

PARK AVENUE ELEMENTARY SCHOOL



STUDENT HANDBOOK **2020 - 2021**

SCHOOL ANNOUNCEMENTS

- **CANCELLATIONS**
- **DELAYED OPENINGS**
- **EVACUATION**

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

Cable: Local Cable Access Channel 194

Television: WBZ Channel 4
 WCVB Channel 5
 WHDH Channel 7
 NBC Boston Channel 10
 Fox TV Channel 25
 NECN Channel 77

Website: www.webster-schools.org

Park Ave Elementary may also use the telephone messaging system known as **ONE CALL NOW** as a rapid notification and communication service to communicate with parents. The phone numbers on file through PowerSchool provided by families at the start of school will be the main number used in the One Call Now program. If your phone number changes during the year, please notify us immediately.

If students are already at school, and it is necessary to dismiss before standard school hours, you will be notified through the Cable/TV channels, and district website, and if necessary, One Call Now.

Should an evacuation of the building be necessary, it will be conducted along our fire drill procedures. Students will proceed to a determined evacuation area by staff in an orderly fashion. Staff will report attendance to their assigned staff leader to ensure that all students are accounted for.

Your cooperation in this matter will help us provide a smooth and safe dismissal for students.

PARK AVENUE ELEMENTARY SCHOOL
58 PARK AVENUE
WEBSTER, MA 01570
TELEPHONE: 508-943-4554 FAX: 508-949-1668

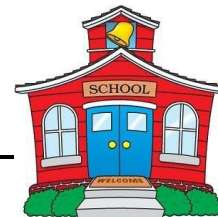
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Mrs. Robin L. Parmley, Principal
Mrs. Debora Zablocki, Interim Assistant Principal

58 Park Avenue * Webster, Massachusetts 01570 - Ph: 508-943-4554, Fax: 508-949-1668



August 1, 2020

Dear Parents/Guardians:

The PAE staff have been working diligently over the summer preparing their classrooms in preparation for the new school year. It is hard to believe that it is already August and that the first day of school will soon be here! We are looking forward to a productive and rewarding 2020 - 2021 school year. The following information will be helpful to you as your child prepares for school:

- Breakfast is provided to all students in the classroom through our Breakfast In the Classroom (BIC) Program. All students are offered breakfast from 8:20-8:35. For this reason, students may arrive to school by 8:20. Items not consumed during breakfast go onto a classroom share table, which can be used for snack during the day. We are happy to report that we once again participate in the federally funded program to provide Fresh Fruits and Vegetables (FFVP) to students as a snack during the day. Students are also allowed to bring in any fresh fruits and vegetables as a snack if they choose.
- Please remember parking is **not permitted** in the fire lanes, driveway, car or bus lines.
- On the first day of school, your child will bring home very important information including a biographical sheet, handbook, and a letter. Please complete the necessary forms and return them to your child's teacher as soon as possible.
- Mrs. Perno is the transportation manager who coordinates all transportation for the Webster Public Schools. If you have any transportation questions and/or concerns, she may be reached at AA Transportation at (508) 943-0482.

I would personally like to extend my best wishes to all new staff that we are welcoming to our Park Avenue family! If we can assist you in any way, please call the office at (508) 943-4554 . I look forward to meeting and working with you this upcoming school year to ensure all OUR students meet with success.

Sincerely,

Mrs. Robin L. Parmley, Principal
Park Avenue Elementary School



IMPORTANT PHONE NUMBERS

Park Avenue Elementary School Office

Phone: 508-943-4554

Fax: 508-949-1668

Main Office	ext. 1154
Principal, Mrs. Robin L. Parmley	ext. 1161
Interim Assistant Principal, Mrs. Debora Zablocki	ext. 1157
Nurse, Mrs. Sarah Phillips	ext. 1177
Nurse Assistant, TBD	ext. 1177
Adjustment Counselor, Mrs. Freeman	ext. 1209
Adjustment Counselor, Mrs. Lopez-Avila	ext. 2071
Adjustment Counselor, Mrs. Wojnarowicz	ext. 1209
Adjustment Counselor, Miss Errera	ext. 1226

Webster Public Schools Central Office Administration

Phone: 508-943-0104

Superintendent, Dr. Ruthann Goguen
Administrative Assistant to the Superintendent, Mrs. Lori Marrazzo
Director of Student Support Services/Title IX Officer, Mrs. Kathy Baris
Director of Curriculum, Mrs. Jill Chapdelaine
Interim Director of Title I & ELL, Dr. Patricia Mackay
Director of Finance/ADA Compliance Officer, Mrs. Monique Pierangeli
Sexual Harassment Grievance Officer, Mrs. Kathy Baris
Director of Food Service, Ms. Ellen Nylén
IT District Manager, Mr. Jon O'Neill

Bully Hot-line - 508-943-0104 ext. 40001

Webster Middle School Office

508-943-1922

Bartlett High School Office

508-943-8552

IMPORTANT DATES

***½ day dismissal begins at 12:00 noon**

September 3	Virtual Information Night (Grades 1 - 4)
September 9	Virtual Pre-K and Kindergarten Information Night
September 15	First Day of School (Grades 1 - 4)
September 15-18	Virtual Kindergarten Screening (By appointment)
September 21	First Day of School (Grades PreK & K)
September 22	Virtual Open House (Grades PreK - 4)
October 9	½ day for students - Professional Development for teachers
October 12	No School (Columbus Day)
November 10	½ day for students - Afternoon Parent/Teacher Conferences (Grades K-4)
November 11	No School (Veteran's Day)
November 12	Virtual Parent/Teacher Conferences (By appointment) (Grades K-4)
November 25	½ day for students - Thanksgiving break begins
November 26-27	No School (Thanksgiving Break)
December 4	½ day for students - Professional Development for teachers
December 21-23	No School - Professional Dev. for teachers
December 23 - 31	No School - Holiday Break
January 1	No School (New Years Day)
January 18	No School (Martin Luther King Jr. Day)
February 5	½ day for students - Professional Development for teachers
February 15-19	No School (Winter Vacation)
March 5	½ day for students - Professional Development for teachers
March 18 & 19	No School - Professional Development for teachers
April 2	No School (Good Friday)
April 9	½ day for students - Professional Development for teachers
April 19	No School - Patriots Day
April 19 - 23	No School - Spring Break
May 7	½ day for students - Professional Development for teachers
May 31	No School (Memorial Day)
June 18	Last day of School (½ day for students); Professional Development
June 25	175th day

PARK AVENUE STAFF 2020-2021

Bold = Grade Level Leader

<p style="text-align: center;"><u>Preschool</u> Kelleigh Maisonet Maryland Spicer</p>	<p style="text-align: center;"><u>Kindergarten</u> Danielle Calnan Sarah Cole Lauren Galotti Lori Hanlon Alicia Hashey Amy Jordan Emily Lindberg</p>	<p style="text-align: center;"><u>Grade One</u> Amanda Andersen Ashley Bounphaphaysonh Vanessa Burns Lynn Brown LTS Lorelle Dodge Emily Ray Jill Recchia Kim Theriault</p>
<p style="text-align: center;"><u>Grade Two</u> Michelle Boulay Kim Forget Jennifer Kelley Pamela Minarik Lisa Simonis Yolanda Gutierrez Tracie Vangel</p>	<p style="text-align: center;"><u>Grade Three</u> Cathy Cournoyer Carol Daly Christine Huber-Regele Leslie Kwasniewski Megan Sterczala Kerri Williams</p>	<p style="text-align: center;"><u>Grade Four</u> Michelle Alder Lorriane Grammatikakis Brennan Green Peter LeBlanc Susanne Stich Deborah Castellani Brandon Meece</p>
<p style="text-align: center;"><u>Unified Arts Specialists</u> Leslie Pietz - PE Music - TBD Shelby Kirejczyk - Technology Ellen Jeffers - STEAM Callan Catron - Art Adjustment Counselors: SEL Brandon Stand - PE</p>	<p style="text-align: center;"><u>Academic Support Services</u> Meghan Coutu - ELL Janet LaBonte - ELL ELL - TBD Deborah Puishys - Reading Specialist Sue Ricard - Acad. Interventionist Joy Sidebottom - Acad. Interventionist Faith Veronis - Acad. Interventionist</p>	<p style="text-align: center;"><u>Nursing Services</u> Sarah Phillips - Nurse Float Nurse - TBD <u>Counseling Services</u> Renee Freeman - Adj. Counselor Sam Lopez-Avila - Adj. Counselor Gina Wojnarowicz - Adj. Counselor Stephanie Errera - Adj. Counselor</p>
<p style="text-align: center;"><u>Special Education</u> Alicja Wisnosky - Psychologist Susan Micciche - Gr. 4 Carole Demake - Gr. 2 Lisa Falco-Foreman - Gr. K, 1 & 2 Susan Finney- STAR > Gr. 3 & 4 Yvonne Gilbert - Preschool Bonnie Juliano - Gr. 3 Betsy Koss - LD Teacher Maria Powers Gr. K and 1 Nora Werme - Learning Center Lisa Petrell-Delude - TEAM Chair Shari Haire - TEAM Chair Dan Zimmer - TEAM Chair</p>	<p style="text-align: center;"><u>ABA Staff</u> Christine Apostol - BCBA Lori Ceppetelli - BCBA Kayla Baumlin Kim Bernier Carolyn Faulkner Jocelyn Grant Donna Israelian Yesenia Marquez Danielle Mitchell Michelle O'Brien Gina O'Halloran Sandra Orne Kirsten Pokropowicz Jane Walsh Denise Thomas Jayme Vincent Peter Williams Kathy Wilbur Samantha Robinson Kerri Suprenant Jon Unoh Allison Rozenas</p>	<p style="text-align: center;"><u>Paraprofessionals</u> Rebecca Beaupre Rachel Blash Monique Canty Lisa Davis Kathy Flibbert Rosalie Houle Kirsten Larson Maryann Manyak Thalia McClay Deana Mello Karen Miller Kristina Mlvasky Kathy Nedoroscik Janice Romano Maria Reardon Allison Chenevert Pamela Ward Natalie Urato LTS</p>
<p style="text-align: center;"><u>Related Service</u> Lisa Cotter - SLP Barbara Smalarz - SLPA Jill Hickey - PT Erica Iacuzzio - COTA Anne Jacquart - SLPA Christine MacManus - SLP Donna Smith - COTA</p>	<p style="text-align: center;"><u>Administrative Staff</u> Robin Parmley - Principal Debora Zablocki- Interim Assistant Principal Cari Reed - Admin. Assistant Admin. Assistant - TBD <u>Custodial Staff</u> Shawn Hetherman Steve Camerano Michael Scott Scott Williams</p>	<p style="text-align: center;"><u>Cafeteria Staff</u> Ellen Nylen Jenna Christian Stacey Easterling Annemarie Livernoche Lauren Tremblay Elizabeth Rodriguez Kathi Williams <u>BIC</u> Tiffanie Jarmolowicz Patricia Carrier Patricia Richard Suzanne Taiste</p>

VISITORS

Upon entering the building, please report to the main office. Visitors/Volunteers to the school who are guests must have a Visitor's/Volunteer's Badge and must sign their name, time of arrival and departure in the logbook at the office. The badge should be visible at all times and in plain view. Before exiting, the Visitor/Volunteer needs to return the badge to the office. All visitors must abide by the rules of Park Avenue Elementary School.

