

# Bartlett High School

**Student  
Information**

**&**

**Guidelines  
Handbook**

**2021-2022**

# **TOWN OF WEBSTER**

## **School Committee**

Kelly Seddiki, *Chairwoman*  
Kathleen Napierata, *Vice Chairwoman*  
Sheila Blythe  
Linda Millet  
Nicholas Adamopoulos

## **Webster Public Schools District Administration Office**

**508-943-0104**

Ruthann Petruno-Goguen, M.Ed. *Superintendent*  
Monique Pierangeli, *Assistant Superintendent of Business & Finance*  
Kathleen Baris, *Director of Student Support Services*  
Jill Chapdelaine, *Director of Curriculum*  
Patricia Mackay, *Director of Title I, ELL, Grants, MCAS, Mentoring, Before & After School Programming*  
Jenna Gouin, *Co-Director of Adult & Community Education*  
(TBD), *Co-Director of Adult & Community Education*  
Ellen Nylen, *Director of Food Services*

ADA Compliance Officer: Monique Pierangeli • 508-943-0104 ext. 40010  
Title IX Compliance Officer: Kathleen Baris • 508-943-0104 ext. 40022  
Sexual Harassment Grievance Officer: Kathleen Baris • 508-943-0104 ext. 40022

## **Bartlett High School**

**508-943-8552**

### **Leadership**

Fran G. Thomas Jr., M.Ed., *Principal*  
Gina A. Nieves, M.A., *Assistant Principal*

### **Guidance Department**

Kimberly Granger, *(M-Z) Guidance Counselor*  
Christopher Shen, *(A-L) Guidance Counselor*  
Nancy Guiney, *School Adjustment Counselor*  
Patrick Diggins, *School Adjustment Counselor*

### **Athletic Department**

Anthony Paranto, *Athletic Director*

**[www.webster-schools.org](http://www.webster-schools.org)**

### **Acknowledgement:**

*With grateful appreciation to the citizens of Webster for their support of our public schools.*

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### **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.

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# Bartlett High School

52 Lake Parkway, Webster, Massachusetts 01570 • 508-943-8552 • Fax 508-949-8274

**Fran G. Thomas Jr., M.Ed.**  
Principal

**Gina A. Nieves, M.A.**  
Assistant Principal

**Anthony Paranto**  
Athletic Director

The faculty, staff and administration of Bartlett High School welcome you to the 2021-2022 school year. Regardless of whether you are entering your senior year, or just beginning your journey at BHS as a freshman, this handbook will provide you with important information to assist you in being successful and reaching your goals. However, how successful you are at Bartlett High School is up to you – this book only tells you what you must do. It is up to you to do it.

The good news is that Bartlett High School is filled with caring adults who are committed to creating a safe learning environment to afford you the opportunity to develop your talents and abilities to their fullest potential. I urge you to challenge yourself and make the most of the many academic and extracurricular opportunities BHS offers.

**EFFORT=EXCELLENCE!**

Best wishes for an enjoyable and successful school year!

Fran Thomas, Jr.  
Principal

# Table of Contents

<b>ADMINISTRATION LIST</b>		31
<b>LETTER FROM THE PRINCIPAL</b>		31
<b>MISSION STATEMENT</b>	<b>1</b>	31
<b>TITLE I COMPACT</b>	<b>2</b>	31
<b>SCHOOL-WIDE RUBRICS</b>	<b>3</b>	31
<b>PBIS MATRIX</b>	<b>10</b>	29
<b>GUIDANCE PROGRAM</b>	<b>11</b>	32
Accreditation	17	35
Additional Guidance Services	13	32
Citizenship Grades	15	32
College Admissions Information	11	36
Counseling Program Best Practices	11	36
Course Change Policy	13	36
Course Requirements to Earn a Diploma	14	37
Dual Enrollment	16	37
Employment Permits	17	37
Final Course Grades	15	37
Final Exam Exemptions (seniors)	14	37
Grading System	15	37
Graduation Requirements	13	37
Guidance Curriculum	12	37
Guidance Services	11	37
Honor Roll	15	37
Health/Nurse Services	18	37
Independent Study Policy	16	37
Mass. Academy	13	37
MCAS Requirements	14	37
Parent Portal	15	37
Posting of Student Names/Videos/Photographs	17	37
Report Cards	15	37
Scholarships, Prizes, and Awards Policy	16	37
School Counseling Responsibilities	11	37
Seniors Not Graduating Procedures	15	37
Student Records	17	37
Tests/Test Requirements – ACT/PSAT/SAT	12	37
Weighted Class Rank	16	37
Yearly Guidance Events	12	37
<b>STUDENT RULES &amp; REGULATIONS</b>	<b>18</b>	<b>37</b>
Drug and Weapon Policy	21	40
Due Process Procedures	18	41
Participation in Activities After/During Suspension	20	38
Physical Restraint of Students	21	39
Search Policy	20	40
<b>CODE OF DISCIPLINE</b>	<b>22</b>	<b>73</b>
Cheating/Plagiarism	28	80
Conduct of Students	23	73
Conduct of Student – Appeal Process	26	79
Discipline for Section 504 & ADA Students	22	73
Discipline for Special Needs Students	22	73
Dress Code	28	46
Electronic Device Policy	29	50
Exclusion/Expulsion	28	84
Harassment/Sexual Harassment Policy	27	85
<b>ATTENDANCE POLICY</b>	<b>29</b>	<b>83</b>
Administrative Corrective Procedures – Absences	30	back page
Administrative Corrective Procedures – Tardiness	30	
Dismissals	30	
Dropout Prevention	30	
Attendance Policy for Final Exams	31	
Homebound Instruction		31
Make-Up Policy		31
Make-Up of Tests/Quizzes		31
Student Absences, Tardiness, & Documentation		29
<b>GENERAL</b>	<b>32</b>	
After School Academic Support		35
Allergies in the School Setting		32
Automobiles		32
Class Dues		36
Class Officer/Student Council Eligibility to Run		36
Class Officer/Student Council Eligibility to Remain		36
Clubs/Organizations		36
Dances		33
Directed Studies – Student Procedures		35
Extracurricular Activity Eligibility Requirements		37
Field Trips/School Activities		35
Fire Drills & Other Emergencies		33
Food and Beverage		35
Fund-Raising Procedures		37
Hall Passes		33
Hallways		33
Homeroom		33
Library (Jeremiah A. Moriarty)		35
Lockdown		33
Lockers		33
Lost and Found		34
Parent-Teacher Conference		35
Physical Education		35
Posters		34
School Bus Behavior		34
School Bus Violation Penalties		34
Senior Privilege		32
Textbooks		34
Valuables		34
Visitors		34
Withdrawal from School		35
<b>INTERNET ACCESS AGREEMENT</b>	<b>37</b>	
<b>ATHLETICS</b>	<b>38</b>	
Academic Eligibility		40
Concussion Policy & Procedures		41
Interscholastic Activities		38
Training Rules & Regulations		39
Violation Penalties		40
<b>MASS. SCHOOL LAW SECTION</b>	<b>73</b>	
Amendments to Bullying Law		80
Chapter 622		73
Hazing/Harassment Law; Chapters 269 & 164		79
Non-Discrimination Policy		73
Student Records Law		73
<b>WEBSTER SCHOOLS</b>	<b>45</b>	
Additional Curriculum Support Activities		73
AHERA Annual Notice		82
Attendance Policy		46
Bullying Policy		50
School Cancellations		84
School Calendar		85
<b>BELL SCHEDULE</b>	<b>83</b>	
<b>Family Acknowledgement Form</b>		

## **WEBSTER PUBLIC SCHOOL MISSION STATEMENT**

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

### **Bartlett High School**

### **CORE VALUES and BELIEFS**

Bartlett High School prepares students to be lifelong learners who are responsible and productive in a global society. We are a dynamic community guided by these core values.....

**W**illingness to collaborate and explore new ideas

**E**xpectations of high standards in performance and behavior in a safe, supportive environment

**C**ommitment to civic responsibility

**A**ccountability to one's personal decisions and actions

**R**espect for human differences

**E**xcellence in education

### **EXPECTATIONS FOR STUDENT PERFORMANCE**

*Students will...*

- Communicate effectively in written expression
- Communicate effectively in oral expression
- Read and listen for information, understanding, appreciation, and interpretation
- Develop skills for problem solving and decision-making
- Develop skills for academic research
- Develop and exhibit an awareness of their individual rights and responsibilities in becoming contributing citizens
- Develop a strong work ethic
- Demonstrate school and civic pride
- Demonstrate respect for self and others
- Apply interpersonal skills throughout the school community
- Accept responsibility for one's personal decisions and actions
- Collaborate and work effectively toward group goals

Values of the  
**Webster Public Schools**

- ★ RESPECT
- ★ COOPERATION
- ★ HONESTY
- ★ ACCOUNTABILITY
- ★ EQUALITY
- ★ QUALITY
- ★ OPPORTUNITY
- ★ DISCIPLINE
- ★ PREPAREDNESS

# Title I School-Parent/Guardian Compact

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.

School Responsibilities	Parent/Guardian Responsibilities	Student Responsibilities
Bartlett High School will:  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.	We, as parents/guardians, will support our children's learning in the following ways:  Making sure your child attends school every day. Making sure that homework is completed. Monitoring my child's progress regularly. Ensure my child reads 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.	I, the student, agree to do my best to:  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. Give to my parent or the adult who is responsible for me all school notices and information from my school.

**ACADEMIC EXPECTATION RUBRIC**  
**COMMUNICATE EFFECTIVELY IN WRITTEN EXPRESSION**

**BARTLETT HIGH SCHOOL**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ Title of Work: \_\_\_\_\_

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

Teacher Comments: \_\_\_\_\_

**ACADEMIC EXPECTATION RUBRIC**  
**READ AND LISTEN FOR INFORMATION, UNDERSTANDING, APPRECIATION, AND INTERPRETATION**

BARTLETT HIGH SCHOOL

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Teacher: \_\_\_\_\_  
 Title of Work: \_\_\_\_\_

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

Teacher Comments: \_\_\_\_\_

BARTLETT HIGH SCHOOL

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

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ Title of Work: \_\_\_\_\_

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

Teacher Comments: \_\_\_\_\_

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

**BARTLETT HIGH SCHOOL**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Title of Work: \_\_\_\_\_

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

Teacher Comments: \_\_\_\_\_

## BARTLETT HIGH SCHOOL

### ACADEMIC EXPECTATION RUBRIC COLLABORATE AND WORK EFFECTIVELY TOWARD GROUP GOALS

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ Title of Work: \_\_\_\_\_

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Group Goals	• Always works toward group goals	• Usually works toward group goals	• Occasionally works toward group goals	• Rarely/never works toward group goals	
Contributions to the Group	• Extensively contributes knowledge, opinions, and skills • Always accepts and fulfills individual role within group	• Substantially contributes knowledge, opinions, and skills • Usually accepts and fulfills individual role within group	• Occasionally contributes knowledge, opinions, and skills • Sometimes accepts and fulfills individual role within group	• Rarely/never contributes knowledge, opinions, and skills • Rarely/never accepts and fulfills individual role within group	
Consensus Building Skills	• Always values the knowledge, opinion, and skills of all group members and encourages their contributions	• Usually values the knowledge, opinion, and skills of all group members and encourages their contributions	• Occasionally values the knowledge, opinion, and skills of all group members and encourages their contributions	• Rarely/never values the knowledge, opinion, and skills of all group members and encourages their contributions	
Time Management	• Always stays on task	• Usually stays on task	• Occasionally stays on task	• Rarely/never stays on task	
Additional					Total Points:

Teacher Comments:

## RUBRIC FOR STUDENT SOCIAL AND CIVIC EXPECTATIONS

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Title of Work: \_\_\_\_\_

## BARTLETT HIGH SCHOOL

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

**ACADEMIC EXPECTATION RUBRIC**  
**COMMUNICATE EFFECTIVELY THROUGH ORAL PRESENTATION**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Teacher: \_\_\_\_\_  
 Title of Work: \_\_\_\_\_

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

Teacher Comments: \_\_\_\_\_

## PBIS School-wide Expectations

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 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.

