:
 - Restorative discipline
 - Detentions
 - Saturday School

After School Academic Support

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

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

We will continue to provide an academic support center where there will be a representative from several academic areas in the cafeteria on Mondays, Wednesdays, Thursdays, and Fridays. This schedule will also be shared via ClassDojo.

Saturday School

The high school offers Saturday School Sessions as a structured opportunity for students to address various academic and behavioral needs. These sessions are designed to support:

- Credit recovery due to excessive absences
- Students at risk of failing courses
- Disciplinary consequences, as assigned by administration

Saturday School Sessions provide a quiet, supervised environment to help students stay on track academically. Breakfast and snacks are provided to all students in attendance.

Attendance Expectations:

- Students are required to attend the entire session (8 am - 12 pm).
- Late arrivals will not be admitted and will be sent home.
- Early dismissals are not allowed; students who leave early will forfeit all time served for that session.
- Cell phones will be placed in the student's Yondr pouch upon arrival for the length of the session.

Participation may be mandatory or recommended based on academic performance, attendance, or disciplinary standing. Failure to follow session expectations may result in additional consequences or loss of credit recovery opportunities.

Extracurricular Activities and Athletics

Extracurricular Activities and Athletics Overview

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

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

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

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

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

Athletic Opportunities

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

Extracurricular Activities

Acapella	Drama Club	Mock Trial
Active Minds	International Thespian Society	National Honor Society
Art Club	LGBTQ Club	Robotics Club
Class Officers	Marching Band Club	Student Council
DECA	Medical Careers Club	Yearbook

Dances

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

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

Field Trips

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

Students who are planning to attend a field trip must obtain a permission slip signed by their parent/guardian and then submit the slip to the trip coordinator by the given due date. Students are expected to follow the same rules and guidelines on field trips as they do in school, including dress code, unless otherwise specified. To be eligible for the trip:

- Students must meet requirements set forth by the supervisory teacher and administration.
- Students must be in good academic, behavioral, and attendance standing with the school.
- Students must not be on Social Probation at the time of the trip.

In regards to behavior:

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

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

Prior to the field trip, parent/guardian chaperones are required to have a CORI check. Field trips vary in cost depending upon bus rentals, fees, and admission tickets. An attempt is made to fix the cost at a "break even" point. For this reason, teachers may establish dates when money for the field trip is due. Arrangements can be made with administration if the only reason not to attend is financial.

Class Officer/Student Council

Eligibility to Run for Class Officer or Student Council:

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

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

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

National Honor Society (NHS)

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

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

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

- **Scholarship** - the student demonstrated a commitment to learning. Members of the National Honor Society must maintain a cumulative grade point average of 93 percent or higher.
- **Character** - the student of character demonstrates the highest standards of honesty and reliability. They are cooperative, show courtesy and concern for others, and uphold school regulations. Classroom, school, and peer leadership are considered for the leadership qualification. They are trustworthy, punctual, fair, and caring. They strive to make the right choices.
- **Leadership** - members of the National Honor Society are leaders. They are resourceful. They solve problems and promote school activities. They contribute ideas, they are dependable, and they exemplify positive attitudes about life. In taking initiative both in and outside of the classroom, a leader strives to train and help others reach their common goals of success. A leader will go forward when others hesitate.

Classroom leadership is defined as positively influencing others to do their best and going beyond what is expected. School leadership is based on participation in extracurricular activities. A student must have documentation by the appropriate advisor that they have shown “active” participation in at least one extra curricular school or community activity (not a class).

- **Service** - members of the National Honor Society voluntarily contribute to their school and community, without monetary compensation and with a positive, courteous, and enthusiastic spirit. NHS Members are willing to work for the benefit of those in need, and they are committed to volunteering their time.

Athletics

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

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

Training Rules and Regulations for Athletes

- All student athletes are under the supervision of the coach for that sport, and must comply with any additional requirements or regulations put forth by that coach.
- At the beginning of each season, coaches will provide to all team members and parents/guardians written documentation regarding expectations, team rules and regulations, practice schedules, game schedules, and any other pertinent information.
- The athletic coach has the authority to suspend or dismiss any student athlete who fails to comply with the requirements or regulations put forth by the athletic department.
- Any student athlete dismissed from a team by a coach may not participate on another sport team during that same season.
- Any student athlete who quits a team after the final roster has been selected may not participate on another team during that same season.
- A student at Bartlett High School is considered a student athlete from the date of enrollment at Bartlett until graduation. It is vitally important that they maintain a good example and abide by Bartlett High School Athletic Department guidelines on a continuing basis; both in season and out of season.
- Student athletes must comply with all rules of the Massachusetts Interscholastic Athletic Association.

Attendance - School/Practice/Game

- School attendance is mandatory for everyone.
- Students must be admitted to school prior to 8:00am or they are ineligible to participate in an athletic practice or contest on that day.
- Students who are admitted into school after 8:00am must have made arrangements to do so and receive permission from the administration at least 24 hours in advance. They then are eligible to participate in a practice or game on that day.
- Any student who is dismissed for more than half of the school day or is absent is also ineligible to participate in an extracurricular activity or contest on that day unless excused by administration.
- Students that are ineligible due to tardiness may not participate but may attend practices/games on that day.
- Students that are ineligible due to being on social probation may not attend or participate in practices/games for the length of the probation period.