THE SCHOOL DAY

ARRIVAL

8:20-8:35 am: Students enter the building and go to their classroom - Breakfast in the Classroom (BIC)

8:35 am: Tardy bell rings - Students are marked tardy at this time. Instruction begins.

11:15 am - 1:20 pm: Lunch/Recess

3:05 pm: Dismissal

NOTE: Half day dismissals are at 12:00 PM.

No lunches are served on those days.

Daily instruction includes literacy, mathematics, social studies, science, learning skills and social skills. We use a 7-Day Cycle for art, technology, music, physical education, and STEAM. Students have a recess and lunch break each day.

Staff members are not available to supervise children before 8:20 am or after 3:25 pm.

Parents assume responsibility for the safety of their children until 8:20 am. Please do not leave your child unattended on school property before or after school. This includes walkers. Morning walkers may come into school through the Park Ave and Ray St. entrances. Drop-offs in the parking lot on the first floor are not permitted during normal arrival time. Afternoon walkers **MUST** be picked up at the Ray Street entrance with a family dismissal number. For your planning purposes and student safety, walkers will be dismissed last at the parent pick-up line location.

TARDY

Students arriving after 8:35am are tardy and will need to be accompanied into the building with an adult to the main office (Park Ave. entrance) before going to their classroom.

DISMISSAL

General Dismissal Details:

Each school year parents must submit an updated Student Transportation Form indicating how their child will be going to and from school. When transportation changes occur, young children often get confused. Therefore, for safety purposes, **a written note must be submitted for any dismissal change. Keeping child safety in mind, the school will not honor changes made by phone.** Without a written note indicating a change, your child will go home according to the Student Transportation Form submitted at the beginning of the school year.

*In the interest of student safety, parents who plan to release their child to another person at dismissal **MUST send a note to the main office** that identifies the adult to whom the child will be released. Park Ave Elementary School **CANNOT** release any student to a person unless they are on the student's emergency card or named in a parental note and have a dismissal number.*

DISMISSAL NUMBERS

Students will only be dismissed from school if the adult has the child's **Family Dismissal Number and a picture ID**. All students/families are given a dismissal number upon registration. Parents/guardians are the only ones given this number. If you lose this number you will have to come to school with a photo ID to get the number.

This process is for the safety of students. If you send someone else to pick up your child he/she **must know the dismissal number and have a picture ID** or the child will not be dismissed to this person. You are the only one that can give out this number so you can ensure the safety of your child during dismissal.

Please follow all other dismissal requirements including writing a note and making sure you keep the emergency contacts updated.

- The dismissal number was sent home ON each child's class placement letter. Students in grades 1-4 will use the same number as last year.
- If a family has a Kindergarten through Grade 4 student, there will be ONE Family Dismissal Number for the FAMILY.

Please notify the office immediately if you have more than one dismissal number for your family so the error can be corrected.

If your child is returned from the bus or you are late for parent pick up more than 3 times, your child will be sent to the School's After School program and you will be charged for the day's attendance to the program.

Early Dismissal by Parent:

It is important to remember that our teachers are teaching and our students are learning right up until dismissal at 3:05 PM. Please remember that **EARLY DISMISSALS INTERRUPT LEARNING**. Please make every effort to avoid dismissals during the school day. Your efforts to schedule doctor appointments, etc. before or after school will be greatly appreciated. Early dismissal should be reserved for emergencies that arise during the school day. Please note that dismissals from the office after 2:30 PM are **highly discouraged**. At that late hour, the office is preparing for regular dismissal.

Early dismissal from school is granted only upon written parental request specifying the time, date, and who is picking up the child. **All individuals picking up should have the student dismissal number and have appropriate ID.** Office staff will call your child upon your arrival. If your child is ill and should be sent home, the nurse or office will notify you and ask that you please pick up your child in a timely manner. Pick-ups that occur on a regular basis may be arranged for the year if the parent sends a note to the teacher and the office indicating the change for the year.

ATTENDANCE POLICY

The Webster School Committee has adopted an Attendance Policy, which includes standards of attendance. The school committee does recognize that parents/caregivers have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly in accordance with state law. (M.G.L. **76:1, 76:1B, 76:16, 76:18, 76:20**). Inherent in the standards is an understanding that parents and the school need to work together in encouraging pupil attendance on each day that school is in session. Attendance emphasis in elementary schools recognizes the developmental factors of education, growth and responsibility. Habits of punctuality and regular attendance are important to the child from the very first day of school. The earlier a child learns that school is their “job” and that they have something important to do, the more satisfactory will be their growth and development.

Excused Absences:

Research indicates that early school attendance patterns are a critical factor in determining successful 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/caregiver notification to the school.
5. Observance of major religious holidays not identified within the school calendar with parent/caregiver notification to the school.

A child may also be excused for other exceptional reasons with the approval of the school administrator.

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

Students who meet or exceed 15 days of absence/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.

Absences:

Parents/caregivers must provide a written explanation of the absence and/or tardiness of a child. Please submit this explanation to the school office on the day of the child’s return to school, including:

- Name of student
- Date of absence
- Reason for absence
- Parent or Guardian signature.

Whenever possible, this notification can be provided in advance of the absence/tardy in circumstances where advanced notice is possible. In addition to a written notification, whenever a student is absent/tardy from school, the parent **MUST** call the school before **9:30am** at 508-943-4554. Please state:

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

In the event a student's parent/caregiver has not informed the school of the absence/tardiness, the parent will receive a daily attendance "robo-call."

The principal or designee shall make a reasonable effort to discuss this matter with parents/caregivers of students who have five (5) or more unexcused absences in a school year. The discussion shall be to develop action steps to improve student attendance and shall be developed jointly by the principal or designee, the student, and the parent/caregiver. Input from other relevant school staff and/or public safety, health, human services, housing officials may be included.

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

1. **Universal Attendance Interventions (1-5 days)**
 - a. By Day 5 of unexcused absence, a letter home regarding attendance
 - b. Possible parent/caregiver meeting to develop a plan to address unexcused absences and its impact on academic progress
2. **Targeted Attendance Intervention (6 - 10 days)**
 - a. Parent/caregiver invited to a meeting to develop a plan to make-up academic deficits resulting from absences from school. Outside support agencies may be involved in these meetings. Intervention will be summarized in a parent letter.
 - b. Possible home visits by a school administrator and School Resource Officer (SRO)
3. **Intensive Attendance Intervention (11 or more days)**
 - a. Parent/caregiver 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 and the Department of Children and Families. Intervention will be summarized in a parent letter.
 - b. Home visit by School Resource Officer (SRO) and possibly a school counselor.
 - c. Consideration for filing a Child Requiring Assistance (CRA) and/or a "Failure to Cause" as per court requirements.

Tardiness:

Students are considered tardy after 8:35 a.m. Tardy students MUST report to the office for a late slip before entering their classroom. We strongly encourage students to be punctual in school arrival. Arriving late to school is disruptive to the student and to the student's classroom. Understand that being on time is important.

Vacations:

Family vacations are not considered excused absences. Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. However, if a vacation during school time is necessary, homework for these students, in the form of a Vacation Journal, is to be completed during or after the vacation. *Please ask your child's teacher for a Vacation Journal.* Students will complete any missing assessments or projects once they return and within a reasonable time frame.

BEFORE AND AFTER SCHOOL PROGRAM

The Webster Public Schools Before and After School Program provides care for school aged children from Kindergarten through Grade 6. The program operates when school is in session, providing quality school based programming for students in an enjoyable atmosphere that is comfortable and safe. They offer homework support, indoor and outdoor recreation, and snacks. Children participate in hands-on enrichment activities using science, art and technology. The program's philosophy is that each child deserves the love and respect that will foster self-esteem, independence and self worth. The program provides for all aspects of child development; physical, intellectual, social and emotional.

The Webster Public Schools Before and After School Program located at the Park Avenue Elementary school is self-supporting and is run under the Webster Public School system. Weekly tuition is determined by the number of days in which your child is registered. The program opens its doors for the morning session at 6:30 am until 8:30 am each day. The afternoon session begins at 3:00pm and runs until 6:00pm each day. During planned half days of school, the program operates two afternoon sessions: the first session begins at 12:00 pm and runs until 3:00 pm; the second session runs from 3:00 pm to 6:00 pm.

Registration information is available at www.webster-schools.org or contact Ms. Lois Taylor, Program Director at (508) 808-1887

BIRTHDAY RECOGNITION

We are always excited to celebrate birthdays with our students. It is a time of fun and excitement for most children. We try to keep the celebrations in school small, however. Please follow the guidelines below for sharing this occasion with school.

At School:

We celebrate birthdays for each month on the last Friday of the month with cake (allergy and calorie conscious as made by the food service department). Summer birthdays will be celebrated in June. Students are **NOT ALLOWED TO PASS OUT PARTY INVITATIONS AT SCHOOL**. This causes hurt feelings and other problems in the classroom that disrupt the learning process.