The Bartlett Way	
	Common Areas (Halls, Stairs, Cafeteria, Auditorium, Offices, Bathrooms, Locker Rooms, School Grounds)
<b>Be Accountable</b>	<ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Be ready to learn.</li> <li>Bring required materials.</li> <li>Technology off and out of sight.</li> </ul>
<b>Have Respect</b>	<ul style="list-style-type: none"> <li>Be considerate of others and their property.</li> <li>Cooperate and collaborate.</li> <li>Allow teaching and learning to occur.</li> <li>Maintain cleanliness of the environment.</li> </ul>
<b>Strive for Personal Best</b>	<ul style="list-style-type: none"> <li>Maintain personal hygiene.</li> <li>Adhere to the dress code.</li> <li>Believe in yourself and take pride in your work.</li> <li>Use appropriate language, tone, and volume.</li> </ul>

# Bartlett High School

## SCHOOL COUNSELING PROGRAM

The School Counseling Program follows the recommended model for a comprehensive developmental school counseling program as recommended by the Massachusetts Department of Education and the Massachusetts School Counselor Association. The following functions are essential elements in the Counseling Program at Bartlett High School:

*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.*

### Personal Counseling

Establishing relationships of trust and understanding with students as individuals in order to encourage the development of a positive self-image and decision making skills.

### Educational & Career Counseling

Helping students identify their skills, competencies, values and preferences. In the process, students develop self-awareness, establish a base of information about career alternatives, and acquire knowledge of education programs and their relationship to future career possibilities.

### Consultation

Helping parents, teachers and administrators to recognize their own skills, knowledge and authority and coordinating and integrating the efforts of other professionals and nonprofessionals in educating young people.

### Appraisal

Helping students realistically examine their potential abilities and achievements by diagnosing areas of strength and providing clear, unbiased interpretation of data.

### Referral

Providing students with access to a wide variety of services not normally found in the classroom or school services, but available through community-based human service resources.

### Counseling Program Best Practices

- Bartlett High School is committed to maintaining good and healthy communication with the colleges and universities to which our students apply. Therefore, Bartlett High School follows best practices as outlined in NACAC (National Association for College Admission Counseling) guidelines.
- Counseling services assist students to strengthen their self-perception and understanding, and to knowledgeably seek services they may need.
- Counseling services help students develop the ability to make carefully considered decisions and to increase their decision-making capacity on personal, social, educational, emotional and vocational matters.
- Counseling services help students, parents, teachers, and administrators to deal with problems within the classroom and surrounding school environment that may impair a student's ability to take advantage of the school's educational opportunities or restrict a student's range of career choices.

- Counseling services support parents in developing the understanding and skills necessary to help their children with educational and career choices.
- Counseling services assist students and parents to widen the range of choices that they perceive students have about career and educational alternatives.

### School Counseling Responsibilities

- Counseling services will be provided to ALL students, at all levels.
- Counseling Department will take a leadership role in the elimination of sex stereotyping, racial or ethnic bias, and labeling within the school environment which create barriers to individual fulfillment and equity. Students should be helped to recognize that such barriers may confront them beyond the school and to develop skills to overcome these barriers.
- Counseling services will actively involve parents throughout the school years. Such services should supplement and support the parental role, not supplant it.
- Counseling services will aim to broaden the educational and career options available to each student.
- Counseling services will organize and draw upon community resources, especially in career counseling. Business, industry, labor and agency personnel are invaluable resources in aiding students and parents in shaping educational and career choices.
- Counseling services will provide students and parents with accurate and up-to-date information necessary for educational and career decisions.
- Counseling services will include assistance with the initial job placement of students not going on to post-secondary education.

### College Admissions General Information

- Bartlett High School uses the Naviance College and Career Planning tool as the main source for post-secondary planning at [connection.naviance.com/bartlett](http://connection.naviance.com/bartlett)
- Students should check Naviance and/or college websites for specific admissions requirements. Entry requirements may vary from one school to another.
- Students should utilize the Internet for other leads and additional information.
- Students should select an appropriate program of studies to qualify for admission.
- Students should discuss plans with counselors and parents.
- Students must plan to take necessary entrance examinations: SAT/ACT tests.
- Applications and transcripts MUST BE PROCESSED THROUGH the Guidance Office and Naviance.

- It is recommended that students apply to several colleges to ensure acceptance in specific programs, as competition is very high for certain majors.
- Students are encouraged to visit the guidance office regularly to learn about local scholarship opportunities. An excellent website for the national database of scholarships is: [www.fastweb.com](http://www.fastweb.com).
- Students should be aware that colleges consider the following when selecting applicants: grades, class rank, College Board scores and subjects taken - with special attention paid to the level of difficulty of a course, community service and teacher/counselor recommendations.
- Students and their parents/guardians are encouraged to visit colleges and are strongly urged to visit those institutions on weekends. Whenever it becomes absolutely necessary to visit a college on a school day, the student must provide the administration with a notice of appointment and/or confirmation of the visit.

## Test Requirements

### ACT Test

Most college-bound students know that a necessary part of a college application is a college entrance test score; many colleges and universities will not process an application without one. There are two different tests for college admissions: 1.) the ACT Assessment (American College Testing) and 2.) SAT I (Scholastic Assessment Test). Almost all four-year colleges and universities in the country accept ACT and SAT scores equally. Research indicates that many students perform quite differently on these tests, scoring a higher score on one test than the other. For this reason, it may benefit you to take both tests. The ACT Assessment includes four test areas (English, Math, Reading and Science Reasoning) which measure what you learned in High School and your ability to perform tasks frequently required in College coursework.

### SAT Test

Since the June 2016 administration, BHS has offered the new SAT. Students should research whether or not the colleges they are applying to require the optional essay. Bartlett gives the SATs in October and June. Students should register at [www.collegeboard.com](http://www.collegeboard.com)

### PSAT Test

All college-bound sophomores/juniors should take the PSAT/NMSQT in October. It is similar in content to the SAT and provides early counseling data and calls attention to high scoring students who qualify for Merit rating scholarships. Students can take a free SAT and get helpful information at [www.khanacademy.org](http://www.khanacademy.org).

### Additional Tests for Grades 9 through 12:

*Watch notices for specific dates of all tests.  
BHS is a test site for the SAT (Oct. /June)*

- MCAS: Grades 9 & 10
- PSAT: Grades 10 & 11

### Yearly Events

- Parent Orientation Night
- Junior Admissions Night
- Financial Aid Night
- College Fairs

### Guidance Curriculum

The Guidance Department at Bartlett High School sponsors specific developmental activities each year. An overview of each year is as follows:

#### Freshman Year • Grade 9

- Class Meetings are held during the year to review the following:
  - Promotion policies
  - Credit/unit requirements
  - Introduce college admissions requirements and Naviance
- Students begin to take career assessments and career exploration activities through Naviance
- Students begin to create Individual Learning Plans

#### Sophomore Year • Grade 10

- The PSAT administered to interested tenth graders in October
- Class meetings are held during the year for the following:
  - PSAT results
  - Attendance issues / Academic issues
  - Promotion policies
- Career awareness activities continue through Naviance

#### Junior Year - Grade 11

- Sessions are held in all junior English classes to discuss the following topics:
  - Selecting a college and college “fit”
  - Developing an admissions essay
  - Further review of the Naviance site
- Junior Parent Night – a PowerPoint presentation to assist juniors and their parents with current information about trends in college admissions, including essay and interview preparation, the admissions application, campus visit and the importance of standardized tests (May)
- Junior Class Meetings – during the second Advisory of each month in the second semester.
- Coordinate standardized tests – Bartlett High School is a test site for the SAT in October and June

#### Senior Year - Grade 12

- Senior Class Meetings – during the second Advisory of each month

- Individual Meetings – meet with each senior to review post-high school plans (i.e.: college selection/choice of major, job search, military opportunities)
- Senior Application Review – all college applications are reviewed by a guidance counselor to check for completeness, accuracy and neatness
- Coordinate College Testing – Bartlett High School is a test site for the SAT in October and June
- Financial Aid Night – a workshop which prepares parents to apply for college financial aid. Topics include the major sources of aid, myths versus reality in awarding aid, determining eligibility, and completing the FAFSA

### **Mass. Academy**

Massachusetts Academy of Math and Sciences is a public high school for students who excel in math and sciences. Students who apply and are accepted to Mass. Academy do not receive a Bartlett High School diploma and receive a Mass. Academy diploma instead.

Due to MIAA regulations, students who attend Mass. Academy and are able to organize their schedules in a suitable fashion are allowed to participate in our athletic programs because Mass. Academy does not have a comparable program. However, Mass. Academy students may not participate in other arenas of Bartlett life, such as government, music, drama, art, etc., since Mass. Academy does offer comparable programs in these areas.

### **Additional Guidance Services**

- Schedule Adjustments – add/drop
- Review progress reports (week 5) and reports cards (week 10) each quarter

- College/Career planning
- Individual meetings with students experiencing difficulty (i.e.: personal, social, academic, etc.)
- Coordinate parent/teacher meetings
- Coordinate SST (Student Support Team) meeting
- Referrals/consulting to outside agencies (i.e.: DCF, DYS, courts, etc.)
- Course selections – meet with all students to create an academically sound schedule that meets the individual needs of each student
- Individual/Group Counseling/Mediation – small group and classroom presentations
- Register new students entering BHS
- Coordinate schedule for home schooled/tutored students
- Review final year grades – recommend placement in summer school
- Liaison between college and military recruiters
- Coordinate registration and placement for foreign students
- College testing – serve as test coordinator and test supervisors for all assessment tests (i.e.: ACT/EXPLORE, ACT Plan, PSAT, SAT I, ASVAB – Armed Services Vocational Aptitude Battery, Advanced Placement (AP))
- Scholarship information
- Job Placement – part-time employment opportunities during the school year
- Assist in Mentor Program for all new faculty
- Assist in MCAS Tutoring Program
- Credit Recovery Program
- In accordance with Massachusetts State Law, **voter registration** information is available in the guidance office

### **Course Change Policy**

Request for a course change: Students will have the first ten school days of the academic year to drop or add a course. To facilitate a course change, students must complete a drop/add form in the Guidance Office. In many cases, students will need to meet with their guidance counselor. Course change requests beyond the add/drop period will be considered with teacher recommendation and approval of the principal. With teacher, parent, and administrative approval, a student may change the level of a course. If a student (with parent permission) chooses to drop a course after that time, a "W" will be listed on that student's transcript. If the student is passing the course at the time of the withdrawal, it will be listed as "WP." If the student is failing at the time of the withdrawal, it will be listed as "WF" on the high school transcript. Please note that all students must maintain a full credit load each year.

### **Graduation Requirements**

*\*The principal or the principal's designee reserves the right to revise credit requirements due to changes in scheduling.*

All students must earn a minimum of 120 credits, pass MCAS, and complete ten (10) hours of community service to be eligible to graduate. Juniors can start their "Community Service" after the 3<sup>rd</sup> quarter of their junior year. If a student is unsuccessful in completing this community service requirement, they will not be eligible for a Bartlett High School diploma and cannot participate in any senior activity or the graduation exercise. Community service must be completed and

documentation submitted to guidance by April 1<sup>st</sup> of the senior year. Participation in the graduation ceremony is a privilege and not a right. The Principal has the authority to withhold this privilege for cause. Participation in the graduation ceremony shall be only for those students who have successfully completed all requirements for graduation by the seniors' last school day and who have satisfied all social and financial obligations to the school.

### **Course Requirements to Earn a BHS Diploma**

Grade 9 through 12 students must pass the following required courses in order to qualify for an academic diploma:

- To be classified as a sophomore, the student must have earned at least 25 credits. Required passing grades in Math and English. Effective beginning Class of 2024.
- To be classified as a junior, the student must have earned at least 55 credits. Required passing grades in Math and English. Effective beginning Class of 2024.
- To be classified as a senior, the student must have earned at least 85 credits.
- To graduate, students must earn at least 120 credits.

### **Graduation Requirements:**

	<b><u>Class of 2022 &amp; 2023</u></b>	<b><u>Beginning Class of 2024</u></b>
English: I, II, III & IV	20 credits	20 Credits
Social Studies: 3 courses (World and US)	15 credits	15 Credits
Mathematics: 4 courses	20 credits	20 Credits
Science: 3 lab science courses	15 credits	15 Credits
Physical Education: 4 semesters	10 credits	10 Credits
Health: 2 semesters	5 credits	5 Credits
Fine Arts: 1 year or 2 semesters	5 credits	5 Credits
Business: 1 semester	2.5 credits	2.5 Credits
Electives	27.5 credits	17.5 Credits
World Language		10 Credits

**Total Credits to Graduate 120 credits**

*Per Department of Education policy, all students must take and pass the required parts of the Massachusetts Comprehensive Assessment System Test (MCAS) in order to receive a diploma from Bartlett High School.*

### **MCAS Requirements**

Students must take and pass the MCAS to receive a Massachusetts high school diploma. Students who score less than "Proficient" must meet requirements of an Educational Proficiency Plan (EPP). Some students who do not pass the MCAS prior to graduation are eligible to file for a performance appeal. In order to be eligible students must meet several criteria, one of which is a 95% attendance rate for both their junior and senior years. Students who do not meet these criteria cannot submit an appeal to receive a high school diploma.