- For absences due to school-related trips, the player will have a one game suspension. For absences due to vacations, the player will sit one game out for each game missed while away.
- Athletes should expect to practice or have a game on every school day; occasionally, a weekend practice/game.

Academic Eligibility

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

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

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

Chemical Health

- While a student athlete at Bartlett High School, in or out of season, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAPE pens and all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student’s own use by their doctor.
- Minimum Penalties
 - First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties

will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Any fractional part of an event will be dropped when calculating the 25% of the season.

- Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events, provided the student was fully engaged in the program throughout that penalty period. The high school principal, in collaboration with a Chemical Dependency Program or Treatment Program, must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.
- Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of the same academic year: he would serve the penalty(ies) during the fall season of the next academic year.)

First Offense - 25%	
Number of Events/Season	Number of Events/ Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

Second Offense - 60%	
Number of Events/ Season	Number of Events/ Penalty
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11

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

20 or over	12
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School Issued Equipment/Uniforms

- School-issued athletic equipment and game uniforms are not to be worn or used for practice or at any time other than at a school-sponsored athletic event.
- The student-athlete is responsible for the clothing and equipment issued to him/her. All equipment not turned in at the end of the sport season will be billed at current replacement cost. The assessment must be paid before the end of the school year and before awards are given.
- Student-athletes are to keep the locker room clean.
- All team lockers will be empty following the completion of the season.

Travel

- Players must ride to and from out-of-town games on school-owned or chartered buses. Players may not travel to an away athletic contest in private transportation and participate in a game without the expressed permission of the athletic director.
- All athletes are reminded that, when visiting other schools, Bartlett is the guest. The athletes will act in a reasonable and courteous way. This includes respecting the facilities and equipment of the host school. Any malicious destruction of property will result in an assessment of damages for the restitution and dismissal from the team.
- Clothing (attire) will be neat and suitable, as advised by the coach and/or athletic director.

Sports Related Head Injury and Concussion Procedures

Webster Public School Athletic Sports Related Head Injury and Concussion Protocol

Purpose

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

Athletic Activities

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

Signs of Concussion

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

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

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

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

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

Day 1	No activity, complete rest. Once symptom free, proceed to Day 2
Day 2	Light aerobic exercise such as walking, stationary cycling, no resistance training
Day 3	Sport specific training, (i.e. running in most sports, skating) the important portion of this step is the addition of one of low resistance or simple resistance training. Example: football QB's may resume sideline throwing.
Day 4	No contact training skills, a set of higher intensity resistance training. Example: football linemen walk through pass blocking
Day 5	Full contact training after medical clearance
Day 6	Game Play

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

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

Prevention and Management of Sports Related Head Injury and Concussion

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

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

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

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

The Student and Parent/Guardian will be responsible for:

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

The Athletic Director will be responsible for:

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

Members of the coaching staff will be responsible for:

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

- Identifying athletes with head injuries or suspected concussions that occur in practice or competition; complete a Report of Head Injury Form, and remove them from play.
- Ensuring athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of themselves or their opponent.

The School Nurse will be responsible for:

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

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

Student Support Services

Counseling

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

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

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

Student Records

The Department of Education has promulgated certain rules and rights concerning student records. In brief, they say that students' records are open for inspection and dissemination to students, their parents/guardians

and authorized school personnel only. Student information (grades, test scores, ratings, etc.) may not be shared with any third party without the written consent of the student and/or parent/guardian.

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

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

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

Student Withdrawal

Students transferring to another school must present written notification from their parent/guardian signifying their intentions to the guidance office. The student will meet with their guidance counselor, a parent/guardian, and the principal, and a withdrawal form will be signed. A release of records must also be completed. All books, chromebook/charger, and other school property must be returned at this time.

Homebound Instruction

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

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

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

Health and Wellness/Nursing Services

If a student becomes ill or injured at school, they 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 student must be fever free for 24 hours without medication before returning to school.
- Vomiting or diarrhea present during the past 24 hours. Your student 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 student 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.
- Parent/Guardian consent form filled out and signed.
- Over the counter medications, acetaminophen (Tylenol), ibuprofen (Advil, Motrin), diphenhydramine (Benadryl), Calcium carbonate (Tums) can be given by the school nurse with parent permission.

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

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 student safe). All health care concerns are confidential in nature and will be handled confidentially, professionally and with attention and concern for the privacy of the students and their families.

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.

Allergies

- The Webster Public Schools is committed to providing a safe and healthy school environment for all students. Allergies can be a significant health problem or life threatening for some students. Successful allergy management is a partnership among the parent/guardian(s), the student, the prescribing physician and the school system. It is the responsibility of the parent/guardian to notify their student's school of their student's allergies at the beginning of each school year. The student's physician must be involved in the

diagnosis and treatment plan that the school will follow for students with diagnosed food allergies while in school or at any school-sponsored event. The plan must be reviewed annually and revised as needed. No student will be excluded from school activities based solely on their allergies.