In the Classroom

Food celebrations are *not allowed* at school. Please feel free to send in pencils, cards, crafts, etc. if you would like your child to share his/her birthday with classmates. Please check with your child's teacher in advance.

BULLYING PREVENTION PROCEDURES

Acts of bullying, cyber-bullying and retaliation are prohibited at Park Avenue Elementary School. State law requires each school system to create a detailed Bully Prevention Plan explaining how the District will handle any incidents of bullying, cyber-bullying or retaliation. To read the complete comprehensive plan please see "Bully Prevention Plan" on the homepage of the District's Website - <http://websterps.schoolfusion.us>. Below you will find excerpts from this plan and how this plan is implemented at Park Avenue Elementary.

Definition

The state law and the District plan defines bullying "as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to himself or damage to his property
- Creates a hostile environment at school for the target
- Infringes on the rights of the target at school OR
- Materially and substantially disrupts the education process or the orderly operation of a school

Education and Training:

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

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

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

Reporting:

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

Anonymous reports may be made by placing a Reporting Form in the anonymous report box provided at the PAE office or at the Administration Building, 77 Poland Street, by going to www.webster-schools.org or by sending an email to bullying@webster-schools.org.

Investigations will be initiated by anonymous reports but no disciplinary action will be taken based solely on an anonymous report.

Response to Reports:

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

Consequences for confirmed bullying will include referrals, interventions, and /or disciplinary actions as outlined by the Student Code of Conduct, School Committee policies and any collective bargaining agreements.

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

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

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

Bully Prevention Resources:

for more information on bully prevention visit these websites:

<http://webhost.bridgew.edu/marc/> MARC

<http://stopbullyingnow.hrsa.gov/educators/index.html>

<http://www.cfchildren.org/Second Step/Steps to Respect>

<http://www.schoolengagement.org/index.cfm/Bully%20Proof%20Your%20SchoolBullyProof>

CAFETERIA

Free breakfast and lunch is available for all students PreK to 4. Milk costs \$0.45 if purchased for a cold lunch from home.

Breakfast in the Classroom (BIC):

Breakfast is free for all students and will be served in classrooms every day. Students will go right to their classrooms at 8:20 for breakfast. We were fortunate enough to receive a grant to support this program. We must reach 80% participation in breakfast in the classrooms in order to make this program self-sustaining. Please consider having your child participate in the great breakfast program! Any non-perishable food left from the Breakfast in the Classroom program will be placed on the sharing table in the classroom.

Lunch Time Conduct:

Lunchtime should be relaxing and pleasant. To promote a comfortable atmosphere, students are expected to be well mannered, polite, and orderly during lunch time. It is also their personal responsibility to help keep their area neat and clean. Staff monitor lunch and recess and enforce the basic rules of the school.

Snack:

We are happy to report that we once again will participate in the federally funded program to provide Fresh Fruits and Vegetables (FFVP) to students as a snack during the day. Students are also allowed to bring in any fresh fruits and vegetables as a snack if they choose.

CHANGE OF ADDRESS/TELEPHONE NUMBER

Parents must notify the office of any change of address or telephone number as soon as it occurs. The school needs to have a working telephone number at all times in case of an emergency. The **ONE CALL NOW** messaging system that provides rapid notification and communication with parents, requires current telephone numbers. Please contact the office with an updated telephone number as needed. If a student is moving out of town, please notify the office.

CLASS PLACEMENT

The process of creating class lists for the fall begins in the spring. A team of grade level teachers, special educators, school adjustment counselor and building administration, use multiple pieces of information and data to form classes that are balanced according to the academic, social, and emotional attributes of the students. By creating balanced classrooms, each student will be given an equal opportunity to be in any teacher's class.

During this process the teachers have a responsibility to help build the class lists; however, they do not have the responsibility of assigning teachers to classes. The Administration Team reviews the final lists at the end of July (including new students to the district) and then assigns teachers to the classes. Placement letters are sent home early August informing students who their teacher will be for the next school year.

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Positive Behavior Intervention Support (P.B.I.S.)

Positive behavior intervention support is a collaborative, (team-based) educational, proactive, and functional process for developing effective interventions for inappropriate behavior as well as for recognizing positive, expected behaviors. An integral part of PBIS is its system of recognizing expected behaviors, at a classroom and schoolwide level. We believe in explicitly teaching our students what is expected in each setting both in the classroom and out, to ensure that they do make better choices. PBIS views inappropriate behavior in the same manner that problems in reading or math are viewed...as a skill deficit. When a skill deficit exists, we must teach the appropriate skill and by doing so, a unified and positive school climate forms, informing students and staff that appropriate behavior is a priority in school. Students engage in inappropriate behavior to obtain something they want such as attention, getting out of an assignment, etc; thus it serves a purpose for them. PBIS uses the function of the inappropriate behavior to identify an appropriate consequence and avoid rewarding the misbehavior. The school team uses discipline data to identify patterns and possible causes of inappropriate behavior. This information is then used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the school campus.

All of us at Park Avenue Elementary School want to see classrooms that function in a safe, respectful and productive manner. Teachers will clearly establish student expectations that support and encourage such appropriate behavior. Should students wander from the prescribed behaviors, a verbal warning may be all that is needed to bring the student back to the task. If a student's inappropriate behavior continues, the following procedures will be followed:

- The teacher will administer consequences on an individual basis (student conference, loss of privileges, send a note home, etc.).
- If a student does not respond to the teacher's intervention, the teacher will call the parent(s) and discuss the issue. At this time an appointment may be necessary to resolve the situation.
- If after a meeting with parents, the situation is not resolved, then the parent will be notified and a conference will be set up with the teacher, school adjustment counselor, and/or principal to discuss a course of action.
- In extreme cases, parents will be contacted about the need for their child to have additional interventions and/or referrals.

Parents who have concerns regarding discipline should always contact the child's classroom teacher first to ask clarifying questions. Often concerns are addressed at this time. If still not satisfied with the results, please contact the school administrators.

Behavior Expectations:

Park Avenue Elementary School follows a Positive School Wide Behavior Program with the expectations of: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE**. This program encourages students to practice behavioral expectations in all non-classroom and classroom areas. Staff model and students practice these expectations in addition to our adjustment counselors. In addition, we use common voice volumes in all locations. We review expectations in our monthly grade level gatherings at “Kid College” and during our bi-monthly School-Wide Meeting, “Polar Plunge”. Throughout the year, we stress being a “**KID OF CHARACTER**” with monthly character traits. We prefer developing intrinsic motivation vs. using prizes or tangibles. However, we do celebrate great behavior choices during our weekly “Character Celebration” and “Student of the Month” breakfasts. The following is the schoolwide matrix of expected behaviors:

	Be Safe	Be Respectful	Be Responsible
In All Settings	<ul style="list-style-type: none">● calm body● report problems to an adult● walk at all times	<ul style="list-style-type: none">● use polite language● listen and respond politely● use good manners● respect yourself● voice volume 0-3	<ul style="list-style-type: none">● be on time● take care of your things● always make sure an adult knows where you are● follow the rules and expectations
Bus	<ul style="list-style-type: none">● sit in seats, legs facing front● keep backpack/ folder/jackets on lap● use umbrellas politely● stay in seat● ask the bus driver for help with conflicts	<ul style="list-style-type: none">● use polite language● listen and respond politely● greet the bus driver● voice volume 0-2	<ul style="list-style-type: none">● be on time● follow all the rules given by the driver● leave bus clean
Cafeteria	<ul style="list-style-type: none">● walk at all times● sit in seats, legs facing front● hands and feet to yourself● stay in the Cafeteria	<ul style="list-style-type: none">● use polite language● use polite voice● eat only your food● wait patiently● voice volume 0-2	<ul style="list-style-type: none">● clean your area● walk with 2 hands on the tray● follow all directions given all the time● stand in line
Recess	<ul style="list-style-type: none">● stay in assigned area● use your words to solve problems● have an in control body (safe hands and feet)	<ul style="list-style-type: none">● use polite language (nice words)● take turns● use equipment with care	<ul style="list-style-type: none">● take a knee after the first whistle, line up quickly and quietly when the second whistle blows● follow all directions given● put equipment away

Bathrooms	<ul style="list-style-type: none"> • wash your hands • keep soap & water in sink • keep hands/feet/objects to self • keep feet on the floor 	<ul style="list-style-type: none"> • wait your turn quietly • flush toilet • be quick • allow others their privacy • voice volume 0-2 	<ul style="list-style-type: none"> • use the bathroom closest to your classroom • use 2 squirt of soap • use 2 pulls of paper towels • throw paper towels in the trash
Dismissal	<ul style="list-style-type: none"> • keep objects in backpack • use your words to ask for help 	<ul style="list-style-type: none"> • keep hands/feet/objects to self • voice volume 0-1 	<ul style="list-style-type: none"> • be packed up and ready to go • follow directions given the first time • stay in assigned line
Arrival	<ul style="list-style-type: none"> • stay quiet when entering building • wait for teacher before entering classroom 	<ul style="list-style-type: none"> • keep hands and feet to yourself • keep backpack on back when you have them • listen and respond politely • voice volume 1 or 2 	<ul style="list-style-type: none"> • be on time • follow directions • go directly to classroom
Parent Pick-Up	<ul style="list-style-type: none"> • stay with assigned adult • put on seat belt 	<ul style="list-style-type: none"> • listen and respond politely • voice volume 0-1 	<ul style="list-style-type: none"> • follow directions • stay in assigned line • keep objects in backpack
Classrooms	<ul style="list-style-type: none"> • keep hands, feet and objects to self 	<ul style="list-style-type: none"> • use polite language and kinds words • voice volume 0-3 	<ul style="list-style-type: none"> • have materials ready

Voice Volumes: 0-Voices off 1-Whisper 2-Small Group 3-Conversational 4-Outside Voice

Bullying:

See Bully Prevention Plan on page 14 of this handbook.

Suspension/Expulsion (Due Process):

A student may be suspended for a violation of student regulations on the first offense if it is judged to be serious by school officials. In general, a student will face suspension from school when efforts to have his/her behavior conform to school standards and regulations through the use of reason and disciplinary action have failed to bring about a desired change.