Bartlett students who have met the local graduation requirements for a diploma, but have not met the state mandated competency determination requirements for a diploma, will be sent a written notice by June 15<sup>th</sup> of their senior year informing them of the availability of publicly funded post-high school support programs. These notices will be sent for a minimum of two years unless the student has attained a Bartlett diploma by that time. These students will be encouraged and supported by the school counselor to take advantage of these programs.

### **Senior Final Exam Exemption Policy**

To qualify for an exemption from senior final exams:

1. A student must have achieved an "A-" (90) average for the year with no grade lower than a "B" (83) in any quarter
2. Any student qualifying for an exemption who wishes to take a final exam will be offered the opportunity to do so

## **Procedure for Seniors Not Graduating**

Only students who have earned a diploma can participate in graduation exercises. If a senior is not graduating with his/her class, the following procedures will be in effect:

- Option 1: A. Student takes exams with seniors  
B. Student does not participate in graduation exercises  
C. School ends after final exams for seniors  
D. Student returns to school the following September to complete graduation requirements

- Option 2: A. Student takes exams with seniors  
B. Student does not participate in graduation exercises  
C. School ends after final exams for seniors  
D. Students may be allowed to attend school until the end of the school year to complete graduation requirements  
E. Student enters summer school to complete graduation requirements  
F. Student receives diploma at the end of summer school if all obligations have been met

## **Grading System**

Bartlett High School employs a letter mark to evaluate academic performance in all subjects. Letter marks and their numerical equivalents follow:

<b>A: Superior Work</b>	A+	98 to 100	<b>D: Passing Work</b>	D+	67 to 69
	A	93 to 97		D	63 to 66
	A-	90 to 92		D-	60 to 62
<b>B: Good Work</b>	B+	87 to 89	<b>F: Failing Work</b>	F	50 to 59
	B	83 to 86		F-	40 to 50
	B-	80 to 82			(No grade below 40 will be assigned)
<b>C: Average Work</b>	C+	77 to 79			
	C	73 to 76			
	C-	70 to 72			

## **Final Course Grades**

Semester and final exams shall be administered on a schedule determined by the principal. Final grades are calculated by the quarterly averages being 90% and final exam being 10% of the final average.

**Minimum grade of 50 (F) is required to make up failed work in summer school.**

## **Report Cards**

Report cards indicate the student's academic achievement in each course. They are issued at the end of each quarter. Notification is made through school communications as to the exact date of issue. In addition, PROGRESS REPORTS will be issued mid-way through each quarter (approximately 5 weeks).

## **Citizenship Grades**

Citizenship grades will be calculated quarterly according to the rubrics for student social and civic expectations.

## **Honor Roll**

In order to qualify for High Honor or Honor Roll a student cannot have a grade below a B- (80) in any course.

*High Honor* – all grades are between an A- and A+

*Honor* – all grades are between a B- and A+

## **Parent Portal**

Parents may access student information through the PowerSchool Parent Portal on the school's website at

[www.webster-schools.org](http://www.webster-schools.org)

Log-in information is available from the guidance office at 508-943-8552 ext. 34022.

## **Weighted Class Rank/Grade Point Average (GPA)**

Rank-in-class is generated for all students in grades 10-12. Rank is cumulative and will be calculated at the end of each academic year. Class rank or GPA will not be calculated for transfer students until they complete a full year at Bartlett. All 5 credit and 2.5 credit courses will be used to calculate GPA and class rank with the exception of Physical Education, Health, Literacy Lab, Learning Lab, and FTA. Class rank and GPA will be calculated based upon end-of- year final grades

The formula used to determine class rank is as follows:

$$\frac{\text{QUALITY POINTS} \times \text{POTENTIAL CREDIT}}{\text{TOTAL POTENTIAL CREDITS}} = \text{GRADE POINT AVERAGE}$$

QUALITY POINTS	COURSE LEVEL	QUALITY POINTS	COURSE LEVEL
1.40	Advanced Placement	1.20	College Honors
1.40	Dual Enrollment	1.10	College
1.30	Pre-Advanced Placement	1.00	Career Course

## **Independent Study Policy**

The Webster School Committee endorses the use of independent study, where such programs involve teaching and learning focused upon the individual student. Independent study should be left to the discretion of the individual student, the faculty member of record, and the student's assigned guidance counselor. The independent study programs, which involve the student's pursuit and acquisition of knowledge and skills with limited assistance from a classroom teacher, may include, but are not limited to, self-directed learning, home or in-school study, community service, work based, and online learning opportunities. In most cases, the independent study is perceived as a part of the completion of class work for which additional or separate credit is awarded and averaged with the regular grade. The administration may make recommendations and establish guidelines relative to the school use and provision of resources of such study methods.

## **Dual Enrollment**

The Dual Enrollment Program offers qualified high school seniors the opportunity to earn both high school and college credit at either Worcester State College, Nichols College, or Quinsigamond Community College. Students must have a grade point average of 3.0 or higher and must have demonstrated, in high school, a level of maturity that would ensure potential for success in a college environment. Applicants to the program must have their courses approved by their guidance counselor. The Dual Enrollment Program is not an alternative high school and does not supplant regular or advanced placement courses offered at the high school. Dual Enrollment shall not apply to developmental/remedial courses. Courses taken through the Dual Enrollment Program carry the same quality point (1.4) as the advanced placement courses and final grades for course work completed will be calculated into the class rank.

## **Policy on Scholarships, Prizes and Awards**

The Webster Public Schools embraces and encourages the practice of awarding scholarships, prizes and athletic awards as both an incentive for high levels of achievement and the facilitation of continuing higher levels of education. In sponsoring or administering any scholarship or award, the District ensures that such scholarships or awards are free from restrictions based upon race, age, color, sex, religion, national origin, sexual orientation, gender identity, homelessness, creed, or disability. In making awards to members of single-sex teams, the Committee ensures that awards are in proportion to the number of students of each gender participating in interscholastic competition. In evaluating such proposals, the Committee will apply the following criteria:

1. Scholarships must not discriminate based on any of the above listed criteria.
2. Scholarships must be free from motivations of personal or corporate gain or publicity.
3. The explicit or implied purposes of the scholarship are consistent with the goals and standards of the District.
4. The proposed criteria for application or selection procedures must not put unreasonable demands on school staff and the criteria for selection must be clear and objective.
5. The scholarship must be in compliance with all laws and the School Committee policies.

## **Accreditation**

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

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

Accreditation by the N.E.A.S.C. 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 N.E.A.S.C. 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)-425-770

## **Posting of Student Names/Videos/Photographs**

From time to time, we will post student names for a variety of achievements. Should a parent/guardian decide they do not want their child's name posted, Webster Public Schools may also allow school personnel and/or representatives of local news media to photograph or videotape students at school. These photographs/videotapes may be displayed in classrooms, halls, or elsewhere in school. They may also be published in the newspaper, shown on television, or be displayed on our web page. If you do NOT wish us to photograph, publish, or publicly display your child's photo, please make sure to complete the "Signature of Receipt of Student Handbook" form included in this book.

## **Employment Permits**

With very limited exceptions, minors under the age of 14 may not work. All minors under the age of 18 must complete an employment permit application and get their permit before starting a new job. You can download a Youth Employment Permit application and information about the Youth Permit Process at <https://www.mass.gov/service-details/youth-employment-permit-information>. You can also access these forms in Spanish, Portuguese, and Vietnamese. Youth employment applications are also available at the Main Office or in the Central District 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 to obtain the Employment Permit.

## **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 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.

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

Parents are notified every five weeks as to the progress of their child through report cards or mid-term progress reports. Final grades are reported at the end of the school year. All reports are available on the PowerSchool portal.

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).

## **Health/Nurse Services**

If a student becomes ill or injured in school, he or she should report to the nurse's office. Students must not leave the building because of illness without authorization. If the nurse is not available, students are to report to the Main Office.

Any medication to be taken during school hours must be brought to the Nurse's Office and must be properly labeled and in its original container. All medication that is to be administered during school hours has to be accompanied by a note from the parent, giving permission to the school to administer, and doctor's orders; (this includes over-the-counter medication). Medication should be brought to school by an adult, if this is not possible, a call to the nurse should be made so that she/he can be sure it arrives.

Process for School Health Service Referrals:

1. Teacher will call the Nurse's Office to see when Nurse is available to see the student. Nurse will determine urgency and let the teacher know if/when the student can visit.
2. Teacher with non-emergent concerns of a student may call Nurse's Office or email the nurse about the concern and make a request to consult with the Nurse.
3. Students in immediate need may self-refer by walking in to the Nurse's Office, but if possible are STRONGLY encouraged to report to class and have their teacher call down for nurse availability.

## **STUDENT RULES AND REGULATIONS**

### **Due Process Procedures**

All students have the constitutional right (Goss vs. Lopez) to receive due process procedures including notice and the right to a hearing where required in matters of suspension, transfer and expulsion. Due process for a student who is subject to suspension for ten days or less includes:

- a. oral or written notice of the charges against him/her;
- b. an explanation of the basis of the accusation; and
- c. the opportunity to present his/her side of the story to an impartial decision-maker (who may be a school administrator).

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

### **Emergency Removal**

Emergency removal will follow the following guidelines concerning Due Process:

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

The Principal has the discretion to interpret these rules and to extend their application in a manner consistent with their intent. The Principal has a legal duty to protect the safety of the student and staff personnel and to maintain good order. Therefore, the Principal and those designated by him, reserve the right to take such actions as may be necessary to accomplish these ends. Possible actions may include, but are not limited to, #1-5 below, and transfers to alternative schools and programs.

**Disciplinary Actions and their Definitions:** The primary responsibility of the school and its staff is to ensure that all students receive the free and appropriate public education to which they are entitled. The school must also, therefore, assume the responsibility of promoting appropriate and responsible behavior in order to ensure that the school is an

orderly, and safe learning environment free from any behavior that might interfere with the process of educating all students. Whenever disciplinary responses are required they will be administered by faculty or administration in accordance with this handbook; the ultimate goal being to replace the inappropriate behavior with an appropriate and acceptable one.

**1. “Detentions”** - the detaining of a student beyond regular school hours for violations of school and/or classroom discipline code. There are two types of detention:

- **“Teacher Detention”** - assigned by teachers for violations of the general rules and regulations or failure to do academic assignments. A student who is given a Teacher Detention of up to one hour will serve the detention time **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 and the teacher will attempt to notify the parent/guardian of the date, time and reason for the assigned detention. If the student fails to report after school, as directed, the teacher will submit the student’s name to administration, who will intervene to ensure that the student serves an administrative detention.
- **“Administrative Detention”** - assigned by administration for conduct offenses. A student who is given an administrative detention of up to one hour will serve the detention time on the day designated by administration. (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from administration.) A minimum of 24 hours’ notice will be given to the student and administration will attempt to notify the parent/guardian of the date, time and reason for the assigned detention. Students who fail to serve administrative detention will be subject to progressive disciplinary action being taken up to and including In-School Intervention. In addition, chronic refusal to serve administrative detention may result in a Parental Conference as well as Social Probation for a length of time determined by administration.

A late bus is provided (schedule to be determined) for the use of bus students only. Students who regularly walk are not eligible for riding on the late bus.

**2. “In-School Intervention”** - designed to reduce out-of-school time due to suspension by providing students with the additional support necessary to develop the skills necessary to self-monitor and correct conduct before it becomes a further violation of the school discipline code outlined in this handbook. Since suspension from school results in an educational and social loss to the student, the intention of in-school intervention is to provide students requiring additional support, an opportunity to remain in the environment and to continue with academic class assignments while also expecting students to work on developing the behavioral skills necessary to remain a member of the Bartlett High School community. Students serving an In-School Intervention will develop individual plans designed to minimize future conduct related issues and will receive follow-up from the In-School Intervention Coordinator, Administration, and/or the Guidance and School Adjustment Counselors.

**3. “Suspension”** - the temporary exclusion from school for violations of the discipline code. Students are responsible to receive and complete make up work upon return from suspension. A copy of the suspension documentation will be sent to the parent/guardian and appropriate school personnel. Parents will receive both oral and written notification of the suspension. Students have the right to have a hearing with a parent/guardian present. The notification will include the following items: disciplinary offense; basis for the charge; potential consequences and length of consequences; opportunity for a hearing; date, time, and location of the hearing; interpreter.

