

Webster Middle School



2016 - 2017

WEBSTER MIDDLE SCHOOL CORE VALUES

Work Hard ~ Intelligence ~ Leadership ~ Determined ~ Courageous ~ Awesome ~ Trustworthy

TOWN OF WEBSTER SCHOOL COMMITTEE

Shawn Collins, *Chairman*
Michael Makara, *Vice Chairman*
Brian Chenevert,
David Hurton
Martina Gorski-Strong

DISTRICT ADMINISTRATION OFFICE

508-943-0104

Richard Lind., *Interim Superintendent*
Ted Avlas, *Assistant Superintendent for Business*
Andrew Kelley, Ph.D., *Assistant Superintendent for Curriculum and Instruction*
Janice Daniels, *Title I Literacy Coordinator*
Kathleen Baris, *Director of Student Support Services*
Terri Stone, *Director of Adult Education*

ADA Compliance Officer: Ted Avlas, 508-943-0104 ext. 12
Title IX Compliance Officer: Kathleen Baris, 508-943-3646
Sexual Harrassment Grievance Officer: Kathleen Baris, 508-943-3646

WEBSTER MIDDLE SCHOOL

508-943-1922

Administration

Jennifer R. Lundwall, M.Ed., *Principal*
Anthony J. Kaczynski, M.Ed., *Assistant Principal*

Guidance Department

Kori Olson, *Guidance Counselor, Grades 5 -8, 504 Coordinator*
Lindsey Kachadorian, *Adjustment Counselor, Attendance Coordinator*
TBA, *Adjustment Counselor, Family Stabilization*

www.webster-schools.org

Acknowledgement:

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

Non-Discrimination Policy

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

Jes'li Pan/Pani/Pan'stwo maja' jakies' pytania odnos'nie tego zawiadomienia, prosze' zadzwonie' do szkoly, tel.
508-943-1922.

Si tiene preguntas sobre esta noticia llame por tele'phono a la escuela al 508-943-1922

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:

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

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

Television: • Channels 4, 5, 7 and Fox 25

Website: • www.webster-schools.org

•If students are already at school, and it is necessary to have an early dismissal, this information will be available on the district website and given to you through the *One Call Now* telephone notification system as well as over the same Cable/TV channels.

•Parents, please make certain your child knows what to do or where to go from school should we need to close early due to bad weather or emergency evacuation.

•Should an evacuation of the building be necessary, it will be conducted in accordance with our *Building Evacuation/ Student Dismissal Plan* (available on school website at www.webster-schools.org – link: Webster Middle School). Once students have exited the building and are accounted for, classes will proceed to a designated area, where they will be transported home by bus at 2:30 or will be dismissed to parents or designated responsible people listed on emergency cards.

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

WEBSTER MIDDLE SCHOOL

75 POLAND STREET • WEBSTER, MASSACHUSETTS 01570 Tel.
508-943-1922 • Fax: 508-949-2648

Jennifer R. Lundwall
Kaczynski
Principal
Assistant Principal

Anthony J.

September 2016,

Dear Parents and Guardians,

Welcome to the Webster Middle School! This handbook is designed to inform you and your child of the procedures and expectations here at the Webster Middle School. All of our students are expected to observe and respect the procedures set forth in this handbook.

We seek to encourage the intellectual and scholastic abilities of our students to the highest level possible. To that end, we believe that this process happens best when a partnership exists between teachers, parents, students and the community. This team effort is extremely important in the development of students who are successful and well rounded.

We encourage all our students to develop a sense of pride in their school and in their work. Therefore, we expect our students to be on time for school and come prepared for the school day, complete assignments on time, work to the best of their abilities, and follow classroom and school expectations. We are certain that these expectations will help our students to become the outstanding people we know they can be.

If you have any questions during the school year, please contact your child's teacher first. Should you have further questions, please feel free to contact me at 508-943-1922. The staff and I look forward to sharing in the partnership of your child's education.

Sincerely,

Jennifer R. Lundwall
Principal

Anthony J. Kaczynski
Assistant Principal

Webster Public Schools Mission Statement

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

Webster Middle School Core Values and Beliefs

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

WMS students choose the following character traits as the best representation of what being a Webster Middle School Wild Cat represents.

Work Hard
Intelligent
Leadership
Determined

Courageous
Awesome
Trustworthy



Webster Middle School Policies and Procedures

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

Building Security

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

School Day and School Day Procedures

Doors of Webster Middle School will open at 7:10 for students utilizing our breakfast program. School is in session from **7:35 a.m. until 2:10 p.m.** **Students should not arrive at school before 7:10 a.m.**, as safety issues can arise due to the fact that there is no supervision until this time; *parents will assume responsibility for the safety of their children who arrive at school prior to 7:10 a.m.* Students not utilizing the breakfast program may not enter the building prior to 7:10 a.m.

Students Entering the Building

Upon arriving at school, students should wait quietly until the **7:35 a.m.** bell rings to signal that they may report to their classrooms.

Late Bell

A bell rings at **7:35 a.m.** to indicate the start of the school day. Students arriving at school at or after the 7:35a.m. bell will be marked as tardy and should report to the office.