Before a student receives a suspension the following procedure will take place:

- The student/parent will be notified with an oral or written notice of the infraction.
- The student/parent will be given an explanation of the basis for the infraction.
- The student/parent will be given an opportunity to present his/her side of the story.
- When suspended, a student may not take part in any school related activities, including field trips, assemblies, or be on school grounds, etc.

CONFERENCES

Parent-teacher conferences are an integral part of the communication between home and school. Through these conferences, better assessment of each child's progress can be achieved. Annual conferences are scheduled in November. However, parents may request a conference with a teacher, or teachers, anytime during the school year. It is important that teachers be able to give you their full attention while discussing your child's progress. **Rather than dropping in unexpectedly, please contact the teacher to arrange a convenient time to meet.**

CORI CHECK

The law requires all volunteers to have a CORI check every three years. This includes volunteers for recess supervision, classrooms, and field trips. If you are interested in volunteering for any events during the school day, you will need to go to the Superintendent's office with a photo ID and fill out the appropriate paperwork. It takes about two weeks, so please plan accordingly to get your CORI check back in time to volunteer for your desired event.

DRESS CODE

We encourage our students to take pride in their personal appearance and to consider school to be their "job", as the job of learning is very important. Because we believe that school is a place of learning and that some manner of dress interrupts this process, we request that parents and students please be aware of the following:

Unacceptable Dress Attire:

- Spaghetti, halter and similar-style straps or dresses, blouses or tops should have straps at least 3" wide
- Tops must not show the midriff - shirts should meet the top of pants/skirts
- Clothing that implies or denotes alcohol, drugs, smoking/tobacco or other inappropriate images are not allowed
- Hats/hoods may not be worn in the building
- Shower sandals/flip flops and shoes with heels that make playing outside and traveling up and down stairs dangerous, are discouraged

We also encourage parents to dress children appropriately for the current weather conditions, wearing coats/outerwear/long pants during the winter, as well as wearing shoes, high-top sneakers or boots when snow is on the ground. Please make sure that shoes/sandals have straps across the heel to hold them securely to the feet and are sturdy for outdoor play.

You will receive a class schedule, which includes when students are in Unified Arts. Students should wear sneakers on days when they have Physical Education. Any clothing or personal

item that in the judgment of the administration, interferes with or disrupts the educational process, is unacceptable. When this situation arises, students will be asked to change into alternate clothing available in the nurse's office or to call home for alternate clothing.

FIELD TRIPS

Field trips are a valuable part of Park Avenue's educational program. Parental permission is required. Students on field trips represent our school and should understand that they remain under school supervision at all times. All policies such as no food or drink on the bus and no electronic devices apply to field trips.

We are fortunate that the Park Avenue PTO supports our field trips through their annual fundraisers. The PTO pays for as much of the transportation and admission price as possible. Parents are asked to pay the remainder of the admission fee if necessary. If you are interested in volunteering to chaperone a field trip please see CORI CHECKS on page 22 of this Student Handbook.

PARENT FIELD TRIP CHAPERONE EXPECTATIONS AND GUIDELINES

Volunteering as chaperones for field trips is greatly appreciated. Field trips are a fun way to expand the learning of our students in a hands-on way outside of the school. There are challenges to these fun days. However, we need your help to keep the trip safe, fun, and in control. It is expected that chaperones honor the requests of teachers around the rules and expectations of field trips.

Expectations of all chaperones:

- have an approved CORI check on file with the Superintendent's office
- travel with the students to and from the field trip on school transportation (due to possible legal and custody issues known by the school)
- will be assigned a group of students that they will be responsible for during the entire field trip (frequent counting helps to make sure you have everyone all of the time)
- **MUST** stay with the students **AT ALL TIMES**
- bring his/her lunch (since trips to snack bars are not allowed)
- **MUST** stay in the designated areas of the field trip
- be on time for all scheduled events including possible shows or activities
- be at the right place at the right time for departure

Expectations during the trip:

- Stay with your group of students at all times.
- Do not put suntan lotion or bug spray of any kind on any student as some students have allergies that only parents know about (this is why we ask parents to do it before the student comes to school).
- Follow any specific rules or guidelines required by your destination.
- **Do not go** to any gift shops, even for your child (not all of our children have money to spend).
- **Do not go to any snack bars** or purchase any food for any child - even your own.
- If you take pictures of your child and his/her classmates, please remember to respect the privacy of other families. **Do not post any pictures on social media formats.**

HEALTH AND MEDICAL INFORMATION

Every effort is made to care for your child's physical, mental and emotional well-being while he/she is in school. Sick and injured children are given emergency care, but the responsibility for treatment rests with the family.

It is of the utmost importance that the nursing office has correct contact information for parents/guardians, as well as emergency contacts. Please review the verification form sent home for your student and update all contact information so that we can reach you in case your student experiences illness or injury while at school.

The health of the children is a cooperative effort between home and school. If your student has a health issue, please contact the school nurse with this information.

Illness and Injury at School:

The nurse is available for students who become ill or injured during school hours. Students must check with their teacher before going to the nurse. All injuries sustained during school hours should be reported to the nurse when they occur. Injuries sustained at home are to be taken care of by parents, and if necessary, parents should notify the school nurse of this. The nurse will determine if a student who is ill or injured will be dismissed. Parents must provide transportation home for any sick or injured child. Sick or injured students will be dismissed from the nurse's office.

A physician's note is required if a student has been absent for three or more consecutive days and/or if a student is not to participate in gym class. A physician's note is also needed if a student requires use of the elevator at school.

In case of serious injury/illness, the immediate concern is to aid the injured or sick student. Emergency care and first aid will be provided until a parent or other assigned adult responsible for the child is contacted.

Please make certain that we have updated contact information for any parent/guardian/emergency contact including change of address, workplace or phone number.

The following procedures for serious injury/illness are to be used as general guidelines only:

1. The school nurse or building administrator will determine the seriousness of the injury
2. The school nurse or building administrator will immediately contact the parent or legal guardian
3. The child may be taken to the hospital based on the determination of the school nurse, building administrator, and the parent. Depending on the seriousness of the injury, one of the following two procedures may be used to transport the student to the hospital:
 - a. The parent will come to school and transport the student to the hospital
 - b. School personnel will call 911 to request an ambulance to transport the student to the hospital
4. In case of serious injury, the Superintendent will be immediately notified of the nature of the injury, its seriousness, and the status of the situation.

Medication:

Children may not transport ANY medication (prescription or over the counter) to school.

All medication **MUST** be brought into school and given to the nurse by an adult. In order to administer medication at school, the following is required:

- Medication in the original labeled prescription container.
- Medication order signed by the doctor on file with the school nurse.
- Parent/guardian signed medication administration consent form.
- The school nurse administers any medication that must be taken at school.

(See full District policy below.)

Illness at home:

Please check your child carefully before sending him/her to school if they do not feel well in the morning. Guidelines for when to keep your child home:

- Temperature of 100 or more. Your child must be fever free for 24 hours without medication before returning to school.
- Vomiting or diarrhea present during the past 24 hours. Your child must be free of vomiting or diarrhea for 24 hours before returning to school.
- If on an antibiotic for contagious illness, he/she must be on the medication for 24 hours before returning to school.

As a guide, a child who has been diagnosed with any of the following contagious illnesses may return to school **ONLY** when the following has been met:

Conjunctivitis (Pink Eye)	Can return once a student has been on antibiotic eye drops for 24 hours.
GI Virus	Can return once no fever, vomiting or diarrhea for 24 hours without medication, and the student is feeling better.
Chickenpox	All lesions that are the result of chickenpox have dried and scabbed. Usually 5-6 days after the rash appears. Must consult with a nurse prior to returning to school.
Impetigo	As determined by the physician or school nurse, usually 24 hours after treatment has started.
Strep Throat	Once the condition has been treated for 24 hours with antibiotics, the student is fever free (without medication) and the child is feeling better.

Lice:

The Webster Public Schools Nursing Offices will follow the protocols outlined by the American Academy of Pediatric and the recommendations of the national Association of School Nurses with regards to the management of head lice in the school setting. Research by the Harvard School of Public Health advises against exclusion and no-nit policies, as well as the elimination of the whole class/school screenings. Periodic home head checks by parents/guardians, resulting in early detection, treatment and removal of live lice and nits, is the most reliable method for controlling pediculosis. The nurses within the WPS Nursing Offices will offer support to families as time and resources allow through screening, notification and educational literature.

To follow evidence based best practice, students exhibiting signs of possible head lice infestation are referred to the health room for an assessment. Symptoms prompting a referral may include complaints of an itchy head, excessive scratching or sighting of a louse, and can be made by a student, a parent/guardian, or a member of the school staff.

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

The student, accompanied by a parent/guardian, will be checked when they return to school to ensure that treatment and nit removal are being done effectively, and to allow for further teaching/counseling regarding treatment follow through. If nits are found after treatment, the student may attend class per the nurse's discretion. If evidence of lack of treatment, prolonged infestation or an incomplete treatment follow through is present, the student may be excluded from attending school at the nurse's discretion.

Life Threatening Allergies:

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools, parents and physicians work together to minimize risks and provide a safe environment for allergic students.

School's Responsibility:

The school will work with the school team and parents to develop a plan that accommodates the child's needs throughout the school day including the classroom, in the cafeteria, during school-sponsored activities, and on the school bus.

This includes the development of a Food Allergy Action Plan. The school also reviews policies/procedures and Health Care Plans with all school personnel responsible for the child's welfare. We also strive to educate children in age appropriate self-management of their food allergy including:

1. Safe and unsafe foods
2. Strategies for avoiding exposure to unsafe foods
3. Symptoms of allergic reactions
4. How and when to tell an adult they may be having an allergy related problem
5. How to read food labels (when age appropriate)
6. Review policies/procedures with the parents, school staff, the child's physician, and the child after a reaction has occurred.

Family's Responsibility:

1. Notify the school of the child's allergies.
2. Notify the Bus Company of the child's allergies.
3. Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on the form for easy identification.