Students suspended from school are not allowed to be on school property or in attendance at any school function until the completion of the suspension and a reinstatement meeting with an administrator has been held (scheduled with the parent/guardian at the time of suspension). Violations of this policy will result in an extension of the suspension period. Snow days will not count for suspension days in the event of school cancellation.

**4. “Social Probation”** - the exclusion from participation in or attendance at co-curricular activities, extra-curricular activities, athletic activities, or any combination of these activities. This includes, but is not limited to: dances;

athletic contests; and end of the year activities including graduation, prom and senior week events. This may also include loss of school computer access. Students receiving attendance letters for excessive absences may be sanctioned with loss of privileges. At the discretion of administration, a student may forfeit a position of leadership or have his/her social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school.

A student, who chronically violates any of the other rules found within this handbook, may be placed on social probation at the discretion of and for a duration determined by administration.

The duration of social probation will be measured in school days, and include all events and activities scheduled on weekends, holidays, and vacations during the probation period.

5. **“Exclusion”** - shall mean a long-term suspension of more than 10 days, but no longer than 90 days (with some exceptions depending upon offense).
6. **“Expulsion”** - shall mean the removal from school for more than 90 days, indefinitely, or permanently. 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).

## **Participation in Activities after Absences or During Suspension**

*Students will not be allowed to participate in an extracurricular activity on the same day that they are absent from school unless the absence has been approved in advance by the Principal.* This applies to dances, athletic events, or any other school sponsored events. Students who have been suspended from school are not permitted on school grounds for the duration of the suspension and are also ineligible to participate in school activities from the day the suspension is assigned through the last day of the suspension. Violation of this policy will be considered trespassing and the police will be notified.

## **Continued Violations**

- After repeated and continued violations a student may not be allowed to attend field trips and other school sponsored activities.
- When a student at Bartlett High School is considered to be a serious discipline problem, to the extent the administration feels additional control is needed in regard to the student’s behavior, the student may be placed on social probation. The length of the probationary period will be determined by the nature of the individual student’s discipline record and the nature of the case in point.

Any student who is on social probation may not be allowed to participate in any activities other than classes. Example: the student may not be able to attend a school dance, participate in the school play, or represent the school in athletics, etc. If a student is involved in any incident that merits a detention during his/her probationary period, the student will immediately be suspended for five (5) school days and it will be recommended by the administration that a conference with the student, teachers involved, and the parents of the student be held when the student returns to school.

## **Bartlett High School Search Policy**

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

The use of lockers and parking on school property are privileges and not a student’s right. At the discretion of the Principal or designee, 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.

## **Drug and Weapon Policy**

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

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

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

- a. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to exclusion from the school or school district by the principal.
- b. Any student who assaults a 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 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 the principal or principal's designee 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, students will not be permitted to wear hats, hoods, bandannas, or any type of headgear.

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

## **CODE OF DISCIPLINE**

### **Discipline for Students with Special Needs**

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

1. The Principal (or designee) will notify the Special Education Office of the offense requiring suspension committed by a student serviced by an IEP. A record will be kept of such notices.
2. A suspension of 10 consecutive days or a longer series of suspensions that are shorter than 10 days but constitute a pattern of behavior may constitute a change in placement.
3. Prior to a suspension of ten days or more or a suspension that may constitute a change in placement of a student with disabilities, the Team will convene for a manifestation determination meeting to determine if the conduct in question is a manifestation of the student's disability. The team will consider completing a Functional Behavioral Assessment (FBA) or reviewing/revising the Behavior Intervention Plan for a student, or create such a plan. A student's conduct is a manifestation of his/her disability if the conduct in question was caused by or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the district's failure to implement the student's IEP.
4. If the Team determines that the student's misconduct IS a manifestation of his/her disability, the Team may review the student's functional behavioral assessment and will create, review or modify as necessary the student's behavior plan and IEP. Under such circumstances, the student will be returned to his/her current placement unless the Team determines that another placement is required to provide the student with FAPE (free appropriate public education).
5. If the Team determines that the student's misconduct is NOT a manifestation of his/her disability, then the district may suspend or exclude the student consistent with policies applied to any student without disabilities, except that the district must still offer appropriate educational services to the student with disabilities, to meet the needs of the student's IEP.
6. Regardless of the manifestation determination, the district may suspend or exclude, and may unilaterally place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days under the following circumstances: 1.) if the student carries or possesses a weapon to or at school, on school premises, or at a school function; 2.) a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or 3.) a student has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.
7. Webster Public Schools will provide written notice, as required by law, to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the interim alternative placement, unless the parent and district agree otherwise.

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

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

1. **Definition:** A student with a disability is a student who has had or is perceived to have a physical or mental impairment that substantially limits one or more major life activities. This category includes students who are found to have such impairment currently, have a record of having such impairment, or who are perceived as having such impairment.
2. **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.
  - a. 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.

- b. 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.
- c. 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 mandates of Section 504.
- d. If the student is identified or has previously been identified as a student with a disability under Section 504 and/or is so identified upon an initial 504 evaluation and the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from school for more than ten (10) days, and the 504 Committee determines that:
  - i. the student is, or continues to be disabled, and;
  - ii. his/her misconduct is a manifestation of his/her disability; or
  - iii. the violation of school rules is related to a failure to accommodate the student's disability or an inappropriate or unimplemented 504 plan.

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

- e. In the event that the student previously has been identified as a student with a disability under Section 504 and/or upon an initial 504 evaluation the 504 Team determines that the student is, or continues to be, disabled but 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.

3. **Evaluation/Re-evaluation:** Initial evaluations pursuant to this policy, and re-evaluations of students with disabilities under Section 504, who may be subject to suspension or expulsion for more than ten cumulative days, shall be conducted pursuant to Section 504.

### **Conduct of Students**

To provide a positive learning environment in keeping with our school mission statement and goals, all students are expected to behave in a way that promotes a safe and secure school climate for everyone involved in the educational process. There are specific behaviors which will not be tolerated and which will lead to disciplinary action. These behaviors include, but are not limited to:

- Bullying, teasing, name calling, cultural or ethnic slurs
- Fighting, pushing, shoving
- Tardiness to class, skipping classes or detention, truancy
- Vulgar or profane language, aggravated insolence, insubordination
- Theft or destruction of property
- Disruption of classes, disruptive behavior
- Social media misuse and electronic device violations
- Inappropriate displays of affection
- Possession of a weapon or dangerous item
- Possession of drugs or other controlled substances
- Possession of smoking, vaping, or drug paraphernalia
- Possession of pornographic material
- Violations of the technology policy including social media

The school is empowered, within the constraints of the law, to administer disciplinary procedures, or consequences to assure compliance with its rules, policies and regulations. These procedures range from simple warnings to suspension, expulsion and even court action. In some instances, disciplinary procedures are prescribed by School Committee Policy.

Student discipline has a direct effect on the ability of the school to fulfill its purpose. Discipline is an area, which requires the attention and efforts of everyone - parents/guardians, students, teachers, administration and members of the School Committee. We urge all members of the community to make an effort to understand and comply with the rules of the school concerning student conduct and to cooperate with the school in carrying out disciplinary action taken by the school.

Bartlett High School uses a progressive discipline system based upon the offense and subsequent repeated offenses. This outline is a guideline for step-by-step procedures, but is not all inclusive. The seriousness of the offense, the student's previous behaviors, and what is required to correct the offending behavior influences the course of action to be taken. School discipline is the concern of all school staff involved in the supervision and safety of students. Certain disciplinary sanctions may only be imposed by administration.

#### 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 the date(s), description of offense(s) and action(s) taken. Continuum of Consequences (from least severe to most severe): Communication with the student may be oral and/or written. Notification to parent/guardian may be oral and or written, including after the student is given the opportunity to inform at home prior to administrative communication.

- A. Classroom Tiered Interventions
- B. Verbal Warnings
- C. Classroom Time Out
- D. Written Warnings
- E. Lunch Detention
- F. Teacher Detention
- G. Administrative Detention
- H. In-School Intervention
- I. Social Probation
- J. Suspension: Described in detail under School Committee Policy on Suspensions and Expulsions
- K. Exclusion: Described in detail under School Committee Policy on Suspensions and Expulsions
- L. Expulsion: Described in detail under School Committee Policy on Suspensions and Expulsions

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.

**GROUP A – Police will be notified of any “Group A” offenses** (These regulations shall be adhered to while the student is on any portion of school property or in any school sponsored or approved activity. This includes arriving on school property or at a school function under the influence of drugs or alcohol.)

- 1. Assault and/or battery on students or school personnel.
- 2. Intended or threatening physical assault to school personnel.
- 3. False bomb threats or false alarms.
- 4. Arson, explosives, use or possession of weapons.
- 5. Drinking, possessing, buying or selling alcoholic beverages.
- 6. Using, possessing, buying or selling drugs or drug paraphernalia.
- 7. Sexual misconduct.
- 8. Malicious destruction of property or malicious behavior. Financial restitution is required.
- 9. Possession of a firearm or any other illegal weapon(s) including laser light pens, paint guns, cigarette or butane lighters or any device which may be used to threaten or endanger the safety and well-being of students and staff.
- 10. Violation of any Massachusetts or federal law or commission of any such act would constitute a crime or offense.

These infractions include, but are not limited to: felonious crimes against school personnel, whether it be on or off school grounds (i.e.: vandalism, destruction, larceny or harassment of school personnel and/or their property, etc.). In addition, it includes drug and weapon laws pertaining to school zones. School authorities may act under this rule, whether or not full conviction has been obtained.

**PENALTY:** Up to 10-day suspension; the student will be placed on social probation (30 calendar days) which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and will be referred to the School Resource Officer. Repeat offenders will receive maximum consequence.

- Parental conference with school administration is required to return to school.
- Upon return to school from a substance abuse violation through a reinstatement meeting with school administration, guidance counselor, parent/guardian and student, the school will facilitate obtaining substance abuse counseling if warranted or requested.
- Severe infractions may warrant a recommendation for exclusion/expulsion. In those cases, students will be apprised of their due process rights and procedures for a hearing.

## **GROUP B**

Fighting with another student on school property, at any school function, or en route to or from school is prohibited.

**PENALTY:** Up to 10-day suspension; the student may be placed on social probation which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and will be referred to the School Resource Officer. Repeat offenders will receive maximum consequence.

- Parental conference with administration is required to return to school.

## **GROUP C**

1. Intending or threatening physical assault to students.
2. Overt display of aggression (hitting walls, fire extinguishers, kicking doors, throwing desks, etc.).
3. Use of obscene and/or abusive language toward a staff member.
4. HARASSMENT/“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, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
5. Creating bedlam, pandemonium (i.e.: food fight, horseplay).
6. Stealing or misappropriation of school or personal property.

**PENALTY:** Oral warning to 10 day suspension financial or material restitutions for all damages, and may be referred to the School Resource Officer. Any or part of the above may be invoked. Progressive consequences for repeat offenders.

- Parental conference with administration is required to return to school.

**GROUP D – Bullying; Defined:** 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 his/her 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.

### **PENALTIES:**

- 1st Offense: At the administration’s discretion, oral warning to 10-day suspension and referral to school resource officer. Re-entry hearing with administration prior to return to school.
- 2nd Offense: 3- to 10-day suspension and referral to school resource officer. Re-entry hearing with an administrator prior to return to school.
- 3rd Offense: 10-day suspension and referral to school resource officer. Re-entry hearing with an administrator prior to return to school.

## **GROUP E**

The use of social networking sites, blogs or any other means of communication (electronic or otherwise) causing physical or emotional harm or distress to staff or students is prohibited. This includes, but is not limited to, actions which cause a disruption to the educational environment or process.

### **PENALTIES:**

- 1st Offense: At the administration’s discretion, oral warning to 10-day suspension and referral to school resource officer. Re-entry hearing with an administrator prior to returning to school.

- 2nd Offense: 3- to 10-day suspension and referral to school resource officer. Re-entry hearing with an administrator prior to return to school.
- 3rd Offense: 10-day suspension and referral to school resource officer. Re-entry hearing with an administrator prior to return.

## **GROUP F**

1. Leaving school without permission.
2. Failure to report to administrative detention;
3. Unauthorized area;
4. Tampering with school records (i.e.: report card, progress report, etc.)
5. Forging a parental note or school document (tardy, dismissal or hall pass).
6. Impersonating a parent/guardian for any attendance related purpose.