- The Webster Public Schools are considered “peanut sensitive/peanut aware.” The purpose of this policy and guidelines is to minimize the risk of exposure to allergens that pose a threat to the student(s) in the Webster Public Schools and to provide all students, through necessary accommodations where needed, the opportunity to participate fully in all school programs and activities, and to educate the school community about life threatening allergies (LTAs). We recognize that it is not possible to eliminate all potential exposures. The focus of this district wide allergy management plan is prevention, education, awareness, communication and emergency response.
- The consumption of food on routine bus routes is prohibited. Under the appropriate supervision of school personnel for longer school trips and for students with special health needs requiring the consumption of food at non-meals, food may be allowed on school buses.
- School nurses may provide food to students when the medical status of the student indicates a need.
- Legal References:
 - MGL 71:37
 - 105 CMR 210.000
 - FERPA/HIPAA
 - Legal Issues in School Health Services
 - Managing Life Threatening Food Allergies in Schools, Massachusetts Department of Education (2002)

Screenings

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

Immunizations

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

School Health Service Referral Process

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

Elevator Usage

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

Behavioral Expectations and Discipline

PBIS

The Bartlett Way

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

Key features of PBIS include:

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

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

Behavioral Expectations

		B	H	S
		Be Accountable	Honorable	Safe
Schoolwide		❖ Have a pass. ❖ Report inappropriate behavior. ❖ Be timely. ❖ Use technology appropriately.	❖ Respect others and their property. ❖ Respect school property and materials. ❖ Adhere to the dress code.	❖ Follow staff directions. ❖ Use appropriate language, tone, and volume. ❖ Maintain personal space.
Classroom		❖ Arrive on time and prepared. ❖ Cell phones placed in the hanging cell phone holder. ❖ Maintain a clean space.	❖ Cooperate and collaborate. ❖ Persevere and take pride in your work. ❖ Allow teaching and learning to occur.	❖ Follow classroom procedures. ❖ Use appropriate language, tone, and volume. ❖ Maintain personal space.

At BHS, we have three main behavioral expectations:

Be Accountable
Honorable
Safe

Incentives

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

- **Verbal Praise**

- One of the best rewards a student can receive is specific, verbal praise. Staff will praise students when they are observed making positive choices.
- **Bartlett Bucks**
 - Students will be able to earn “Bartlett Bucks” throughout the school for exhibiting any of the 3 school-wide behavioral expectations of The Bartlett Way. Students will eventually be able to exchange their “Bartlett Bucks” for prizes/rewards, raffle tickets, and/or admission into PBIS monthly events.
- **Shout Outs**
 - Teachers will submit the names of students to the PBIS team that they catch exhibiting any of the 3 school-wide behavioral expectations of The Bartlett Way. The student’s name and behavior exhibited, as well as who nominated them, will be displayed on the television screen in the cafeteria for all to see.
- **Student of the Month**
 - Each month, every academic department will nominate a student that they have mutually agreed on to be student of the month for that department. This student will have had to consistently exemplify, or strive to exemplify, all 3 of the school-wide behavioral expectations of The Bartlett Way for that specific month.
- **School-Wide Events**
 - At least quarterly a school-wide event will be held as a reward to students demonstrating positive behaviors. To get into the event students will need to purchase a ticket with Bartlett Bucks. Each student must save their tickets if they wish to be able to enter the event. An example event is Bingo, Family Feud, staff vs. student competition, a dance, or the Egg Hunt, etc.
- **Quarterly Community Meetings**
 - Community meeting is an opportunity for the entire grade to come together with their teachers. The community meeting is intended to be a fun celebration of all the hard work that was put in during the previous month. Certificates will be created for any outstanding students that month. The PBIS committee will plan a fun activity for some students to participate in, such as Minute to Win It. Bartlett Bucks can be picked as a way to pick a participant for Minute to Win It. Several community building events will be planned throughout the year. At these events student volunteers will participate in fun activities.

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

Code of Conduct

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

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

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

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

Administrative Discretion

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

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

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

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

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

Disciplinary Actions

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

Classroom Tiered Interventions

Classroom consequences may include any of the following:

- Conference with the student

- Verbal Warning
- Parent/Guardian Two-Way Communication
- Parent/Guardian In Person Meeting
- After School Detention

Definitions

Conference

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

Verbal Warning

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

Parent/Guardian Communication

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

Detention

- Teacher Detention
 - From 2:15pm - 2:45pm.
 - Takes precedence over any athletic and/or extracurricular activity.
 - Assigned by teachers for violations of the general rules and regulations, minor offenses, or failure to do academic assignments.
 - Served with that teacher on the day designated by the teacher (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from the teacher).
 - A minimum of 24 hours' notice will be given to the student.
 - Teacher will call the parent/guardian and notify them of the date, time, and reason for the assigned detention.
 - Students will report promptly to the appropriate classroom at 2:15pm.
 - If the student fails to report after school as directed, the teacher will reschedule the detention one time
 - If the student still fails to report after school, the teacher will submit the student's name to administration, who will intervene to ensure that the student serves an administrative detention.
 - The cell phone and personal technology policy will be enforced during teacher detention.
- Administrative Lunch Detention
 - During the student's 30 minute lunch block.
 - Assigned by administrators for violations of the general rules and regulations.
 - Served with an administrator on the day designated by the administrator (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from an administrator).
 - Students will report to the designated, assigned room promptly at the beginning of their lunch block.
 - If the student fails to report during lunch as directed, an administrator will assign an administrative detention.
 - The cell phone and personal technology policy will be enforced during administrative detention.
- Administrative Detention
 - From 2:15pm - 3:15pm.
 - Takes precedence over any athletic and/or extracurricular activity.
 - Assigned by administrators for conduct offenses.