4. Work with the school team to develop a plan that accommodates the child's needs throughout the school including the classroom, in the cafeteria, during school-sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
5. Replace any expired or used medication as quickly as possible after notification by the School Nurse
6. Review policies/procedures with the school staff, the child's physician, and the child after a reaction has occurred.
7. Help educate the child in age appropriate self-management of their food allergy including:
 - safe and unsafe foods
 - strategies for avoiding exposure to unsafe foods
 - symptoms of allergic reactions
 - how and when to tell an adult they may be having an allergy related problem
 - how to read food labels (when age appropriate)

Student's Responsibility (when age-appropriate):

1. Should not share food with others
2. Should not eat anything with unknown ingredients or known to contain any allergen
3. Should be proactive in the care and management of their food allergies and reactions based on their developmental level

Webster Public School Policy on the Administration of Medication:

Students who require medication during the school day must bring a physician-signed order and a note from a parent giving the school nurse permission to give the medication to the child. Additionally, the medication must be given to the nurse, along with the doctor's prescription/order, the parent permission, and medication must be in the original medication bottle containing the prescription label. Please do not send medications in plastic bags or in unmarked bottles – no medications will be administered without the original prescription label indicating dosage and the name of the prescribing physician.

Prescription drugs (for which the student has a valid prescription) must be delivered to the school nurse by the parent during school hours and will be administered by the school nurse, if necessary. No over the counter drugs are to be carried by the student. If these drugs are necessary they must be contained in the school nurse's office. The Webster Public Schools will not tolerate possession, distribution or manufacture of any illegal drugs, drug paraphernalia or alcoholic beverages in school or on school property. This policy also applies to prescription drugs when they are not turned into the school nurse. The school nurse is available to answer any questions in regard to any of the health guidelines.

HOME/SCHOOL COMMUNICATION

It is important for teachers, parents and administration to establish positive lines of communication from the very beginning of each school year and to maintain regular communication during the school year. Individual teachers communicate with parents in a variety of ways including weekly or monthly newsletters, flyers, agendas, phone calls, Class DoJo and emails. Information about class events is sent home with students in a variety of ways including a school-wide monthly newsletter.

Park Ave Elementary School works to create a school environment where parents/caregivers are welcome at all times to speak freely with school staff with questions and concerns regarding

academic and social issues. Parents/caregivers who wish to contact school staff should please use these guidelines for assistance in getting needed information:

- First, contact your child's classroom teacher. This is the most direct route to finding needed information. Teachers are always ready to assist with immediate concerns.
- For further questions, contact a member of the administration. Administrators can directly assist in resolving questions or concerns once the classroom teacher has been contacted.

Stay in touch with what your child is learning. Ask him/her about the school day. Ask what was the best part of the day and why. Please help us help your child by communicating by phone or email with teachers and/or the adjustment counselor to let them know of any problems outside of school that might affect your child's day.

We encourage you to call, email or schedule an appointment regarding questions or comments about your child or school. Please feel free to call the office (508-943-4554) or send a note whenever you feel the need for information or to share ideas. **Please send a note when there will be a deviation in your child's routine or there is a situation that may affect his/her performance.**

HOMEWORK

There are many reasons to establish a regular routine for homework for young children. Homework helps a child develop important study habits that will be of value throughout their schooling. A regular routine also helps a student learn to be self-regulated and take responsibility for his/her own learning. Skills that are learned at school can be reinforced by practice at home and homework can be a time to work together to bring home and school closer together. Homework also provides a window for parents into your child's schoolwork and what is happening in your child's classroom.

The general rule of thumb for homework is 10 minutes for each year a child has been in school. Using this rule, students in kindergarten and first grade should have 10 to 20 minutes of homework per day, grade two should have 20 to 30 minutes and third and fourth grade 30 and 40 minutes of work. Children should be able to complete homework independently with a high rate of accuracy. Homework is most effective when children are held accountable for its completion and are given feedback immediately at home and at school.

Parents have a critical role in helping children develop good homework habits. We ask that you establish a "quiet time" and a specific place for your child to work Monday through Thursday evenings. This time may be used for homework, reading, or other quiet activities that require your child to sit quietly and be self-regulated.

The purpose of this quiet time is to help develop your child's ability to be self-regulated to attend to an independent task. It will also help develop the habit of learning. You are encouraged to establish this time as a "family" quiet time so that everyone is in the learning habit. **For students in Kindergarten and Grade 1**, it would be appropriate to use part of this quiet time to read aloud to your child. **For students in Grades 2 to 4**, it would still be appropriate to read aloud to your child at the end of this quiet time, but we suggest having your child read aloud to you.

INTERNET USE

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

Students will have a combined media (library/instructional technology) class once every 6-day specials schedule. In addition, students have access to technology in their general education classroom on a daily basis. We have tablets and Chrome-books, which increase access to technology by allowing daily instruction to be enhanced.

Students are taught to use the Internet to do research and to access educational information and games. Students must have parental permission and be monitored by a teacher during Internet use. Should a parent prefer that his/her student not have Internet access, the student will still be allowed to use a computer for word processing and educational programs.

Users will agree to follow the rules stated below and to use the Internet in a constructive manner. **The parents and students permission signatures are part of the Signature Sheet included with the Handbook Summary. It must be signed and returned before a student can begin using the Internet at school.** If at any time a parent wishes to reverse their decision, it is the parent’s responsibility to fill out and date a new permissions slip.

Students are responsible for appropriate behavior on the computer, just as they are in the classroom or on the playground. Guidelines include, but are not limited to:

- Do not use a computer to cause harm to others or their work.
- Do not damage the computer or network in any way
- Do not violate copyright laws
- Do not view, send or display offensive messages or pictures
- Do not go into another student’s folders or files
- Notify an adult immediately if something inappropriate or bad comes on the screen

If a student violates these rules, consequences may include removal from the computer for the day or for longer periods of time depending on the frequency and severity of the misuse.

Users will agree to follow the above stated rules and to use the internet in a constructive manner.

LIBRARY SERVICES

The students use the library for scheduled library times once in every six day cycle. This time is used to listen to stories, learn about library skills and to browse for books for leisure reading. Books can be checked out for a loan period of one 6-day cycle with one renewal. An \$8.00 donation will be requested of students to replace **materials that are lost, stolen or damaged.** Book donations are always accepted to celebrate special events such as your child’s birthday. Please contact the library for more information.

LOST AND FOUND AND VALUABLES

Lost and Found:

Please label all of your child's belongings that come to school including jackets, sweaters, hats, lunch boxes, books, etc. It is common that students don't recognize their own possessions when looking for them. Articles that have been found in the school or on school grounds should be turned into the school office where their owners may claim them. Losses should be reported and the Lost & Found area in the office area be checked periodically. Articles of clothing that are left behind will be sent to a charity after the last day of school.

Valuables:

Electronic games, PDAs, IPODs and other electronic **devices are not allowed in school.** These items can be easily lost, stolen or broken and **the school will not take responsibility for these items.** This is also true for other valuables including trading cards, such as baseball and Pokémon cards. The only exception is cell phones (see policy), which must be turned off and kept in backpacks during the academic day. However, the school will not be responsible if lost, stolen or broken. This includes field trips. The school will confiscate any items felt to be distracting to students or others in the educational setting. Parents will have to pick up these items from administration.

MAKE-UP WORK

Students who are out one day only, will receive missed work when they return to school. Parents may request missed work if the student has been or will be out for more than one day. The work may be picked up at the end of the day following the request. Request may be made directly to the teacher or to the main office.

NON DISCRIMINATION POLICY

The Park Ave Elementary School is an equal opportunity institution. According to the State and Federal law, there shall be no discrimination against any student or adult on the basis of race, creed, religion, color, age, disability, sex, sexual orientation or national origin.

OPEN HOUSE

We have an Open House scheduled during the first month of school annually. Families are encouraged to join us to meet your child's teacher, visit the classroom, bring in any supplies you are able to donate and get acclimated for the new year. Exact date and time will be sent home with placement letters in August.

There will be a virtual Open House on September 15, 2020 from 6-8 pm.

PARENT TEACHER ORGANIZATION (PTO)

The Park Ave PTO is a group of parents who are involved in planning events to help enhance the children's educational experience at PAE. They raise funds for annual field trips, educational programs, and hold community events. The PTO has a strong presence in the school and puts on many events, such as the School Carnival, the Literacy Fair, the Me & Someone Special Dance, and more! **Parent participation is needed and encouraged!** For more information please email the current officers at parkavepto@hotmail.com or search for them on Facebook by searching for "Park Ave PTO". Monthly meetings are held in the Park Ave Library. Please contact the PTO at their contact info above for meeting information. We would like to mention that volunteering can be done anywhere from just one event for just one hour to every event we have! Any and all help is greatly appreciated! We look forward to a great year together!

PHOTOGRAPHING AND VIDEO RECORDING OF STUDENTS

During the school year, the Webster Public School may authorize various organizations such as the local news media and parent groups to photograph or videotape students engaged in activities related to school programs. These pictures may be used on a bulletin board, in a newsletter, or some type of educational publication designed to illustrate or describe an activity sponsored or promoted by the Webster Public Schools, including social media. If parents have a concern relative to their child appearing in any of these photographs or videotapes, please check the appropriate place on the separate Handbook /Guidelines Policy Signature Sheet.

RECESS



Students in all grade levels go outside each day for a recess period before/after lunch. They will alternate between the different age appropriate playgrounds on a weekly basis. All students are expected to take part in outdoor activities. Please make sure your child is dressed appropriately for the weather and for climbing, swinging, playing 4 Square and hopscotch and running in the grass! The children go outside unless it is raining or is extremely cold (20 degrees including windchill). When it is raining or there is deep snow on the playscape areas, children will have recess indoors. During the

winter months we will do our best to keep the surfaced play areas clear of snow. Students with appropriate clothing will be allowed to play in the snow in the grassy areas. **Please make sure your child is dressed appropriately when the weather gets cold** (mittens, hats, snow pants, and boots).