### **PENALTIES:**

- 1st Offense: Contact home, oral warning, and conference with administrator (and re-issue 1-day administrative detention for #2 above)
- 2nd Offense: At the administration's discretion, detention to 1-day suspension
- 3rd and Subsequent Offense(s): Progression following continuum of consequences.

## **GROUP G**

1. Failure to report to teacher detention.
2. Insubordination, defiance, or disrespect towards a staff member.
3. Use of inappropriate, offensive, or obscene language.
4. Unexcused Class Tardy (**It is a student's responsibility to arrive on time to class. Students tardy to class will be assigned a consequence detention by the teacher and admitted to the classroom.**)
5. Unexcused Class Exiting
6. Unexcused Class Absence
7. Unauthorized use of Cell Phone

### **PENALTIES:**

- 1st Offense: Oral warning and teachers contact home (and re-issue 1-day teacher detention for #1 above)
- 2nd Offense: 1-day teacher detention
- 3rd Offense: Administration detention
- 4th and Subsequent Offense(s): Progression following continuum of consequences, social probation for 30 days, and parental notification

## **GROUP H- VAPING, SMOKING, POSSESSION AND/OR USE OF TOBACCO PRODUCTS**

Smoking, possession, and/or use of tobacco products, including electronic cigarettes, of any type is prohibited on school property (buildings and grounds), at any school related events, and within any school owned/contracted/leased vehicles. Any material found to be of a controlled substance will be determined under GROUP A.

### **PENALTIES:**

**All products will be confiscated and not returned. Athletic Director will be notified of each offense.**

- 1st Offense: 1-day suspension
- 2nd Offense: 3-day suspension
- 3rd and Subsequent Offense(s): 5-day suspension

**Not all student discipline issues can be addressed in the Student Guidelines. The Administration has the right and responsibility to interpret and carry out the school policy.**

### **Appeal Process**

Parents, guardians, and students have the right to appeal any decision made to impose a long-term suspension (more than 10 days). A letter of appeal clearly stating the reason for the appeal of a suspension should be addressed and submitted to the appropriate level of administration in the following progression:

1. Principal
2. Superintendent
3. School Committee

## **Harassment / Sexual Harassment Policy**

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

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

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

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

**Sexual Harassment** 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.

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

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

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

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

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

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

## **Sexual / Harassment Complaint Procedure:**

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

## **Cheating/Plagiarism**

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

The penalty for cheating or plagiarism is:

- 1st Offense: Grade of zero (0) with no make-up of the assignment and the teacher calling the parent/guardian; student will be placed on probation for the remainder of the school year with respect to any and all leadership roles (academic and/or extracurricular).
- 2nd and Subsequent Offense(s): Grade of zero (0) with no make-up of the assignment and a 1-day suspension; student will be removed from all leadership roles in athletics or extra-curricular activities.

## **Exclusion / Expulsion**

Only the Principal can exclude or expel a student from school. Exclusion is defined as removal from school for a definite period of time, exceeding ten (10) days.

A student can be excluded or expelled when it is determined that his/her 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:

- a. Possession or use of a weapon, or any object which can be construed as a weapon
- b. Assault/attack on a teacher or staff member
- c. Possession of a controlled substance
- d. A felony charge or felony delinquency complaint
- e. 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.

Students who find themselves in the above situations will be notified of their rights in accordance with Massachusetts General Law Chapter 71 sec. 37H and the subsections contained therein.

**In addition to the preceding penalties, restitution is required in all groups of offenses as applicable.**

## **Dress Code**

1. Students must maintain a standard of decency in dress and appearance.
2. Dress that interferes with the student's health or safety or health and safety of others will not be allowed.
3. Students who represent Bartlett High 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.
4. Hats, hoods, doo-rags; bandannas; heads must not be covered; short-shorts; pants worn below the waist; alcohol, tobacco, drug-related, and any other offensive or distracting clothing; chains hanging from clothes (i.e.: chained wallets, etc.); etc. that disrupt the educational process are prohibited.
5. Clothing must be of an appropriate length and fit.

**Upon referral by staff, the administration will interpret the dress code.** Administration will apply the appropriate, progressive disciplinary consequences as needed. Students may also be required to change into appropriate attire.

## **Electronic Device Policy**

The non-authorized use of cell phones and other electronics at school is detrimental to the academic climate. Cellular phones and other electronic devices must be turned off and kept out of sight during school time, with the exception of school distributed Chromebooks or devices directly related to instruction as assigned by staff/administration. Cell phones shall not be left on in “vibrating mode,” and headphones must be put away. Cell phones, beepers, video cameras, picture-taking cell phones, and other electronic devices are not allowed from the time the students enter the building in the morning until 2:05 p.m. This will assist in implementing safety and security procedures at Bartlett. Using a cell phone as a clock or saying that it “fell out of the pockets” is not an excuse to have a cell phone out. Earphones and/or earbuds, whether engaged in an electronic device or not, are not permitted to be worn in school without permission. **School phones in the main office are available for student use in the event of an emergency.**

No device may be used to take pictures or recordings of any teacher or student without the permission of the administration and the informed consent of the teacher or the student and the student’s guardian. If deemed necessary by the administration, releases must be signed before any recording takes place. See the Picture Release Form for more information.

**If a student is using a cell phone (or any of its functions) or another electronic device for any reason during the restricted time, the phone/device will be confiscated and turned in to administration. Refusal to surrender the phone or device at a staff member’s request will result in discipline at the discretion of the administration.**

## **ATTENDANCE POLICY**

The Webster Public Schools believe that regular and punctual school attendance is essential for success and overall achievement in school. The Webster School Committee also recognizes that the parents and guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that students attend school regularly in accordance with state law (MGL Ch. 76, Sec. 1). It should also be noted that Massachusetts General Law does not define “excused” or “unexcused” absences but states that a child should be absent from school no more than seven days in a six-month period **REGARDLESS OF THE REASON.**

### **Student Absences, Tardiness and Documentation**

A student’s understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents and guardians can help their children by refusing to allow them to miss school needlessly. Please take some time to speak with your child about the benefits of regular school attendance. **Students are required to make-up all missed assignments due to absence. Missed assignments due to truancy will receive a grade of zero.**

If a student is going to be absent or tardy on a given school day, the parent/guardian must call the main office at 508-943-8552 to report the absence or tardiness that day. A note documenting the reason for the absence or tardiness must be sent into the main office within two (2) days of the conclusion of the absence or tardiness. When an absence or tardiness can be anticipated, advance notice is requested.

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

- Absence/tardiness due to illness including doctor or dentist visits. If at all possible such visits should be scheduled to take place after school. (A note from the doctor’s/dentist’s office should be sent in to school within two (2) days.) In instances of chronic absences/tardiness reportedly due to illness, the school administration will require a physician’s statement documenting the medical condition.
- Bereavement or serious illness in the family.
- Observance of religious holidays.
- College visits (documented by the college) or military visits.
- Mandated court appearances.
- Absence from class due to suspension.
- Absence from class due to attendance at school-sponsored events.
- Absence from class due to attendance at scheduled meetings with school personnel.
- Absences or dismissals by the school nurse are considered excused.
- Attendance-related issues may be decided at the discretion of the administration.

**Family vacations during school time will not be excused.**

## **Dropout Prevention**

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to the parent/guardian of a student 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 a date and time within the next ten days for an exit interview with the Principal, 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 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 unenrolled from the school.

A separate, timely notification will be sent to the Superintendent. The Principal may proceed with any interview without a parent/guardian present, provided the Principal has documented a good faith effort to include the parent/guardian.

The Principal shall convene a team of staff members, to include a guidance counselor, 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 with direct links to the Adult Education Program at Bartlett High School.

### **Administrative corrective procedures for absences**

1. If/when a student is absent from school for 3 unexcused consecutive days, a guidance counselor will contact the parent/guardian to discuss the attendance issue.
2. If a student is absent (unexcused) from a class for 3 consecutive days, the teacher will contact the parent/guardian to discuss the attendance issue.
3. If a student is absent (unexcused) from a class or classes in excess of five (5) times per quarter, the teacher will contact the parent/guardian to discuss the attendance issue and make arrangements for the student to make up the work before the quarter ends. The agreement made will be forwarded to administration, and a copy will be sent home.
4. Missed assignments due to absences for individual classes will be graded as 0 until the assignment has been completed and submitted.
5. Students who miss a class period or a whole day of school without permission will be considered truant. All students who are determined to be truant will be subject to disciplinary action and will receive no credit (zero) for all work missed or due during the truancy.

### **Administrative corrective procedures for tardiness**

1. To be eligible to participate in extracurricular activities and athletic events, a student must arrive at school by 8:00 a.m. on that day.
2. It is the intent of this policy that a student "starts fresh" at the beginning of each quarter.
3. The parent/guardian will be notified when a student receives a tardy for the fourth time per quarter.
4. Habitually unexcused tardiness to school may result in an administrative consequence.

## **Dismissals**

There are times when illness or personal family business of a serious nature occurs and you need to miss part of the school day. At that time you may request an early dismissal. To obtain an early dismissal, bring a written request from your parent or 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 or guardian signing the note can be reached, time to be excused, reason for the request, and first and last name of the parent or guardian signing the note. (Eighteen year olds must also have a pre-approved note from a parent or guardian.) **Bartlett High School does not permit open campus activity, whereas students temporarily dismiss themselves (i.e. leaving school to get food/lunch).**

- CHECK-OUT WITH THE OFFICE WHEN YOU LEAVE AND CHECK-IN WHEN YOU RETURN.
- Early dismissals are counted as time lost within the provisions of the Attendance Policy.
- 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. Students may be allowed to participate in these situations with administrative approval.
- Students dismissed prior to 10:30 a.m. will be considered "absent" from school for that day.
- All students, who are dismissed for any reason, must report to the main office to sign a dismissal log before they leave the building. The person picking up the dismissed student will be required to produce proper I.D.

- For eligibility purposes with respect to extra-curricular activities and athletics, students dismissed for medical, dental, legal appointments, etc., must have such dismissal pre-approved by an administrator or designee. Upon the student's return to school from the appointment, verification documentation must be turned in to the office or to the coach or activity advisor, if school has ended, to be eligible to participate (parental 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.

### **Homebound Instruction**

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage 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 students will be out of school. This statement, along with the Webster Home Hospital Form, must be sent to the Director of Student Support Services.

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.

### **Make-Up Policy**

***Students absent three or more 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, "Two days out, the following two days to make-up work; three days out, the following three 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 ext. 22). 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 grade for that assignment will be reduced at the discretion of the teacher. Should the student submit verifiable documentation for the absence (medical note, dental note, etc.), the grade reduction may be waived.
- Serious long-term illness make-up will be made up at the discretion of the teacher(s) and guidance counselor.
- Any student who makes arrangements with a teacher to make up work at an arranged time and fails to do so will be assigned a zero (0) for the work in question.
- All missing assignments will be recorded as a "0" (zero) until the assignment is submitted.
- \* **Without prior approval, the maximum time allowed to make up any given assignment will be two weeks from the date it is assigned.**

### **Make-Up of Tests and Quizzes**

If a test or quiz is missed because of an absence, the teacher will administer a makeup test. ***All makeup tests will be completed within a reasonable time as determined by the teacher. Failure to make up tests or quizzes within a reasonable time will result in a grade of "zero."*** The Principal reserves the right to modify make-up policies in cases of extended absence or illness.

### **Attendance Policy for Final Exams**

1. Should a student be tardy to an exam without an excuse or prior administrative approval, he/she will be admitted to the exam and allowed to take the exam during the remaining time in the exam period only.
2. If a student is going to be absent from an exam and wishes to be granted the opportunity to take a make-up exam, a parent must contact the administration in writing or by phone (main office) prior to the start of the exam.
3. 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 zero.

4. Make-up exams will be given at a time to be determined by the teacher.
5. All students must remain in the testing site until the conclusion of the exam period.
6. All students are expected to be in attendance for all scheduled exams unless he/she (senior) has earned an exemption or is excused by the administration. Consequences for absence from a scheduled exam will be consistent with the 8:30 mandatory attendance rule.

## **GENERAL**

### **Allergies in the School Setting**

The Webster Public Schools is committed to providing a safe and healthy school environment for all students. Allergies can be a significant health problem or life threatening for some students. Successful allergy management is a partnership among the parent/guardian(s), the student, the prescribing physician and the school system. It is the responsibility of the parent to notify their child's school of their child's allergies at the beginning of each school year. The student's physician must be involved in the diagnosis and treatment plan that the school will follow for students with diagnosed food allergies while in school or at any school-sponsored event. The plan must be reviewed annually and revised as needed. No student will be excluded from school activities based solely on his/her allergies.