- Served with an administrator on the day designated by the administrator (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from the administrator).
- A minimum of 24 hours' notice will be given to the student.
- An administrator will call the parent/guardian and notify them of the date, time, and reason for the assigned detention.
- Students will report promptly to the cafeteria after school at 2:15pm.
- If the student fails to report after school, as directed, they will be subject to progressive disciplinary action. In addition, chronic refusal to serve administrative detentions may result in a parental/guardian conference, as well as social probation for a length of time determined by administration.
- The cell phone and personal technology policy will be enforced during administrative detention.

Saturday School

- A structured opportunity for students to address behavioral needs.
- Assigned by administration.
- A quiet, supervised environment to help students stay on track academically.
- Attendance Expectations
 - Students are required to attend the entire session (8am - 12pm).
 - Late arrivals will not be admitted and will be sent home.
 - Early dismissals are not allowed; students who leave early will forfeit all time served for that session.
- The cell phone and personal technology policy will be enforced during Saturday School Sessions.
- Failure to follow session expectations may result in additional consequences or loss of credit recovery opportunities.

Social Probation

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

Emergency Removal

- The temporary removal from school 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.
- 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 poses a danger to persons or property, or substantially disrupts the order of the school and, in the principal's judgement, there is no alternative available to alleviate the danger or disruption.

Alternatives to Suspension

- “Updated Expectations for School and District Leaders Related to Student Discipline per G.L. c. 71, s.37H3/4(b), as amended by Chapter 177 of the Acts of 2022, An Act Addressing Barriers to Care for Mental Health February 2023:
 - Any principal, headmaster, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding consequences for the student, shall consider ways to re engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student’s continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.
 - Alternative remedies may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent, or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.”

Suspension

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

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

Exclusion

- A long-term suspension of more than 10 days, but no longer than 90 days (with some exceptions depending upon offense). Only the principal can exclude a student from school.
- 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.
- 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's 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 requirement to 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's responsibility to inform all parties before the hearing that an audio copy will be made of the hearing.
- A student can be excluded when it is determined that their actions are detrimental to the physical safety of others or to prevent substantial interference with the rights of others to pursue an education or because of the violations listed below:
 - Possession or use of a weapon, or any object which can be construed as a weapon
 - Assault/attack on a teacher or staff member
 - Possession of a controlled substance

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

Expulsion

- Only the Principal can expel a student from school.
- The removal from school for more than 90 days, indefinitely, or permanently.
- A student can be excluded or expelled when it is determined that their actions are detrimental to the physical safety of others or to prevent substantial interference with the rights of others to pursue an education or because of the violations listed below:
 - Possession or use of a weapon, or any object which can be construed as a weapon
 - Assault/attack on a teacher or staff member
 - Possession of a controlled substance
 - A felony charge or felony delinquency complaint
 - Conviction, adjudication, or admission of guilt with respect to a felony
- The Principal may also exclude students from school for a psychological examination, follow-up counseling and a recommendation of the psychologist that the student can return to school. The school will be required to provide resources so the student can make academic progress.
- A copy of the expulsion letter will be sent to the Webster Police Department, Superintendent of Schools, Principal, Guidance Counselor, Director of Special Education, and Probation Officer (if applicable).
- Any student expelled from school for such offenses shall be afforded an opportunity to receive educational service and make academic progress. In accordance with Mass. General Law Ch. 71 Sect. 37H:
 - Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
 - Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games may be subject to expulsion from the school or school district by the principal.

- Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. In addition: A student may be recommended for exclusion for persistently violating reasonable regulations of the school, or otherwise persistently misbehaving therein; so as to render himself a fit subject for exclusion. Expulsion of a student is recommended to the superintendent of schools by the principal. A student recommended for expulsion may have a hearing with the principal and superintendent following the appeal process as noted above.
 - Prior to Exclusion for More Than 10 School Days
 - School must provide written notice of appeal rights
 - The student has five (5) calendar days to appeal with an option to extend an additional seven (7) days.
 - The superintendent will hear the appeal within three (3) school days.
 - Student Right to Appeal
 - A student will be able to present oral and written testimony.
 - A student will be able to cross examine witnesses.
 - A student has a right to council at their own expense.
 - A student has a right to an interpreter if necessary.
 - A student has the right to a decision within five (5) calendar days.
 - The superintendent's decision is final.
 - Bartlett High School will partner with the School Resource Officer and/or the Webster Police Department in matters relating to expulsion.

Due Process Procedure

- All students have the constitutional right (Goss vs. Lopez) to receive due process procedures including notice and the right to a hearing where required in matters of suspension, transfer and expulsion.
- Due process for a student who is subject to suspension for ten days or less includes:
 - Oral or written notice of the charges against him/her;
 - An explanation of the basis of the accusation; and
 - The opportunity to present their side of the story to an impartial decision-maker (who may be a school administrator)
- Notice of the suspension and an opportunity for a hearing with a parent/guardian will occur before a student is asked to leave school. In the event that a student's behavior is so egregious that school has been substantially disrupted or the student's presence represents continued harm, school leadership may conduct an Emergency Removal as described below.