Peaceful Playground:

The *Peaceful Playground* program has been adopted at Park Avenue Elementary School. This program is a system designed to maximize playground activity and fun and to cut down on injuries and bullying while providing a safe learning environment. The program provides playground markings and equipment for games such as four square, hopscotch, ball hopscotch and a large multipurpose circle. Students are instructed in the rules for each of these games and the appropriate playground materials are provided. In order to maintain a safe environment at recess, students will follow the Peaceful Playground rules:

- Play by the one set of Peaceful Playground rules for each game

- **Use only school supplied equipment - no equipment from home**
- Use the equipment the proper way
- You can't say, "you can't play"
- Invite others to join in
- Walk, talk or Rock, Paper, Scissors to solve conflict
- Play safely - keep hands and feet to yourself
- Travel in one direction on equipment
- Telling not tattling
- Speak out against bullying
- FREEZE and TAKE A KNEE at the bell and WALK to line

REPORT CARD

Park Avenue follows a trimester schedule for report cards, which are issued approximately one week following the end of the trimester. Trimesters fall within the following time frames:

Trimester 1	September 3 - December 4	(62 days)
Trimester 2	December 7 - March 19	(61 days)
Trimester 3	March 22 - June 18	(57 days)

SCHOOL ADVISORY COUNCIL

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

SCHOOL PICTURES

Student photographs are taken annually in the fall. Although every child is photographed; this does not obligate the parents in any way to make a purchase. Pictures may also be taken in the spring without the requirement of purchase.

SECURITY

Building Security:

In order to maintain building security, our school has a locked door policy. Doors will be locked at all times. People wishing to enter will need to do so at the Park Avenue door. Press the buzzer, identify yourself, and state the reason for your visit. All visitors **MUST** sign in at the main office and wear a visitor's badge when in the building.

Safe Schools:

Children deserve to learn in an atmosphere that is safe, secure, nurturing, and orderly, and one that is free from drugs, crime and violence. Each school in Webster has developed a "building crisis action plan". This plan provides us with a standardized response in the event of an

emergency or crisis in the building. Part of our plan provides for making the building as secure as possible from intruders. All exterior doors are locked during the day. Visitors must enter through a 'buzzer system' at the main entrance and register in the office. We insist that all visitors to the building, including parents and volunteers, check in at the office and receive a visitor's badge. This badge must be worn at all times.

Emergency Procedures:

Administration shall have full authority for action in the event of an emergency that threatens the safety and security of persons in the school building or on school grounds unless specifically directed otherwise by the Superintendent.

DRILLS

Fire Drills:

Fire drills are practiced on a regular basis as required by law and are an important safety precaution. It is important that when the fire drill alarm sounds everyone leaves the building by the designated route as quickly and quietly as possible.

The fire drill alarm will sound alerting everyone within the building of fire drill status. Teachers will secure their rooms and exit by the fire drill procedures posted in each room.

Hold in Place and Lock-Down Emergency Procedure Drills:

We will practice both of these whole school safety drills periodically throughout the year. These drills will be held with and without police presence to help children learn and understand what the procedures are at school to remain safe. We will be using the A.L.I.C.E. protocols during our lock-down drills. Parents will be informed by letter and/or a One Call following a Lock-Down Drill.

Evacuation Drills:

Each year we will practice an evacuation of the whole school. Students will exit the building using the evacuation procedures. Students will proceed to a determined evacuation area by staff in an orderly fashion. Staff will report attendance to their assigned staff leader to ensure that all students are accounted for.

Missing Student:

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

- A thorough and complete search of the building
- Communication to parent/guardian following confirmation that the child is not present in the building.
- If applicable, additional communication will be made to:
 1. School personnel involved in the child's programming
 2. After school program / Child Care Workers
 3. Bus Company
 4. Superintendent of Schools

Local police will be contacted for assistance in locating the missing child should he/she not be found after making the above contacts.

Once the child is located, the incident will be documented and all personnel involved in the search process notified. In cases where it has been determined that the child has left school grounds without permission, a student/parent/administrator conference will follow and appropriate consequences will be assigned.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

The Webster Special Education Parent Advisory Council (SEPAC) is a group of parents whose children may or may not have special needs and who attend the Webster Public Schools or programs funded by the Webster Public Schools. Any parent is welcome to join the SEPAC! You do not have to be a parent of a child with a disability to be a member. The Council meets monthly at the Bartlett Jr/Sr High School from 6:30-8:00pm. For more information contact the Student Support Services Office - 508-943-0104.

STUDENT RECORDS

Access to Student Records:

According to 603 CMR 23.02 guardians or divorced/separated, foster, or unmarried parents have access to the student record unless contrary written agreement between parents or a court order governing the rights of such parents is brought to the attention of the Principal.

Confidentiality of Records:

As per District policy no individuals or organizations other than parents and school personnel working directly with the student are allowed to have access to information in the student record without specific, informed, written consent of the parent of the student except where State regulations specifically authorize third parties.

Transfer of Records:

No records, files or data directly relating to an individual student shall be made available to anyone without the consent and written notification of the parents or guardian.

STUDENT ASSESSMENT PROTOCOL

Park Ave Elementary School will be administering benchmark assessments in Reading Fluency, English Language Arts, and Mathematics and for all students in the fall, winter and spring. The results from these assessments are used to better plan for instruction at all grade levels within the school. Additionally, Park Ave, like every other school in Massachusetts, conducts MCAS testing in grades three and four each spring. We use the results of this state-wide assessment to better evaluate our curriculum and programming in all subject areas. Our school community takes the assessment process very seriously and devotes much time and thought to ensuring that our students have the greatest possible opportunity to meet with success.

During times which testing is being administered, please be aware that:

- All students are expected to be present and on time in class for all sessions of the testing program: **absences are excused by a physician's note only.**
- Additionally, all students are strongly encouraged to get a good night's rest and eat a healthy breakfast (at home or at school) before each testing session to ensure alertness,

energy and focus, as well as to utilize test taking strategies taught during the school year to assist them in a logical and thoughtful approach to test taking.

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

STUDENT WORK

Throughout the school year, student work will be displayed in the classroom or throughout the building. If you do not consent, please send written notice to your child's classroom teacher.

SUPPORT PROGRAMS

School Adjustment Counselors:

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. At PAE, our school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Students may participate in these services individually or in small groups. Early identification and intervention of children's academic and social/emotional needs is essential in removing barriers to learning and in promoting academic achievement.

TELEPHONES

Cell Phones:

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

- **Cell phones must be turned off** at all times.
- **Cell phones must be stored securely inside book bags** (locks for book bags are recommended)
- Students holding or using cell phones during the school day will have the cell phone confiscated; **a parent/caregiver will be contacted to come pick up the cell phone at the main office.**
- Students who need to make emergency calls between 8:20 am and 3:05 pm may ask to use the office phone to contact a parent/caregiver - **cell phones should not be used during the school day for any reason (i.e. calls, texting, recording, etc.)**

Cell phone guidelines apply at bus stops and during bus rides to and from school.

School Telephone:

As the school telephones are necessary for incoming communication, school telephones are not available to students during the school day except in case of emergencies (which will be determined by school staff). Additionally, students are not allowed to use the school telephones during the school day to make plans for after school play dates.

TRANSPORTATION

School bus transportation is provided for all students K-4 attending Park Avenue Elementary School regardless of distance. An adult must receive their child at the door of the bus. However, an exception may be made for older siblings (Grades 9 - 12 only) to receive a student at the bus door. *All requests must be submitted in writing to PAE administration for prior approval. A bus driver may not grant permission for this to occur.*

Older siblings are not typically allowed to walk younger siblings home from the school without an adult present during their time at Park Avenue School, due to safety concerns. However, an exception may be made for older siblings in Grades 9 - 12 only. *All requests must be submitted in writing to PAE administration for prior approval. This includes all Park Avenue students in Pre-K through Grade 4.* **PLEASE REVIEW THESE RULES WITH YOUR CHILD.**

At the bus stop:

- Arrive 5-10 min. prior to pick up time
- Never run to or from the bus
- Stand back from the curb
- Wait for the driver's signal before crossing
- Always cross at least 10 feet in front of the bus
- Never crawl under a school bus to pick up an item

On the bus:

- Always obey the bus driver's instructions
- Stay in your seat and face front at all times
- Talk quietly, don't yell or shout (volume 1 or 2)
- Don't push or shove
- NO food or drink allowed on the school bus
- Keep all items in your backpack, including cell phones

All bus stops conform to the student's residence and the demographics of the area. All stops are considered a safe location and are approved prior to the start of the school year. **No change will be allowed to the student's daily bus assignment unless a residence or after-school care has changed.**

Park Avenue School should be notified if there is a change in your child's residence or day care that requires a change in the school bus stop and school bus that they are assigned to. **No changes are allowed without prior approval from the school and the bus company.**

BUS CONDUCT

Bus Conduct Reports:

The bus is considered an extension of the classroom, therefore, all school rules apply. Safety and courtesy requires appropriate conduct while boarding or riding the bus. Conduct on the bus should be the same as classroom conduct, with the bus driver receiving the same respect and courtesy due a teacher or staff member.

The bus driver maintains student behavior on the bus. The bus driver may use short-term methods such as an assigned seat in the front of the bus, as a time-out to rethink bus behavior. However, if this does not work and inappropriate behavior continues, the bus driver may find it necessary to complete a "Bus Conduct Report" form that will be given to the Principal.

A student will be issued a bus conduct report for inappropriate behavior. Conduct reports may result in suspension from riding the bus. It is mandatory that an adult accompany and supervise the student at the bus stop. Students should not be left at the bus stop unattended and will not be dropped off without an authorized adult present.

Each conduct report is followed up with a meeting between the student(s), parent/caregiver, and an administrator. The following actions are also taken:

- First report:
 - student and parent meeting with Administration
 - conduct report sent home for parent signature to be returned
 - depending on the severity of the behavior, a consequence may occur
- Second report
 - student meeting with an administrator and parent
 - in school consequence or removal
 - conduct report sent home for parent signature to be returned
- Third report
 - student meeting with an administrator
 - parent meeting with an administrator
 - student will be suspended from the bus for a number of days depending on the severity of the incident

Repeated suspensions from the bus may result in expulsion from riding the bus. A student may be suspended from the bus for a single serious behavior incident.