The Webster Public Schools are considered "peanut sensitive/peanut aware." The purpose of this policy and guidelines is to minimize the risk of exposure to allergens that pose a threat to the student(s) in the Webster Public Schools and to provide all students, through necessary accommodations where needed, the opportunity to participate fully in all school programs and activities, and to educate the school community about life threatening allergies (LTAs). We recognize that it is not possible to eliminate all potential exposures. The focus of this district wide allergy management plan is prevention, education, awareness, communication and emergency response.

The consumption of food on routine bus routes is prohibited. Under the appropriate supervision of school personnel for longer school trips and for students with special health needs requiring the consumption of food at non-meals, food may be allowed on school buses.

School nurses may provide food to students when the medical status of the student indicates a need.

### **Automobiles**

All student parking will be restricted to areas designated as follows:

1. All automobiles parked on the school grounds must be registered with the Principal's office.
2. Parking is strictly limited to the student parking area near the tennis courts.
3. To facilitate identification, automobiles are to be parked front end first.
4. The school is not responsible for the automobile or its contents.
5. There will be no speeding over 15 miles per hour or any form of reckless driving on the school grounds.
6. Student automobiles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property or other contraband might be present in that automobile.
7. Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of parking privileges, towing of automobiles and suspension from school may occur when violations of these regulations occur.
8. Students who drive to school can lose the driving privilege when deemed appropriate by the administration.
9. Students may not loiter in the parking lots.

### **Senior Privilege**

- Seniors who are assigned a study hall first period may arrive late to school before the second period.
- Seniors who are assigned a study hall last period of the day may leave school at the beginning of last period.
- At the beginning of the school year all seniors are eligible as soon as their permission form is returned to administration.

### **Requirements/Rules:**

1. Students must return a signed permission slip to the administration for approval.
2. Students arriving late MUST sign in at the main office.
3. Students leaving early MUST sign out of the main office.
4. Students must have a study hall first or last period of the day.

5. Students must be passing (65 or better) ALL classes at the end of each term. If not, privilege will be revoked for the entire next quarter.
6. Students must provide their own transportation.
7. Students must follow the attendance and tardy policy or privilege may be revoked. Students may not have more than 2 office detentions per quarter.
8. Students may not have any suspensions in a quarter.
9. Seniors with more than one study must choose one for this privilege. They may not alternate between studies for any reason.

Any violation of the requirements/rules will result in this privilege being lost for the remainder of the quarter and the entire next quarter if the violation occurs within the last two weeks of any quarter.

### **Homeroom**

All students will be assigned to a homeroom teacher/classroom. Students will report to homeroom upon entering the building each morning. Daily attendance will be taken and breakfast in the classroom will be eaten. This will also allow students to get organized for the day, and teachers to do a brief social/emotional check-in with each student.

### **Hallways**

Students should go from one class to another punctually and should not be allowed to leave the classroom early, as this disturbs classes in session. The usual passing time from one class to another is three minutes. When passing from one class to another, no student is to stop at the main office; the guidance office, the nurse's office, or any administrator office.

### **Hall Passes**

A hall pass properly filled out with time, name, date, etc. is required by a student when passing from the supervision of one staff member to another (for example, going from the Guidance Office to the classroom). Students who are issued a pass are to go from 'Point A' directly to 'Point B'. (Example: a bathroom pass does not permit you to go to your locker, to get a drink, or go to the nurse's office.) Students violating this provision could be considered to be in an unauthorized area.

### **Dances**

All dances are held exclusively for only Bartlett High School students. Any person leaving the dance may not return. All school rules pertaining to school behavior will be consistently enforced for all students and guests. 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.

### **Fire Drills and Other Emergencies**

A fire evacuation plan is posted in each room. Students should study the plan and become familiar with it. When an alarm sounds, students should follow the direction of the teacher in charge.

### **Lockdown**

If a lockdown is necessary, an announcement will be made over the intercom. All bells are shut off, all doors are shut and locked, and no movement of students is allowed. No student is to leave the classroom or be near any windows or doors.

The classroom teacher becomes the absolute authority for this and all other types of emergencies. All teacher directions must be strictly followed. If a student is in the hall, he/she must report to the nearest available classroom and remain there until the emergency has been lifted.

### **Lockers**

All lockers are the property of Bartlett High School and are therefore subject to search at any time. On the first day of school lockers are assigned to students and should be kept locked at all times. It is the student's responsibility to keep it locked at all times. Do not give your combination to anyone else. It should not be necessary to go to one's locker during classes or study halls. It is recommended that the students place their names on all their possessions. Although the school will assist in every way in regaining lost articles, the school cannot be responsible for lost or stolen items. However, if locker combinations are made public information, such assistance cannot be expected. The student assigned a locker will be

responsible for the appearance and care of his/her locker. The day should be planned so that visits to a locker are minimal. Students may go to their lockers at the beginning of their lunch and after lunch, but not during lunch.

### **Valuables**

The school is not responsible for the loss of money or valuables. Students who must bring valuables or large amounts of money (this being more money than is necessary to see the student through the course of the school day) on special occasions are required to leave such in the office before school and to pick it up after school. The school strongly urges that no valuables or large amounts of money be brought into the school.

### **Lost and Found**

The lost and found is located in the Assistant Principal's Office. Any articles which are found should be turned into this office. A description of any lost items should be left in the office and every effort will be made to return these articles to their owner.

### **Posters**

There are several bulletin boards throughout the school. All posters or announcements displayed in the building must be approved by the principal or principal's designee. The use of masking tape is permitted for the purpose of attaching posters to surfaces which will not be marred by its use. At no time are posters allowed on painted wood. The use of paste, cellophane tape and thumbtacks is strictly forbidden. All signs which will be taken down by the individual or group that put them up.

### **Textbooks**

Students are issued textbooks during the school year. These textbooks are the property of the School Department, and it is the responsibility of the student to cover these books and keep them from being defaced in any way. Textbooks are numbered and recorded by the teacher who issues them, and a student must return the same books to him/her. Report cards will be held in abeyance and no schedule for the following year will be issued until all books defaced or lost are paid for. The same penalties apply for other school properties issued to students. **In the case of seniors, his/her diploma will be held until all of his/her obligations have been met.**

### **Visitors**

All visitors must report to the main office and receive a visitor's pass. The school policy is to accept those visitors who have legitimate business at the school. Parents are encouraged and welcomed to visit at all times. An appointment is recommended.

### **Behavior on School Buses**

**Riding the school bus is an extension of the school day, and while on or waiting for the bus students are subject to the general rules and regulations of the school.** The following rules pertain to school bus safety and orderly transportation procedures. Only authorized students are allowed on the bus. Students must be aware of the following rules:

1. Students must sit immediately upon entering the bus and remain seated while the bus is in motion.
2. No indecent or profane language shall be permitted on the bus, nor any "rowdyism" or loud talking.
3. The use of vape tobacco, alcohol, or illegal drugs on the bus is prohibited.
4. Students must not throw waste paper, hats, caps, books, lunches or other articles while on the bus.
5. Students must not at any time extend any parts of their body out of the bus window.
6. Students shall assist in keeping the bus clean, sanitary and orderly, and shall refrain from damaging or abusing the bus, its cushions, or other equipment. Students who damage, injure or deface any bus equipment on any bus shall be liable for such damage.
7. Students must be on time and cooperate at all times in keeping the bus schedule.
8. Students must not stand on the traveled portion of the highway while waiting for the bus.
9. When getting off the bus, students who must cross the street are to walk ten (10) feet ahead of the bus and wait for the driver's signal to cross.

### **Penalties for Violations on School Buses**

1. Any student who violates these above regulations shall be reported to school administration by the local manager of the transportation firm.
2. Any student who commits any violation of these regulations, following an investigation and an opportunity for Due Process, **shall be forbidden by school administration, either temporarily or permanently, from riding the bus,** also he/she may be suspended from school, and may also be referred to the juvenile court, or subjected to such other progressive disciplinary action(s) as may seem proper by administration.

## **Directed Studies – Procedures for Students**

Directed Study periods are designed for **study** and tutorial help. The teacher in charge should conduct the room in a manner which will ensure maximum academic focus.

### **ALL Directed Study students should follow the following procedure:**

1. Think and plan about what work you need to bring to the directed study.
2. Arrive to your directed study promptly, sit in your seat and quietly get down to work as soon as possible.
3. If you have any questions or difficulties with your work, please ask the directed study teacher for help.

A directed study is an opportunity for you to use your time wisely and to help you better yourself educationally. Take advantage of this structured time to enable yourself to become a better and more successful student.

## **After School Academic Support**

Each teacher conducts after school academic support once a week from 2:00 to 2:45. After school help time is clearly outlined in each teacher's Syllabus and posted outside of their classroom doors, as well as on the school website.

## **Parent-Teacher Conference**

While parents are urged to confer with teachers regarding their son or daughter, they are also requested to arrange conferences in advance with teachers and the guidance counselor, in order that the teacher in question may be available to meet with them at a mutually convenient time. The Bartlett High School Guidance Office telephone number is 508-943-8552 ext. 22.

## **Withdrawal from School**

Students planning to withdraw from school for any reason should report the fact to their guidance counselor. Then, a "leaving school" card will be given to them. It should be signed by the student's parent and the principal who gave permission to the student to return books and supplies. When teachers have signed the card stating that all obligations have been completed, the signed card should be returned to the guidance office by the student. All students withdrawing from school must meet with his/her guidance counselor, a parent, and the principal.

## **Physical Education**

Appropriate dress approved by the instructor is to be worn during P.E. classes. Apparel should be neat and clean and marked with the owner's name. A note from a parent or guardian must be presented to the Nurse's Office if, for some reason, a student cannot participate in physical education class. Appropriate dress is required to receive credit for participation.

## **Field Trips / School Activities**

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

A permission slip, signed by a parent, is required before any student is allowed to go on a trip which is sponsored by the school. Students must wear appropriate attire as suggested by the chaperone. Excessive tardiness to school or absences may result in a student not being allowed to go on any field trips.

Open beverage containers are not permitted to be taken on the bus.

## **Food and Beverages**

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. Students are expected to exhibit, at all times, proper courtesy, decorum and respect.

- **Breakfast:** All food and/or beverages will be consumed in the student's homeroom/classroom. 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 period, arrangements will be made for the student to eat in an area designated by the main office staff (food and/or beverages will not be allowed in the classroom after the breakfast period).
- **Lunch:** All food and/or beverages are to be consumed in the cafeteria. No food and/or beverages will be allowed in the foyer or any other area of the building. If a student returns from a dismissal with food, and has missed their

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

- All trash will be deposited in waste containers. Students will leave their table and floor around their area in a clean condition. There will be no cutting of lunch lines. Students are to maintain an orderly single line at all times in the serving area.
- Beverages in a non-sealed container are not permitted and the student will be required to discard the item.
- Food and/or beverages that are dropped off during the school day will remain in the main office until the student's lunch period.
- Food and/or beverages dropped off after the student's lunch period will remain in the main office until the end of day when all classes have ended.

### **Clubs and Organizations**

Bartlett High school provides educational experiences of several types. The objectives of Bartlett High School are met by providing a variety of experiences for our students beyond the normal course of study. The student activities program is a major means of enhancing some objectives served by regular classroom instruction and fulfilling others not met by that instruction. Student activities at Bartlett High School are characterized by extensive student participation in both the planning and implementing of activities.

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

At Bartlett High School, students share the responsibility for selecting, organizing, and evaluating the activities and their outcomes. In all activities the development of democratic leadership and cooperative attitudes is a major goal. The Administration and staff are working with students to find new opportunities to meet these goals. A list of activities offered at Bartlett includes but is not limited to:

- |                  |                       |                         |              |
|------------------|-----------------------|-------------------------|--------------|
| •Student Council | •Drama Club           | •National Honor Society | •DECA Club   |
| •Mock Trial      | •Medical Careers Club | •Band/Stage Band        | •Mixed Choir |
| •Show Choir      | •Yearbook Staff       | •Diversity Club         | •Art Club    |

### **Class Dues**

***Students are responsible to pay class dues beginning in the year in which they enroll.***

Class dues for each class shall be as follows:

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

When you volunteer to sell for a fundraiser, 10% of your sales will be used towards your dues for that school year. Class dues must be paid to attend the prom and all senior activities prior to graduation. All class dues must be paid in order to run for a class officer or student council position.

#### **Eligibility to Run for Class Officer/Student Council Member:**

- Candidates must have no grade lower than 60 from the previous quarter to be eligible to run.
- All current Student Council members must have their current year 10 volunteer hours completed to qualify for re-election.