Re-entry Meeting

An in-person parental/guardian conference with administration, the nurse, and/or counselors is required before any student may be permitted to return to school in any case where a student has been out of school

for an extended time. This includes, but is not limited to, suspensions, hospitalizations, extended illnesses, or vacations.

Safety and Support Plans/Contracts

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

Mediation

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

Disciplinary Procedures

Discipline may be coded under one of two different categories:

Minor offenses

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

- Academic Integrity
 - Cheating/Plagiarism
 - Impersonating a Parent/Guardian (ex. forgery, verbally or in writing)
- Aggression
 - Aggression Towards Staff
 - Horseplay/Physical Contact
 - Non-Target Display of Aggression
 - Physical Altercation
- Attendance
 - Entering a Classroom without Permission
 - Skipped Admin Detention
 - Skipped Teacher Detention
 - Unexcused Class Exiting
 - Unexcused Class Tardy
- Bullying/Harrassment/Intimidation
 - Intimidation/Posturing
 - Teasing/Taunting
- Defacing Property
 - Minor Vandalism Correctable by Student
- Inappropriate Comments
 - Non-Targeted Inappropriate/Offensive/Obscene Language
- Inappropriate School Attire
- Not Following Expectations
 - Class Disruption
 - Noncompliance With Expectations
- Physical Conduct (PDA/Sexual)
 - Public Displays of Affection
- Technology
 - Inappropriate Use of Chromebook

- Social Media Causing Disruption of Physical/Emotional Harm
- Taking Unwarranted Pictures or Recordings
- Theft
 - Stealing or Misappropriation of School/Personal Property
- Vehicle (Personal/Bus)
 - Bus Violation

Referral Offenses

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

- Academic Integrity
 - Cheating/Plagiarism
 - Forging Absences Excuse
 - Impersonating A Parent/Guardian (e.g. Forgery, Verbally, or In Writing)
 - Other Offenses (e.g. Forgery, Extortion)
- Aggression
 - Aggression Towards Staff
 - Battery
 - Distribution of Alcohol
 - Fighting (Mutual Altercation)
 - Homicide (Murder or Manslaughter)
 - Horseplay/Physical Contact
 - Non-Target Display of Aggression
 - Physical Altercation
 - Physical Altercation, Minor (Pushing, Etc)
 - Sexual Battery (Sexual Assault)
- Alcohol (Possession/Suspected Use/Use)
 - Drinking Alcohol
 - Other Alcohol
 - Possession of Alcohol
 - Sales of Alcohol
 - Suspicion of Alcohol Use
- Attendance
 - Entering a Classroom without Permission
 - Leaving Building/Grounds without Permission
 - Other Attendance Policy Violation
 - Skipped Administration
 - Skipped Teacher Detention
 - Tardiness
 - Truancy
 - Unauthorized Area or Skipping Class
 - Unexcused Class Exiting
 - Unexcused Class Tardy
- Bullying/Harrassment/Intimidation
 - Bullying
 - Bullying Allegation
 - Harrassment/Hazing
 - Hazing
 - Other Nonsexual Harrassment
 - Sexual Harrassment (Unwelcome Contact)
- Contraband

- Possession of Inappropriate Substances
- Possession of Substance Paraphernalia
- Use of Inappropriate Substances
- Defacing Property
 - Defacing/Damaging School Property/Vandalism
 - Other Vandalism
 - Vandalism of Personal Property
 - Vandalism of School Property
- Fire
 - Arson (Setting A Fire)
 - Fire Alarm
- Illegal Drugs (Possession/Suspected Use/Use)
 - Distribution of Illegal Drugs
 - Distribution of Substance As Illegal Drug
 - Other Drug Offense
 - Possession of Illegal Drugs w/Intent to Sell
 - Possession of Drug Paraphernalia
 - Possession of Illegal Drug
 - Sale of Illegal Drug
 - Sale of Substance as Illegal Drug
 - Suspicion of Use
 - Use of Illegal Drug
- Inappropriate Comments
 - Non-targeted Inappropriate/Offensive/Obscene Language
 - Targeted Derogatory, Sexual or Racially Offensive Language
 - Targeted Obscene or Abusive Language
- Inappropriate School Attire
- Legal (Felony Complaint or Conviction)
 - Felony Compliant/Charge Outside of School
 - Felony Conviction Out
- Marijuana (Possession/Suspected Use/Use)
 - Marijuana Possession
 - Marijuana Use
- Medication (Sale/Distribution/Improper Use)
 - Distribution of Medication
 - Other Inappropriate Use of Medication
 - Possession of Medication
 - Sale of Medication
 - Suspicion of Use Medication
 - Use of Medication Against School Rules
- Not Following Expectations
 - Blatant Disruption of Learning w/Refusal to Stop
 - Blatant Insubordination
 - Class Disruption
 - Disorderly Conduct (Disruptive Behavior)
 - Insubordination (Disobedience)
 - Noncompliance With Expectations
 - Violation of School Rules
- Obscene Gestures/Messages/Images
 - Drawing Obscene Pictures
 - Obscene Electronic Communication