VOLUNTEERS

Volunteer Opportunities:

Park Avenue Elementary School welcomes volunteers for our many activities and events. The laws of confidentiality bind all volunteers who are working in any capacity in the school setting. Information obtained through observation or participation in classrooms is completely confidential. **** The law also requires all volunteers to have a CORI check every three years. You will need to go to the Superintendent's office with a photo ID and fill out the appropriate paperwork. It takes about two weeks.**

Classroom Volunteers

Volunteers are always welcome in our classrooms. Please contact your child's teacher if you are interested in helping on a regular weekly basis or for individual events such as special projects and/or field trips. CORI checks are required.

PTO Volunteer:

The PTO is always looking for volunteers to chair and organize events as well as participate on the day of an event. You will find more details about the PTO on page 31 of this Handbook.

WEB SITE

Please visit the Park Avenue website at www.webster-schools.org. The web site is updated regularly with school and PTO events. You will find the monthly newsletter, calendar, menu and events posted on our home page. Weather related delays could be accessed from this site as well as teacher's classroom pages, the PTO information page, email and much more! Please check the web site often!

WEBSTER EDUCATION FOUNDATION (WEF)

The mission of the Webster Education Foundation is to provide funding for innovative educational programs for students and teachers in the town of Webster, MA. Managed by a board of volunteers, the Board of Directors meets regularly to organize fund raising activities and consider grant applications.

Webster Education Foundation: P.O. Box 86 Webster, MA 01570 508-952-0104.

WEBSTER PUBLIC SCHOOL POLICIES

Title I School-Parent/Guardian Compact for School Year 2020/2021

School Responsibilities The Park Avenue Elementary School will:	Parent/Guardian Responsibilities We, as parents/guardians, will support our children's learning in the following ways:	Student Responsibilities I, the student, agree to do my best to:
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Making sure our child arrives at school on time and attends school every day.• Making sure that homework is completed.• Monitoring my child's progress regularly.• Reading to or with my child every day.• Attending conferences, open houses, and other school events to the best of my ability.• Communicating with the school by promptly reading all notices	<ul style="list-style-type: none">• 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 parents or the adult who is responsible for me all notices and information from my school.

their children's progress. • Provide parents/guardians reasonable access to staff.	from the school or district.	
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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.

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

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

The following procedure can be employed to address such concerns:

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

Webster Public Schools **Bullying Prevention and Intervention Plan**

INTRODUCTION

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

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

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

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

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

PRIORITY STATEMENT

The Webster Public Schools community is a safe and secure environment which provides for the education of the whole student, including healthy habits of the mind and body. Therefore, the District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. Toward that end, we do not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in school buildings, on school buses, on school grounds, or in school-related activities.

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

I. LEADERSHIP

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

A. Public involvement in developing the Plan

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

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

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

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

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 are responsible for handling all complaints alleging harassment or bullying.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited. Gateway Behaviors such as teasing, name calling, taunting, exclusion, spreading of rumors or gossip including, but

not limited to, online behaviors, staring, making faces, mimicking, rough housing and physical altercations will not be tolerated.

A. Reporting bullying or retaliation

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

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

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

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

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

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

a. Reporting by Staff

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

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or

superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation

a. Safety

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

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

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

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

b. Obligations to Notify Others

- ***Notice to parents or guardians.*** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to the situation. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- ***Notice to Another School or District.*** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

- **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

c. Investigation

The principal or designee will 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 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:

☐ **Interviewed alleged aggressor** **Name:** _____ **Date:** _____

☐ **Interviewed alleged target** **Name:** _____ **Date:** _____

☐ **Interviewed witnesses** Name: _____ Date: _____

Name: _____ **Date:** _____

3. Any prior documented Incidents by the alleged aggressor?

☐ Yes ☐ No

If yes, have incidents involved alleged target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

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

Form Given to: _____ Position: _____ Date: _____

Signature: _____ **Date Received:** _____

CONCLUSIONS FROM INITIAL BULLYING REPORT INVESTIGATION

1. Finding of bullying or retaliation:

☐ **YES**

If yes:

- **Bullying**

- ❑ **Retaliation**

☐ NO

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
Summary of Interview (use additional sheet if necessary):		

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

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

Civil Rights Considerations – Investigation of School Culture/Climate

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

Section II: Conclusions

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

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

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

Section III: Follow-Up

Notification of Findings:

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

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

	Individual Education
	Individual Training
	Community Service
	Loss of Privileges
	Detention

	Suspension
	Other (describe):

Other responsive measures:

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

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

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

Safety & Support Planning

If 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

Harassment:

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

Examples of harassment include, but are not limited to:

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

Sexual Harassment:

Sexual harassment is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

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

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

Reporting:

See Bully Prevention on page 14 of this handbook.

Hazing:

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

WPS POLICY ON SUSPENSION/EXPULSION

In accordance with MGL c37, 37H ³/₄

Prior to suspension/expulsion:

1. Written notice in English and home language that states all charges will be provided prior to suspension and expulsions.
2. Parents/Guardians will be provided an opportunity for a meeting with the Principal or designee.
3. After meeting/hearing a written notice will be provided in English and home language to document the meeting outcomes.

Suspensions lasting 10 days or greater:

For cases involving suspensions in excess of ten (10) days, and/or based upon the issuance of a felony criminal complaint, the Principal/Assistant Principal will notify the student's caretaker in writing, of their right to appeal, the appeal process and the suspension/exclusion will remain in effect pending the appeal.

Prior to exclusion for more than 10 school days:

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

Student right to appeal:

1. A student will be able to present oral and written testimony.
2. A student will be able to cross examine witnesses.
3. A student has a right to counsel at their own expense.
4. A student has a right to an interpreter if necessary.
5. A student has the right to a decision within five (5) calendar days.
6. THE SUPERINTENDENT'S DECISION IS FINAL.

In the case of emergency removals:

"The continued presence of the student poses a danger to persons or property or materially or substantially disrupts the order of the school and in the Principal's/Designee's judgment there is no alternative available to alleviate the danger or disruption."

Emergency removal procedures:

1. Notify the superintendent of removal and the reason in writing.
2. The removal can not exceed two full school days.
3. Oral and written notice is provided along with an opportunity for a hearing.
4. Safety and transportation will be taken into consideration prior to removal occurring.

The school district will take steps to provide education services to the student and/or the opportunity to make up missed instruction, in order not to impede academic progress, to the student during the disciplinary period.

Special process for Kindergarten to Grade 3 students:

For any “out of school suspension,” the principal must:

1. Notify the Superintendent in writing prior to such suspension taking effect; and
2. the writing must describe the alleged misconduct.

This does not include “in school suspensions,” but in-school suspension will “count” as a day suspended if over half of the school day is missed.

WPS POLICY ON DISCIPLINE FOR STUDENTS WITH SPECIAL NEEDS

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

The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.

A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 days but constitute a pattern are considered to represent a change in placement.

Prior to a suspension that constitutes a change in placement of a student with disabilities; the Team will develop or review a functional behavior assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan and to identify appropriate alternative educational settings. The Team will convene to determine whether the student’s misconduct is a manifestation of his/her disability. A student’s conduct is a manifestation of his or 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.

If the Team determines that the student’s misconduct is a manifestation of his/her disability, the Team will convene to review the student’s functional behavior assessment and will create, review, or modify, as necessary the student’s behavior plan and IEP. Under such circumstances, the student will be returned to his/her current placement unless the Team determines that another placement is required to provide the student with FAPE (free appropriate public education).

If the Team determines that the student’s misconduct is not a manifestation of his/her disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities, except that the district must still offer an appropriate education program to students with disabilities, which may be in an interim alternative setting.

Regardless of the manifestation determination, the district may unilaterally place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days under the following circumstances:

- 1) if the student carries or possesses a weapon to or at school, on school premises, or at a school function;
- 2) a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function
- 3) a student has inflicted serious bodily harm/injury upon a person while at school, on school premises, or at a school function.

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

The Rehabilitation Act of 1973-Section 504:

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

An eligible student under Section 504 is a student who (1) has or (2) has had a physical or mental impairment which substantially limits a major life activity or (3) is regarded as handicapped by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself or performing manual tasks.

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

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

Disciplines of a Student Under Section 504 & ADA:

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

Definition:

A student with a disability is a student who has or is perceived to have a physical or mental impairment that substantially limits one or more major life activities. This category includes

students who are found to have such impairment currently, have a record of having such impairment, or who are perceived as having such impairment.

Procedure:

In the event that a student is found to have violated a school rule after implementing the general due process procedures (notice and hearing) provided in this Handbook, the principal or his/her designee shall ascertain whether the student has been identified as a student with a disability under Section 504.

If the student has not been identified as disabled, the principal or his/her designee must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability. In the event that the principal or his/her designee concludes that there is no reason to suspect a disability, the student may be disciplined according to the regular disciplinary sanction under the student handbook. If the circumstances suggest that the student may be disabled, the principal or his/her designee shall refer the student to the 504 Committee to evaluate whether the student has a disability.

If the student is identified or has previously been identified as a student with a disability under Section 504, prior to taking disciplinary action which would result in a suspension of one to ten days the principal or his/her designee shall determine whether the student's misconduct is a manifestation of his/her disability and assure that all disciplinary actions are consistent with the mandate of Section 504.

If the student is identified a student with a disability under Section 504 and/or is referred for consideration of 504 eligibility, the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from the school for more than ten (10) days, the 504 Team determines that a Manifestation Determination review be held to determine:

if the student is, or continues to be disabled, and; his/her misconduct is a manifestation of his/her disability; or the violation of school rules is related to a failure to accommodate the student's disability or implemented the 504 plan. If the team determines that these elements are met, an alternative placement may be offered. If these elements are not met, then the student can be disciplined in the same manner as any other student.

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

In the event that the student previously has been identified as a student with a disability under Section 504 and/or upon an initial 504 evaluation the 504 Committee determines that the student is, or continues to be, disabled but his/her violation of school rules is not related to his/her disability, a failure to accommodate or an inappropriate or unimplemented 504 plan, regular disciplinary sanctions under the student handbook may be imposed.

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

WPS POLICY ON POSSESSION OF WEAPONS

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

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

All lockers available to students are the property of the Webster Public Schools. Use of the lockers by students is regulated by the School Administration and all lockers are subject to inspection by the School Administration at any time. Any weapon(s) or other contraband found in a locker in violation of school policy may be considered to be the property of the student assigned to that locker for purposes of disciplinary action under this code.