#### **Eligibility to Remain as a Class Officer/Student Council Member:**

- Be a good school citizen by having a 3 or 4 on his/her report card for citizenship.
- If he/she receives an out of school suspension, he/she will be automatically terminated.
- If he/she receives three administrative detentions, he/she will be on probation for one semester with an appeal with the Advisors Council.
- Must have a grade of 60 or above for each class. If he/she falls below a 60, he/she will be placed on academic probation until the end of the next quarter to improve his/her average. If the grade below 60 does not improve, he/she will be terminated.

- Should a student fail a course for the year (below 60) and not make it up during summer school, he/she will forfeit his/her position.
- At the discretion of the administration, a student may forfeit a position of leadership or have his/her social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school.

### Fund Raising Procedures

All generated funds from clubs and sports activities shall be under the financial control of the Student Activities Account. All funds generated must be used for the benefit of the student/athletes of said club and/or sports team. The financial control of the Student Activities Account will be through the Principal's Office and/or designee. Ultimately the Student Activity Account falls under the jurisdiction of the School Committee.

Individual accounts within the Student Activities Account will be administered to clubs and/or sports teams. Individual accounts established must have an advisor who will be responsible for fund-raising activities.

#### General Guidelines:

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

<b>Webster Public Schools</b>
<b>Guidelines for Access to the Internet</b>

#### Account 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 child(ren), 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 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 this permission slip and obtain a parent or 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.

## **ATHLETICS**

### **Interscholastic Activities**

Athletic teams that are offered to all students include but are not limited to:

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"><li>• Football</li><li>• Boys Tennis</li><li>• Cheerleading (fall &amp; winter)</li><li>• Golf</li></ul> | <ul style="list-style-type: none"><li>• Boys Soccer</li><li>• Girls Tennis</li><li>• Boys Track (winter/spring)</li><li>• Boys Cross Country</li></ul> | <ul style="list-style-type: none"><li>• Girls Soccer</li><li>• Softball</li><li>• Girls Track (winter/spring)</li><li>• Girls Cross Country</li></ul> | <ul style="list-style-type: none"><li>• Baseball</li><li>• Girls Volleyball</li><li>• Boys Basketball</li><li>• Girls Basketball</li></ul> |
|--|--|---|--|

### **Eligibility Requirements for Participation in Extracurricular Activities**

Students representing Bartlett High School must receive a passing average in at least the equivalent of 4 major courses per marking period. (Courses must meet on a full-time basis.) Any student receiving a citizenship grade of "1" in three or more classes will also be considered ineligible. Citizenship ineligibility may be appealed at mid-quarter by obtaining an appeal form from the administration. At the discretion of the administration, a student may forfeit a position of leadership or have his/her social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school. The scholastic eligibility is determined each marking period on the day report cards are issued.

This regulation affects athletes, cheerleaders, Student Council, Show Choir, class officers, clubs, and all other school activities where students are representing Bartlett High School. This includes all extra-curricular school activities such as dances, proms, 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 are to be present at school prior to 8:00 a.m., or they will be ineligible to participate in an extracurricular activity, practice, or contest on that date. Any student who is dismissed during the school day or is absent is also ineligible to participate in an extracurricular activity, practice, or contest on that day unless excused by the principal.

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

1. To recognize the value and worth of all individuals
2. To respect oneself and all others as people with needs, wants and interests
3. To develop self-discipline, which will then follow the pursuit of one's interests and goals
4. 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

5. To maintain personal hygiene and a proper appearance while participating on an athletic team at Bartlett High School

*It should be understood that playing on a Bartlett athletic team is a privilege. Student athletes are representing not only Bartlett High School, but also the community of Webster, and should, at all times, set a good example.*

### **Training Rules and Regulations for Athletes at B.H.S.:**

1. All student athletes while participating on an athletic team are to be present at school prior to 8:30 a.m., or they will be ineligible to participate in an athletic practice or contest on that date. Any student athlete who is dismissed during the school day or is absent is also ineligible to participate on that day unless excused by the administration.
2. Students that are ineligible due to tardiness may not participate but may attend practices or games on that day.
3. All student athletes are under the supervision of the coach for the sport and must comply with any additional requirements or regulations put forth by that coach.
4. At the beginning of each season, coaches will provide to all team members and parents written documentation regarding expectations, team rules and regulations, practice schedules, game schedules, and any other pertinent information.
5. 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.
6. Any student athlete dismissed from a team by a coach may not participate on another sport team during that same season.
7. Any student athlete who quits a team after the final roster has been selected may not participate on another team during that same season.
8. 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 he/she maintain a good example and abide by Bartlett High School Athletic Department guidelines on a continuing basis; both in season and out of season.
9. In order to participate on a team the day of an away event, each student athlete must accompany his/her team on the players' bus and must also return with his/her team on the players' bus. Student athletes will not be allowed to travel to or from an out of town event by private vehicle, even if accompanied by a parent without prior approval of the administration.
10. 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.
11. Student athletes must comply with all rules of the Massachusetts Interscholastic Athletic Association (MIAA).
12. CHEMICAL HEALTH RULE:

**While a student athlete at Bartlett High School, in or out of season, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, , VAPE pens & all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student's own use by his/her 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 his/her 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.)

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

#### **ACADEMIC ELIGIBILITY FOR ATHLETICS:**

- A. A student must secure for the period from the beginning of the school year up to the end of the regular ranking period next preceding the contest, a passing grade in the equivalent of 4 major courses.
- B. To be eligible during the months of September and October (fall season), the student athlete must have passed 4 major courses in the previous school year (final grade).
- C. To remain eligible for the months of January and February (the winter season), the student athlete must have passed the equivalent of 4 major courses in the previous quarter. (1<sup>st</sup> Quarter)
- D. To be eligible for the months of March and April (spring season), the student athlete must have passed 4 major courses in the previous quarter. (Semester 1)
- E. No student shall be eligible for interscholastic athletic competition (whether he/she competes or not) for more than six consecutive semesters beyond the ninth grade.
- F. No student may participate if he/she turns 19 before September of his/her senior year.
- G. Any student receiving a citizenship grade of "1" in three or more classes will be considered ineligible. Citizenship ineligibility may be appealed at mid-quarter by obtaining an appeal form from the administration.

**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.**

### **Prevention and Management of Sports Related Head Injury and Concussion**

The Webster Public Schools understands that concussions are serious injuries and expects that all precautions will be used to minimize head injuries. The following policy is in place to ensure that students, parents, 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 suspect 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  
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 b the athletic director, or attend a Webster Public School sponsored training session and signing the attendance roster.

The Student and Parent/Guardian will be responsible for:

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

The Athletic Director will be responsible for:

1. Participating in biannual review and revision of this policy.
2. Completing annual training in concussion protocols.
3. Ensuring the training for staff, parents, volunteers, coaches, and students are met, recorded and the records maintained.
4. Ensuring all students has a yearly physical exam prior to participating in any extracurricular athletic activities and that each student has completed a pre-participation paperwork, including the reporting of prior head injuries before each athletic season.
5. Ensuring pre-participation forms are reviewed in a timely manner.

6. Ensuring that Report of Head Injury Forms are completed by the parent or coach and reviewed by the coach and school nurse.
7. Ensuring athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of the athlete.
8. Reporting annual statistics to the Department of Health the total number of head injuries reported from both coaches and parents.

The Athletic director will keep all certificates, signed acknowledgements and training session rosters for three years.

Members of the coaching staff will be responsible for:

1. Completing annual training in concussion protocols and provides the athletic director with certification of completion.
2. Reviewing pre-participation forms of all athletes provided by the parental permission forms regarding student's history and/or risk of head injury.
3. 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.
4. 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.
5. Promptly notify (immediately after practice or competition) in person or by phone with the parent 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.
6. Identify 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.
7. 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:

1. Participating in the development and biannual review of the Concussion Policy.
2. Completing annual training in concussion protocols.
3. Reviewing Report of Head Injury Forms, recording information in student's health record, and following up with the coach and parent as needed.
4. Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss both academic and athletic accommodations.
5. Monitoring recuperating students with head injuries and collaborating with teachers to ensure the graduated reentry plan is being followed.
6. 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.

Those 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.

## Procedures of Sports Related Head Injury and Concussion

### Webster Public School Athletic Sports Related Head Injury and Concussion Protocol

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

Rene Langevin, Athletic Director

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

Dr. Young-HoOH, Orthopedic Physician

Dr. Angela Beeler, School Physician

Raymond Pion, Bartlett Jr. Sr. High Athletic Trainer

#### Purpose:

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

#### Athletic Activities:

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

#### Signs of Concussion

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

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

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

A student diagnosed with a concussion shall be withheld from a competition and not return to activity for the remainder of the day. The student should receive monitoring, and parents 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) 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 in 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.

### **Student Attendance**

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

Research indicates that early school attendance patterns is a critical factor in determining successful high school completion. Therefore, students may be excused temporarily from school attendance for only the following reasons:

1. Illness with a note from a medical provider indicating the specific dates of the excused absences.
2. Quarantine with a medical note indicating when the student may safely return to school.
3. Students sent home by the school nurse for medical reasons.
4. Bereavement with parent/guardian notification to the school.
5. Observance of major religious holidays not identified within the school calendar with parent/guardian notification to the school.
6. College visits by high school students with documentation supporting attendance at the college on a specific date. Not to exceed three college visits per academic year.

A child may also be excused for other exceptional reasons with approval of the school administrator. Family vacations scheduled within the school year that accrue student absences from school will not be excused.

A student's understanding of the importance of the day to day school work is an important factor in shaping his/her character. Parents and guardians can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents and guardians will provide a written explanation of the absence and/or tardiness of a child to the school office on the day of the child's return to school. Whenever possible, this notification can be provided in advance of the absence or tardy in circumstances where advanced notice is possible. A student's late arrival or early dismissal from school in excess of 30 minutes on a given day or per period at the high school shall affect their overall attendance and academic progress.

In instances of chronic or irregular absence or tardiness reportedly due to illness, the school administration shall require a physician's statement certifying such absences are justifiable.

Students, who meet or exceed 30 days of absence or tardiness as outlined in this policy, shall be referred to the district attendance committee to determine the need for retention and/or other remedial interventions to improve school attendance and address academic concerns.

#### **Student Absence Notification Program**

Each Principal or his/her 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

### Regulations

Webster Public Schools uses a tiered system of intervention for addressing student learning needs and behaviors, which includes the development of regular school attendance. The District will implement through a tiered system of support universal, targeted, and intensive levels of intervention. The district will implement:

- 1. Universal Attendance Interventions (1 to 5 days)**
  - a. By day 3 of absence, a letter home regarding attendance.
  - b. Possible parent/guardian meeting to develop plan to address unexcused absences and impact to academic progress.

**2. Targeted Attendance Interventions (6 to 10 days)**

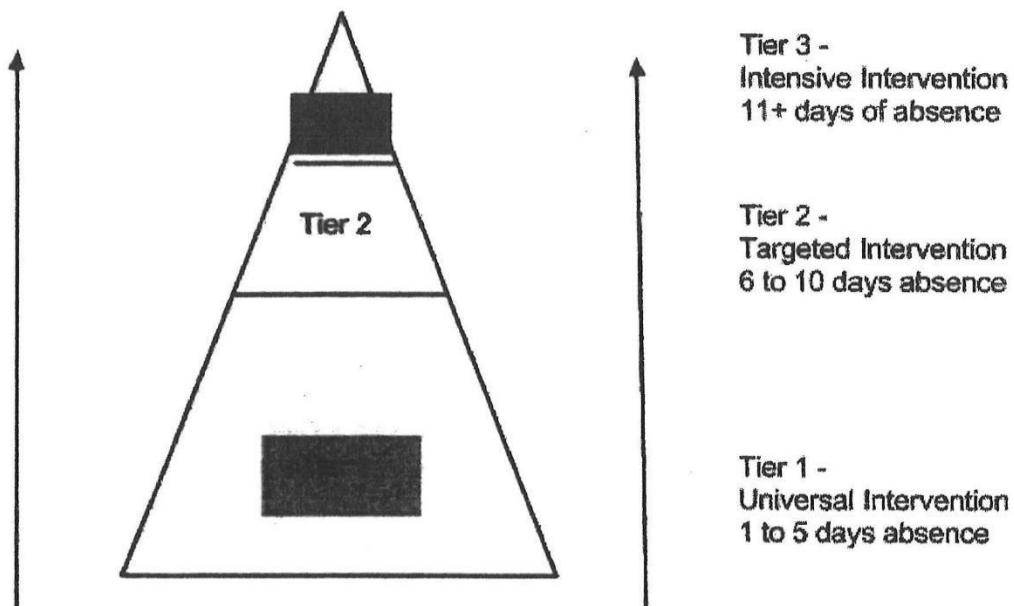
- a. Parent/Guardian meeting to develop a plan to make up for academic deficits resulting from absences from school. Outside support agencies shall be involved in these meetings inclusive, but not limited to, Dudley Juvenile District Court.
- b. Possible home visit by school administrator and School Resource Officer (SRO).
- c. Loss of academic credit at the high school level.\*

**3. Intensive Attendance Interventions (11 or more days)**

- a. Home visit by school administrator and School Resource Officer (SRO).
- b. Parent/Guardian meeting to develop a plan to make up for academic deficits resulting from absences from school. Outside support agencies shall be involved in these meetings inclusive, but not limited to, Dudley Juvenile District Court.
- c. Consideration for filing a Child Requiring Assistance (CRA) and/or "Failure to Cause" as per court requirements.
- d. Notification of disenrollment after 15 consecutive days absent at the high school level.\*

\* Exceptions may be made for students enrolled in specialized programs or as indicated in the student's Individual Education Plan (IEP).