- Obscene Gestures
- Obscene Language/Profanity
- Obscene Written Messages
- Other Obscene Behavior
- Out of Bounds
 - Trespassing (Unlawful/Unauthorized)
- Physical Conduct (PDA/Sexual)
 - Displays of Affection School Rules
 - Inappropriate Sexualized Behavior
 - Possession of Pornography
 - Public Displays of Affection
 - Sexual Offenses (Lewd Behavior, Exposure)
- Possession of Contraband
 - Unauthorized Incendiary Device on School Grounds
 - Unauthorized Weapon or Replica at School
 - Weapons Possession (Must Choose an Object)
- Suicide Attempt/Gesture
 - Attempted Suicide
 - Other Suicide Offense
 - Suicide
- Technology
 - Inappropriate Use of Chromebook
 - Inappropriate Use of Personal Technology
 - Social Media Causing Disruption of Physical/Emotional Harm
 - Taking Unwarranted Pictures or Recordings
 - Unwarranted Recording/Sharing of a Fight
- Theft
 - Burglary/Breaking and Entering
 - General Theft, Person
 - Kidnapping (Abduction)
 - Motor Vehicle Theft
 - Other Theft
 - Robbery (Taking of Things by Force)
 - Stealing or Misappropriation of School/Personal Property
- Threats/Instigating
 - Bomb Threat
 - Chemical/Biological Threat
 - Electronic Threat
 - False Alarms/Threats
 - Instigating a Fight
 - Other School Threat
 - Other Threat
 - Physical Threat
 - Terroristic Threat
 - Threatening Physical Assault to Staff or Students
 - Threats Against School Community
 - Verbal Threat
 - Written Threat
- Tobacco (Possession/Suspected Use/Use)
 - Distribution of Tobacco
 - Other Tobacco Offense

- Possession of Tobacco
- Sale of Use of Tobacco
- Suspicion of Use of Tobacco
- Use of Tobacco
- Vehicle (Personal/Bus)
 - Bus Violation
 - Driving/Parking Violation

Discipline Matrix

The table below provides a general guideline for the potential range of consequences associated with various student infractions. While the high school prioritizes educational and restorative approaches whenever possible, it remains committed to ensuring the safety and well-being of all students, staff, and the school community.

Behavior	Teacher Response	Admin Response	Saturday School	In School Suspension	Short Term Out of School Suspension	Long Term Out of School Suspension	Exclusion or Expulsion
Academic Integrity	x	x	x				
Aggression	x	x	x	x	x	x	x
Alcohol (Possession/Suspected Use/Use)		x	x	x	x	x	x
Attendance	x	x	x	x			
Bullying/Harassment/Intimidation	x	x	x	x	x	x	x
Contraband		x	x	x	x	x	x
Defacing Property	x	x	x	x	x		
Fire		x	x	x	x	x	x
Gambling	x	x	x				
Illegal Drugs (Possession/Suspected Use/Use)		x	x	x	x	x	x
Inappropriate Comments	x	x	x	x	x		
Inappropriate School Attire	x	x	x				
Legal (Felony Complaint or Conviction)		x	x	x	x	x	x
Marijuana (Possession/Suspected Use/Use)		x	x	x	x	x	x

Medication (Sale/Distribution/ Improper Use)		x	x	x	x	x	x
Not Following Expectations	x	x	x	x	x		
Obscene Gestures/Messages/ Images		x	x	x	x		
Out of Bounds		x	x	x	x		
Physical Conduct (PDA/Sexual)	x	x	x	x	x	x	x
Possession of Contraband		x	x	x	x	x	x
Suicide Attempt/Gesture		x	x	x	x	x	x
Technology	x	x	x	x	x		
Theft	x	x	x	x	x	x	x
Threats/Instigating		x	x	x	x	x	x
Tobacco (Possession/Suspected Use/Use)		x	x	x	x		
Vehicle (Personal/Bus)	x	x					

Safety and Security

Safety Procedures

Building Security

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

Fire Drills/Fire Evacuation

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

Hold in Place

A hold in place will be called if/when the hallways need to be cleared for any reason. If a hold in place is needed, an announcement will be made over the intercom. Teachers will lock the windows and doors to the classrooms, but instruction will continue. If a student is in the hall, they must report to the nearest available

classroom and remain there until the hold in place has been lifted. There is no imminent safety risk at the time a hold in place is called.

Lockdown

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

Evacuation

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

Medical Response

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

Missing Student Procedures

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

The protocol includes the following steps:

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

If applicable, additional communication will be made to:

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

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

Security Cameras

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

School Resource Officer

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

Hazing

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

Discrimination/Harassment/Sexual Harassment

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

Discrimination/Harassment

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

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

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

Sexual Harassment

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

- Submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition for a student's education or of a student's participation in school programs or activities
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school performance by creating an intimidating, hostile, humiliating or sexually offensive school learning environment

- Other sexually oriented conduct, whether it is intended or not, is unwelcome and has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to males or females

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

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

Retaliation

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

Possible Consequences

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

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

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

Discrimination/Harassment/Sexual Harassment Complaint Procedure

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 incidents of bullying and discrimination/harassment/sexual harassment to teachers, administrators, guidance counselors, other Bartlett High 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).

Bullying

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.

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

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

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

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

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

Allegation

An allegation is when someone accuses someone else of the act of bullying.

- Any staff that receives a report that someone is being bullied, they **MUST** document the report in Educator's Handbook AND report the incident immediately to a counselor or an administrator. The counselor or administrator will then complete a Bullying Prevention and Intervention Initial Incident Reporting Form, where an initial determination of whether or not bullying has occurred will take place.