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

WPS POLICY ON SMOKING OR USE OF TOBACCO PRODUCTS

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

WPS POLICY ON CONTROLLED SUBSTANCES

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

Thank you for taking the time to review this handbook and for being an integral part of your child’s educational experience.

Webster Public Schools

Office of Business and Finance

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Date: July 1, 2020

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 building materials (ACBM) have changed and recommendations are made on the managing or abatement of the ACBM.

Educational Facility Name and Address:

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

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

Bartlett High School
52 Lake Parkway
Webster, MA 01570

The law further requires an asbestos management plan to be developed and implemented to monitor any known or inspected ACBM. The plan has several ongoing requirements: Publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

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

Monique Pierangeli
Business Manager
Webster Public Schools
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Webster, MA 01570
mpierangeli@webster-schools.org

Addendum

Park Avenue School 2020 - 2021

Please Note: During both remote and hybrid learning models, normal Park Avenue School attendance, grading, disciplinary regulations remain in effect.

Protective Masks/Facial Coverings

Masks must meet CDC guidelines and must be worn at all times. Students may not ride the bus nor enter the building without wearing a mask. The only exception to this is when eating/drinking or during a teacher-directed mask break.

Discipline:

If a student refuses to wear a face covering, the following progressive discipline will follow:

- **1st Refusal** - A conversation with redirection will take place with the teacher and/or administrator.
- **2nd Refusal** - Call home.
- **3rd Refusal** - Student will be sent home for the remainder of the day to complete work remotely.
- **4th Refusal** - Student will be suspended out of school and required to participate in remote learning.

Riding the Bus

All students riding the bus must wear a mask at all times. Students will sit in assigned seats as designated by bus staff. Students will be distanced according to CDC guidelines. Students must show their bus pass before boarding. Bus windows will remain open at all times. There will be no bus changes allowed. Students will only be allowed to ride their assigned bus to and from school. Students will **NOT** be allowed to travel to a different location on a different bus. **No exceptions.**

When student pickup for failure to wear a mask is necessary, parents/guardians will be called first, emergency contacts will be called next if needed, and finally the school resource office (SRO) will be called to assist if no one else is available.

Bus Arrival

PAE staff will receive students a few at a time, moving them to a designated area with social distancing and facing forward where they will remain masked. Students will be led into the building while maintaining social distance and masked; ensuring correct usage of marked travel lanes/stairwells to their classrooms in a train fashion that is organized and structured.

Bus Dismissal

Students will wait in designated locations with masks on, in clearly marked spaces to ensure correct distancing. There will be multiple adults monitoring all safety protocols. As buses are called, staff will lead a "train" of students to a specified location for a hand-off system where another group of adults will take each group to their bus in a highly organized and structured fashion, using marked travel lanes.

Car Line

Morning Drop-Off

Staff will receive students from cars and escort students to designated areas. Students will be masked while waiting 6 feet apart and facing the same direction. Staff will then lead each grade level group of 8 in train fashion to their location while maintaining social distance and using marked travel lanes, masked. .

Dismissal Pick-Up

Students will sit by grade levels in designated areas facing forward with masks on and 6 feet apart. Students will be escorted out and escorted to their vehicle while maintaining social distance. Receiving adults must provide their family dismissal number and ID when requested.

Classrooms

All classrooms will have desks arranged facing forward and each seat spaced 6 feet apart as prescribed by the CDC/DESE guidelines. Students will have assigned seats. Rooms will allow for travel lanes in designated directions. Students PreK/K will each have their own desk to house their materials. Grades 1-4 will keep materials in individual storage areas. Every classroom will have access to a hand sanitizer.

Travel Lanes

Signage will be provided to mark designated travel lanes/directions for traveling while maintaining social distance and wearing of masks. This will pertain to locations both inside and outside of the building such as hallways and designated stairwells.

Bathrooms

Students will go one at a time with a sign-out log. Staff will be assigned to monitor safety guidelines. Signage will be provided both in hallways as well as in bathrooms, to remind students to travel one direction, maintain social distance and to hand wash thoroughly.

Office Area

Families will remain in the airlock until buzzed in to ensure there is social distancing possible, with sanitizers available. Masks must be worn for entrance into any part of PAE and the duration of any visit. When reasonable, staff will meet families in the airlock or outside for conversations. Visitors will be highly limited and tracked.

Lunch

Lunch Sessions will be held in classrooms and scheduled for 30 minutes. If hybrid, grades 1-4 will be divided over 5 lunch periods. If remote, all grades will eat lunch during the same assigned 30 minute block. All students will choose lunches in advance from a prescribed menu and will eat in their classrooms, facing forward in the same direction, spaced 6 feet apart. Lunches will be delivered to classrooms and lunch will be monitored by PAE staff to ensure students are adhering to CDC/DESE safety guidelines.

Students with allergies

Students with food allergies will be brought to a designated area (marked off by 6ft) where an adult will bring their lunches to them. Seating will be provided closest to the kitchen to provide close proximity for “eyes on” by kitchen staff.

Recess

Adults will lead each class to designated locations and monitor social distancing during all planned activities, traveling one direction in marked, designated locations. This will include specific stairwells and doors. Adults will wipe down playground equipment in the high touch areas after use. (I.e. railings) Custodians will do a deep clean at the end of each school day.

Recess During Inclement Weather

All recess will take place in the classroom. Students will each have their own individual ziplock bag, filled with preferred play items sent in from home. These will be stored and available for solo play during indoor recess days.

Unified Arts Instruction

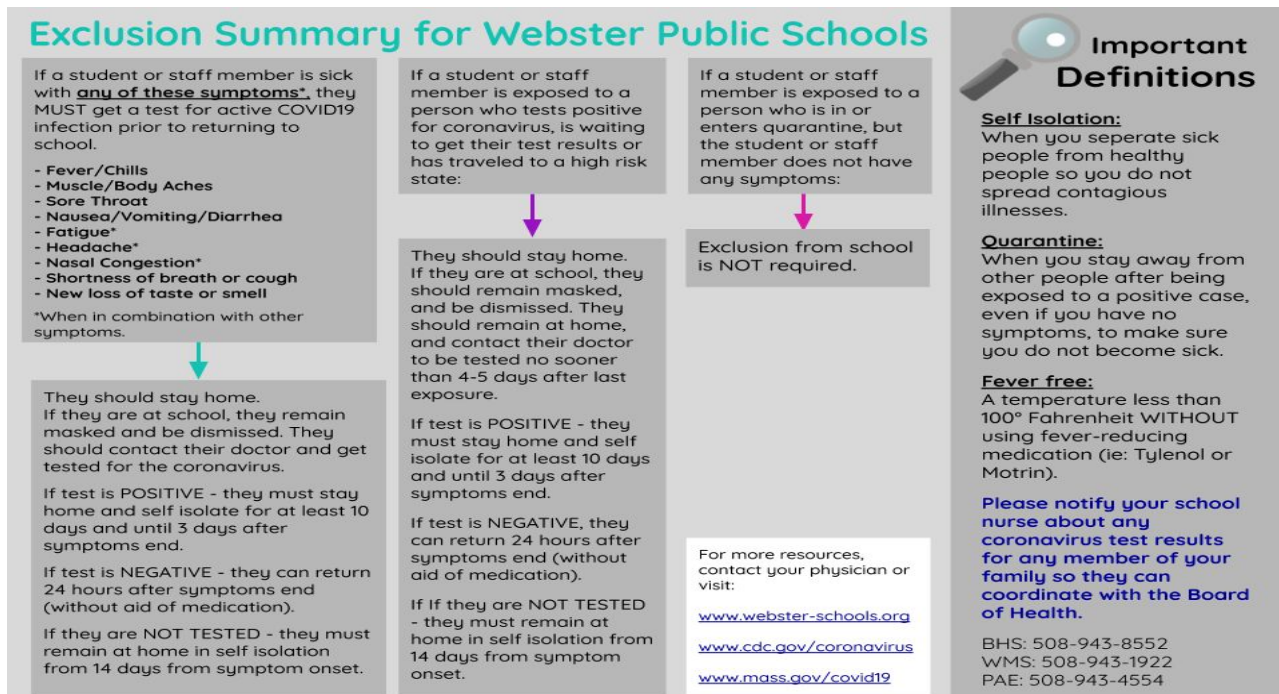
STEAM, Technology & Social-Emotional Learning will take place in classrooms. These UA teachers will travel to classrooms for their instruction. **Exception:** One rotation of Gym in addition to Music and Art. Students will travel to designated locations following social distancing, masked and utilizing marked travel lanes.

Instructional Support

Academic Interventionists will travel to classrooms to provide instructional support.

Nursing Isolation Rooms & Protocols for COVID scenarios

A new Isolation Room will now be located in the back of the nurse's office. There will also be a new waiting area established for medical attention that is not illness related (ex: diabetic monitoring, medication administration, tube feedings, injury treatment)



I.e. COVID Symptoms

Students or staff with symptoms will be sent home and testing will be requested. Custodians will be notified by the Nurse. Students and teachers will relocate to allow for the classroom to be cleaned and then will return to their classroom. The school nurse will alert the Nurse Leader of the suspected case, and she will forward information to BOH.

If Test Results Are POSITIVE

BOH, Principal and the Superintendent of Schools will be notified by the Nurse. Utilizing contact tracing, parents and close contacts will be contacted & dismissed. Letters will be given re: next steps (quarantine x 14 days). Any students in the same cohort or in contact with this student or staff member, will be sent into full remote learning during quarantine.

Please Note: Virtual Informational Night ZOOM Meetings

Description: These presentations will explain safety protocols related to COVID, school expectations and provide time for Q/A. These PowerPoint presentations will be available to access on our PAE website.

- ❑ Grades 1-2 - Thursday, Sept. 3rd > 5:00 - 6:00
- ❑ Grades 3-4 - Thursday, Sept. 3rd > 6:30 - 7:30
- ❑ PreK - Wednesday, Sept. 9th > 5:00 - 6:00
- ❑ Kindergarten - Wednesday, Sept. 9th > 6:30 - 7:30