Intensity of Intervention for  
Unexcused Absences



# **Webster Public Schools**

## **Bullying Policy**

### **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, parents/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 pro-social 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 School Committee.

## **B. Assessing needs and resources**

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

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

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

Additionally, at least once every four years beginning with 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.
- 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.
- 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 A**

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

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

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

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

## **A. Reporting bullying or retaliation**

Reports of bullying or retaliation may be made by staff, students, parents 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](http://www.webster-schools.org), or by sending an email to [bullying@webster-schools.org](mailto: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](http://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 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 investigate promptly 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](mailto: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

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:**

- |  |             |             |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed alleged aggressor | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed alleged target    | Name: _____ | Date: _____ |
| <input type="checkbox"/> 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: \_\_\_\_\_

---

#### *For Administrative Use Only*

Administrator receiving this Report: \_\_\_\_\_ Date: \_\_\_\_\_

# Webster Public Schools

## Internal Investigation Reporting Form

### ***Bullying and/or Harassment/Discrimination***

#### ***Part I: Background Information***

##### **Section I: Reporter Information**

\*Report made via Civil Rights/Bullying Reporting Form? ATTACH AND PROCEED TO PG.2 \*\*If report received via other means, complete this Reporting page:

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

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

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

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

##### **Section II: Initial Report**

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

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

Potential Witnesses:

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

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

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

Description of Incident:

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

--

Special Considerations:

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

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

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

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

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

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

Signature of person taking report: \_\_\_\_\_

Date \_\_\_\_\_

***Part II: Investigation Report***

**Section I: Summary of Investigation**

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

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

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

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

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

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

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

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

#### Civil Rights Considerations – Investigation of School Culture/Climate

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

## Section II: Conclusions

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

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

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

### Section III: Follow-Up

#### Notification of Findings:

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

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

	Individual Education
	Individual Training
	Community Service
	Loss of Privileges

	<b>Detention</b>
	<b>Suspension</b>
	<b>Other (describe):</b>

**Other responsive measures:**

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

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

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

## Safety & Support Planning

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

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

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

Investigator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX B

### Anti-Bullying Curriculum

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

## APPENDIX C

### Additional curriculum support activities

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

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

First Reading:

Second Reading:

Third Reading and Final Approval:

### Massachusetts School Law Section

#### Chapter 622

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

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

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

#### Non-Discrimination Policy

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

#### Mass. Department of Education Laws and Regulations; Student Records Law (603 CMR23.00)

\*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 parent.

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

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, 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 child 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, his/her 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; his/ her 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 his/her designee shall be responsible for the privacy and security of all student records maintained in the school.

(2) The superintendent of schools or his/her 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 insure 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 his/her graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her 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 his/her 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 so 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 of 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 his/her 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 party 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 he/she 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 his/her designee to make the objections known.

(b) The principal or his/her 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 his/her 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 his/her 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. Request for such appeal shall be in writing to the superintendent of schools.
- (2) The superintendent of schools or his/her 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 his/her 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 his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request 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 his/her 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 his/her own choosing.
- (5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

### **23.10: Notification**

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

### **23.11: Monitoring**

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

### **23.12: Severance Clause**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## AMENDMENTS TO THE BULLYING LAW

### I. Introduction

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

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

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

### II. Identification of Categories of Vulnerable Students

The new law expands the language of the 2010 anti-bullying law by requiring schools’ anti-bullying plans to “recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics.” Chapter 86 of the Acts of 2014 at Section 1 (3). The new law goes on to identify categories of “differentiating characteristics” that may make certain students more vulnerable to bullying, including: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, age, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

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

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

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

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

### III. Annual Reporting to DESE

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

DESE has not yet published the requirements for reporting the bullying incident data. Therefore, the impact on school districts is not yet known. It is worth noting, however, that the new law states that DESE “shall minimize costs and resources needed to comply with said reporting requirement” and that DESE may use existing data collection and reporting

mechanisms to collect this information. Given those directives, we would not be surprised if DESE instructed districts to report bullying information along with other data, such as conduct/discipline reports.

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

#### **IV. Student Survey**

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

#### **V. DESE Investigations**

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

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

#### **VI. Conclusion**

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

#### REFERENCES:

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

#### LEGAL REFS:

Title VII, Section 703, Civil Rights Act of 1964  
Federal Regulations 74665 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
MGL: 71:370  
MGL 265:43;43A  
MGL 268:13B  
MBL 296:14A

CROSS REFSAC Nondiscrimination  
ACAB, Sexual Harassment  
JBA Student-to-Student Harassment  
JICFA, Prohibition of Hazing  
JK Student Discipline Regulations

# *Webster Public Schools*

## *Office of Business and Finance*

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Webster, MA 01570  
PH 508-943-0104  
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Mass Relay 800-439-0183

Date: July 1, 2021

### 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.

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

## **BELL SCHEDULE 2021-2022**

### **REGULAR DAY**

Breakfast in Homeroom	7:15-7:25
HOMEROOM	7:25-7:32
PERIOD 1	7:35-8:48
PERIOD 2	8:51-9:44
PERIOD 3	9:47-10:40
PERIOD 4	10:43-12:08
FIRST LUNCH	10:43-11:13
PERIOD 4; CLASS	11:16-12:08
SECOND LUNCH	11:38-12:08
PERIOD 4; CLASS	10:43-11:35
PERIOD 5	12:11-1:04
PERIOD 6	1:07-2:00

DISMISSAL: 2:00 PM

### **HALF DAY**

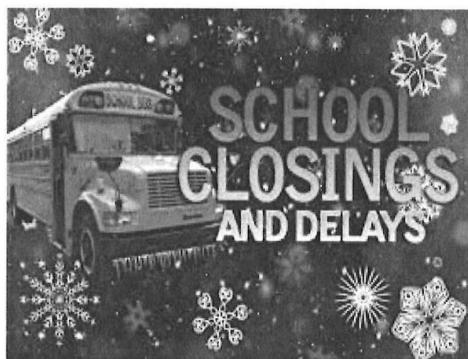
No Homeroom

Breakfast in Period 1	7:15-7:25
PERIOD 1	7:25 – 8:47
PERIOD 2	8:50-9:30
PERIOD 3	9:33-10:13
PERIOD 4	10:16-10:55

DISMISSAL: 10:55 AM

# Webster Public Schools

## School Closing and Delay Information



### Schools Closed/Delayed Opening/Early Release

The decision to close schools or delay opening is typically made by 5:00 a.m. and posted by 5:30 a.m. A voice alert message is sent to all parent and school staff at 6:00 a.m. School closing notices are also posted at the following locations.

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

You can sign up to receive an e-mail and/or a text message from these sources when school closings or delays are issued for your area.

### Starting Times for Schools during delay

School	1 Hour Delay	2 Hour Delay
Bartlett High School	8:25 AM	9:25 AM
Webster Middle School	8:35 AM	9:35 AM
Park Ave Elementary School	9:45 AM	10:45 AM

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

## 2021 - School Calendar - 2022

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

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

= School Committee Meetings

July							August							September								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
							1	2	3					1	2	3	4	5	6	7		
4	5	6	7	8	9	10								8	9	10	11	12	13	14		
11	12	13	14	15	16	17								15	16	17	18	19	20	21		
18	19	20	21	22	23	24								22	23	24	25	26	27	28		
25	26	27	28	29	30	31								29	30	31						
4	Independence Day							24	New Teacher Orientation						6	No School; Labor Day						
5	Independence Day ~ Observed							25	District Opening - PD Day						7	First Day for PreK & K students						
								26-	Professional Development							Open House-See Schedule below						
								30	First Day of School Gr 1-12													
October							43	/180	November							December						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
							1	2						1	2	3	4	5	6			
3	4	5	6	7	8	9								7	8	9	10	11	12	13		
10	11	12	13	14	15	16								14	15	16	17	18	19	20		
17	18	19	20	21	22	23								21	22	23	24	25	26	27		
24	25	26	27	28	29	30								28	29	30						
31																						
														11	No School: Veteran's Day							
8	1/2 day of school for students;PD							17	1/2 day Parent Conferences(Gr K-12)													
11	No School; Columbus Day							18	Evening Parent Conferences (Gr K-12)													
														24	1/2 day before Thanksgiving							
								25 -	26 Thanksgiving Holiday													
January							94	/180	February							March						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
							1							1	2	3	4	5				
2	3	4	5	6	7	8								6	7	8	9	10	11	12		
9	10	11	12	13	14	15								13	14	15	16	17	18	19		
16	17	18	19	20	21	22								20	21	22	23	24	25	26		
23	24	25	26	27	28	29								27	28							
30	31																					
														11	1/2 day of school for students;PD							
17	No School; Martin Luther King Jr Day							21	Presidents' Day													
18	Full Day of PD: No School for students							21	-25 Winter Vacation													
April							146	/180	May							June						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
							1	2						1	2	3	4	5	6	7		
3	4	5	6	7	8	9								8	9	10	11	12	13	14		
10	11	12	13	14	15	16								15	16	17	18	19	20	21		
17	18	19	20	21	22	23								22	23	24	25	26	27	28		
24	25	26	27	28	29	30								29	30	31						
8	1/2 day of school for students;PD																					
15	No School; Good Friday							6	1/2 day of school for students; PD													
18	No School; Patriots Day							30	No School: Memorial Day													
18 -22	Spring Break																					

**Bartlett High School & Webster Middle School**  
 First Quarter Aug 30 - Oct 29 (43 days)  
 Second Quarter Nov 1 - Jan 21 (45 days)  
 Third Quarter Jan 24 - April 8 (49 days)  
 Fourth Quarter April 11 - June 17 (43 days)

**Park Avenue Elementary School**  
 Trimester 1 Aug 30 - Nov 24 (60 days)  
 Trimester 2 Nov 29 - March 18 (63 days)  
 Trimester 3 March 21 - June 17 (57 days)

VIRTUAL Open House Bartlett High School = 9/16 Webster Middle School = 9/23 Park Ave Elementary School = 9/30

Parent Teacher Conferences will be held remotely

School Committee Approved 2-23-2021

## Bartlett High School

### Parent/Guardian Information and Signature of Receipt of Student Handbook and Guidelines 2021-2022

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

#### Parent/Guardian Information and Preferred Method of Contact

\*Please provide all that apply, and place a check next to your preferred, non-emergency, method of contact.

Parent/Guardian Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Home Phone Number (if applicable): \_\_\_\_\_

Work Phone Number (if applicable): \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Postal Mailing Address: \_\_\_\_\_

*My signature below acknowledges that I have received and read a copy of the 2021-2022 Student Handbook via the online document on the school's website. It is my responsibility to have my student read and follow the Student Handbook. My signature acknowledges that both my student and I have read the handbook, generally understand its content, and will follow its content.*

#### Parent/Guardian Permission for Internet Use/Access

As a user of the school's computer network, my student will obey the stated rules in the school's handbook and use computers in a constructive, appropriate, 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.

#### Parent/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.
- I **do not** want my student to be photographed or video recorded during school sponsored events.

#### Parent/Guardian request for In-District (school-to-school) Field Trips

- My student **may** attend in-district (school-to-school) field trips during the school day.
- I **do not** want my student to attend in-district (school-to-school) field trips during the school day.

#### 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.

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Parent Signature

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Date

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

**\*\*MUST BE RETURNED TO SCHOOL ON THE FIRST DAY OF SCHOOL\*\***