Bullying Definition

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

Progression of Consequences

- 1st Offense: Verbal conference AND (at administrator's discretion) two-way communication with parent/guardian, detention, Saturday school, in or out of school suspension, referral to School Resource Officer, financial or material restitutions for all damages, etc.
- 2nd Offense: Conference with student and parent/guardian AND a 1-10 day suspension AND social probation (30 calendar days) which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and possible referral to School Resource Officer
 - Student and Parent/Guardian re-entry hearing with an administrator and guidance prior to returning to school will be held
- 3rd Offense: Conference with student and parent/guardian AND a 1-10 day suspension, social probation (30 calendar days) which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and referral to School Resource Officer
 - Student and Parent/Guardian re-entry hearing with an administrator and guidance prior to returning to school will be held
- 4th Offense and Subsequent Offense(s): Progression following continuum of consequences

Drugs and Weapons

A student shall not possess, use or attempt to use any weapon on school premises or at school-related functions.

1. In order to protect the students of the Webster Public Schools, by law, Bartlett High School will adhere to Massachusetts General Laws Chapter 71, Section 37H and all of the subsections contained therein.
 - a. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to exclusion from the school or school district by the principal.
 - b. Any student who assaults a staff member on school premises or at school sponsored or school related events, including athletic games, may be subject to exclusion from the school or school district by the principal.
 - c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing, an opportunity for a hearing will be provided and that student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend, rather than exclude, a student who has been determined by the principal to have violated either paragraph (a) or (b).
 - d. Any student who has been excluded from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The excluded student shall have ten (10) days from the date of exclusion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
 - e. When a student is excluded under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent

of the school district to which the application is made may request and shall receive from the superintendent of the school excluding said student a written statement of the reasons for said exclusion.

- 3 For the purposes of this policy, a “weapon” includes but is not limited to a gun, knife, slingshot, a blowgun, black jack, metallic knuckles, including a ring intended to be worn on more than one finger (“fused rings”) or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or Kung Fu sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed star-like object intended to injure a person when thrown, or any armband made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus of similar material weighted with metal or other substance and worn on the hand, or a manriki-gusari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon. “Weapon” also includes any non-working device or devices similar to those defined in this paragraph. The principal has the ultimate authority to determine if an object is or is not a weapon.
- 4 All lockers available to students are the property of the Webster Public Schools. Use of lockers by students is regulated by the School Administration and all lockers are subject to inspection by administration at any time. Any weapon(s) or other contraband found in a locker in violation of school policy may be considered to be the property of the student assigned to that locker for purposes of disciplinary action under this code.
- 5 For security reasons, no hats or hoods are to be worn inside the school building.

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

Suspicion of Use or Being Under the Influence

If it is suspected that a student may be under the influence of drugs and/or alcohol, a referral to the school nurse will be made so that the student can be assessed immediately. Parents/guardians will be notified if a student is being assessed by the nurse for the possibility of being under the influence.

Searches

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

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

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

Physical Restraint of Students

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Webster School District. Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or have been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind. The first goal is to administer physical restraint only when needed

to protect a student and/or a member of the school community from immediate, serious, physical harm. The second goal is to prevent or minimize any harm to the student as a result of the use of physical restraint. Further, students of the District are protected by law from the unreasonable use of physical restraint. These protections are required to be reviewed by staff annually as part of other mandated training.

Policies and Laws

District Policies

- Title 1 Compact
- Policy AC - Non Discrimination Policy Including Harassment and Retaliation
- Policy ACA - Non Discrimination Policy on the Basis of Sex
- Policy JICFA - E Hazing
- Policy JIC - Student Discipline
- Policy JICI - Possession of Weapons
- Policy JICG - Smoking or Use of Tobacco Products
- WPS Process on Controlled Substances
- Policy JICFB - Webster Public Schools Bullying Policy
- AHERA Notification

Title I School-Parent/Guardian Compact for School Year 2026/2027

School Responsibilities	Parent/Guardian Responsibilities	Student Responsibilities
Webster Public Schools will:	We, as parents/guardians, will support our children's learning in the following ways:	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 • 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. Notwithstanding 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 hearing officer 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.

The Rehabilitation Act of 1973 - Section 504

“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 - 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 - 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 Process 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 - 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

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.

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 the 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 main 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.cfchildren.org/Second%20Step/Steps%20to%20Respect)

<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 ☐ 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:**

☐ 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:

- ☐ Bullying
- ☐ Retaliation

If no:

- ☐ Incident documented as _____
- ☐ 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

**Webster Public Schools
Office of Business and Finance**

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Business Manager
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FX 508-949-2364
Mass Relay

Date: July 1, 2026

**Webster Public Schools
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

Massachusetts General Laws

Chapter 622

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

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

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

Non-Discrimination Policy

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

Student Records Law

603 CMR 23.00

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

Section:

23.01: Application of Rights

23.02: Definition of Terms

23.03: Collection of Data: Limitations and Requirements

23.04: Personal Files of School Employees

23.05: Privacy and Security of Student Records

23.06: Destruction of Student Records

23.07: Access to Student Records
23.08: Amending the Student Record
23.09: Appeals
23.10: Notification
23.11: Monitoring
23.12: Severance Clause
23.01: Application of Rights

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

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

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

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

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

23.02: Definition of Terms

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

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

- (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
- (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (c) The Evaluation Team which evaluates a student.

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

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

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

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

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

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

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

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

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

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

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; their birthdate; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

23.03: Collection of Data: Limitations and Requirements

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

23.04: Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, parent or a temporary substitute of the maker

of the record, but if it is released to authorized school personnel it becomes part of the student record subject to all the provisions of 603 CMR 23.00.

23.05: Privacy and Security of Student Records

- (1) The school principal or their designee shall be responsible for the privacy and security of all student records maintained in the school.
- (2) The superintendent of schools or their designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.
- (3) The principal and superintendent of schools shall ensure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.06: Destruction of Student Records

- (1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.
- (2) During the time a student is enrolled in a school, the principal or their designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and their parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.
- (3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.
- (4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was administered.

23.07: Access to Student Records

- (1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:
 - (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
 - (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
 - (c) school nurses who inspect the student health record.
- (2) Access to Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.
 - (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged.

However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of their transcript.
 - (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
 - (d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third parties shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.
- (3) Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.
- (4) Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that they will not permit any other third party to have access to such information without the written consent of the eligible student or parent.
- (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
 - (c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
 - (d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
 - (e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.
 - (f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

- (g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.
- (5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.
- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. the parent has been denied visitation, or
 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
 - (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
 - (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
 - (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
 - (f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

23.08: Amending the Student Record

- (1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.
- (2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or their designee to make the objections known.

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

23.09: Appeals

- (1) In the event that any decision of a principal or their designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Requests for such appeal shall be in writing to the superintendent of schools.
- (2) The superintendent of schools or their designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or their designee shall promptly take such steps as may be necessary to put the decision into effect.
- (3) In the event that the decision of the superintendent of schools or their designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the school committee.
- (4) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.
 - (a) School officials shall have the burden of proof on issues presented by the appellant.
 - (b) The appellant shall have the right to be represented by an advocate of their choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.
 - (c) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of their own choosing.
- (5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

23.10: Notification

- (1) At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:
 - (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
 - (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.
- (2) In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

23.11: Monitoring

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

23.12: Severance Clause

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

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

An Act Prohibiting the Practice of Hazing (Harassment)

M.G.L. Chapter 269

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

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

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

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

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

An Act Relative to the Crime of Criminal Harassment

Chapter 164 of the Acts of 2000

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

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

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall

be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000, or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

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

Amendments to the Bullying Law

I. Introduction

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

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

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

II. Identification of Categories of Vulnerable Students

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

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

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

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

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

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

III. Annual Reporting to DESE

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

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

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

IV. Student Survey

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

V. DESE Investigations

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

In a similar vein, the new law revises G.L. c. 71, § 380 to add a requirement that the school principal or designee notify the parents or guardian of a victim about DESE problem resolution system, currently administered by PQA, and the process for seeking assistance or filing a claim under the problem resolution

system. The principal or designee is required to provide that information when he or she notifies the parent or guardian about the bullying incident.

VI. Conclusion

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

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964
Federal Regulations 74665 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL: 71:370
MGL 265:43:43A
MGL 268:13B
MBL 296:14A
CROSS REFSAC Nondiscrimination
ACAB, Sexual Harassment
JBA Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK Student Discipline Regulations



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Mrs. Gina Nieves
Principal

Mr. David Moreno
Assistant Principal

Mr. Ryan Renauld
Dean of Students

Mr. Tony Paranto
Athletic Director

Family Signature of Receipt of Student Handbook and Guidelines 2026-27

Student Name: _____ Grade _____ Teacher: _____

My signature below acknowledges that I have read/ received a copy of the Student Handbook. It is my responsibility to read and follow the Student Handbook. I have received a copy of the Massachusetts General Law, Chapter 269, as outlined in the Bartlett High School Handbook. My signature acknowledges that I have read the handbook, generally understand its content, and will follow its content. My signature below also acknowledges receipt and acceptance of the Guidelines for Access to the Internet Policy and the Title 1 Compact.

Parental/Guardian Permission for Internet Use/Access

As a user of the school's computer network, I will obey the stated rules in our school's handbook and use computers in a constructive, good, and responsible manner.

- ☐ My student, _____, may use the internet while at school, according to the rules outlined in the Bartlett High School Handbook.
- ☐ I do not want my student, _____, to use the internet while at school.

Chromebook Use and Care

- ☐ I have been issued a Chromebook for the duration of my Bartlett career. I understand that it is for my sole use and any damages incurred to the unit while in my possession (outside of regular wear and tear) are my responsibility. I will abide by the policies set forth in the handbook.

Parental/Guardian Permission for Photographing/Video Recording

- ☐ My student may be photographed and/or video recorded during school sponsored events, and the images/recordings MAY be posted on the district/school website, district/school social media pages, in the local newspaper, on bulletin boards, in computer presentations, or some other type of educational publication.
- ☐ My student **may not** be photographed or video recorded during school sponsored events.

Parent/Guardian request for electronic monthly newsletter:

- ☐ Please send the monthly newsletter to my email at _____

Parent/Guardian Request for translated information:

- ☐ Please translate school information into _____ (language).
- ☐ I will need an interpreter at meetings/conferences.

Student Name

Student Signature

Parent/Guardian Signature

Date

- ☐ I would like a paper copy of the student handbook.