WMS Bell Schedule

7:10 a.m. - School Breakfast bell

7:32 a.m. - Students enter the building and report to classrooms

7:35 a.m. - School Begins - LATE BELL

Daily Schedule

Advisory	7:35 – 7:50
A BLOCK	7:52 – 8:40
B BLOCK	8:42 – 9:30
C BLOCK	9:32 – 10:20
D BLOCK	10:22 – 11:10
E BLOCK/LUNCH	11:12–12:30
F BLOCK	12:32 – 1:20
G BLOCK	1:22 – 2:10

Trimester and Report Cards

Trimester 1 8/31/16 – 12/2/2016

Trimester 2 12/5/2016 – 3/17/2017

Trimester 3 3/21/2017 – 6/15/2017

Title I School-Parent/Guardian Compact for School Year 2016-2017

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

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

Webster Middle School Guidance Program

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

Counselors are assigned to students for their four years at the middle school and also coordinate the course selection process between schools to include the application process to schools such as Bay Path Vocatioanl School and the Nichols Honors Academy. Working with students individually, in small groups and/or within classrooms, counselors provide information and support related to academics, behavioral concerns, social/emotional development and career choices.

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

Appointments for Students

A student should obtain a pass from either a counselor or a teacher if he/she wishes to meet with his/her counselor. The guidance office may set up an appointment and send a pass to the student's advisory teacher within two school days if he/she cannot be seen immediately. The student will show the pass to his/her subject teacher at the beginning of the period. The teacher will sign the pass and the student will report to the guidance office at the designated time. Whenever a student wishes to request a schedule change, he/she must make an appointment with his/her counselor. Requests for changes are taken under serious consideration. The reasons for the change are discussed with students and if necessary with teachers, parents or the administration. Parents should have a good reason for this request. Until the change has been approved, the student must remain on his/her present schedule. If the change is approved, the student will be given a change of program form which will notify the teachers concerned of the old and new schedule.

Parents should inform the guidance office of any changes in address, telephone number, or other contact information.

Student Withdrawal

Students leaving to go to another school, must present written notification from their parents signifying their intentions to the main office or guidance office. Upon leaving, a pupil must complete the withdrawal form, return all books and complete any other school obligations. The properly completed withdrawal form should be returned to the guidance office to be filed in the main record.

Work Permits

Work Permits for Webster Middle School students are available at the main office.

Standards-Based Instructional System**

Webster Middle School uses a Standards-Based Instruction, Assessment and Grading System. Student progress is measured and reported according to a school based rubric that represents a 0-4 scoring system.

What is the grade scale for standards-based learning?

At the middle school level, outcome scores on the report card reflect the following number scale (4, 3.5, 3, 2.5, 2, 1.5, 1 or 0). Middle school scores are reported for each outcome.

This is the number score	This is the number scale score range
4	3.4-4.0
3	2.5-3.3
2	2.0-2.4
1	1.5-1.9
0	0.0-1.4

Why is the grade scale for standards-based learning different?

Standards-based grading focuses on measuring students' mastery of a specific set of outcome. The grade scale reflects the level of proficiency achieved for each outcome. Outcome scores on the middle school report card are reported using the number scale (4, 3.5, 3, 2.5, 2, 1.5, 1 or 0). Each outcome is reported separately and not averaged together for a final grade.

This is the number score	This the number scale score range (when transferring to another school)
4	3.4-4.0
3	2.5-3.3
2	2.0-2.4
1	1.5-1.9
0	0.0-1.4

In a traditional grading system, a 25% means that student answered 25% of the questions correctly. In SBL, this means that a student reached the 1.0 level on the rubric, which is based on the learning the student demonstrated and completely unrelated to how many questions the student answered correctly. This distinction is an important one as the SBL interpretation sets a much higher level of expectation for student learning.

Report Cards and Progress Reports

Report cards are issued at the end of each trimester. Progress reports will be issued mid-way through each trimester.

Honor Roll

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

High Honors 3.4-4.0 Honors 2.5-3.3

Webster Middle School Rubric for Evaluation

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - Subject Specific Content Acquired and the Comprehension of its meaning and Significance				
Knowledge of Content (Facts, terminology, definitions)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrated considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of content (e.g. concept ideas, theories, principles, procedures, processes)	Demonstrates significant misconceptions Gives explanations showing limited understanding of the concepts	Demonstrates minor misconceptions Gives partial explanation	Demonstrates no significant misconceptions Usually gives complete or nearly complete explanations	Demonstrates no misconceptions Always gives complete explanations
Thinking and Investigation - The use of critical and creative thinking skills and inquiry, research and problem-solving skills and /or processes				
Use of initiating and planning skills and strategies (e.g. formulating questions, identifying the problem, developing hypothesis)	Is able to formulate the question, identify the problem and formulate a hypothesis with limited effectiveness	Is able to formulate the questions, identify the problem and formulate a hypothesis with some effectiveness	Is able to formulate the questions, identify the problem and formulate the hypothesis with considerable effectiveness	Is able to formulate the question, identify the problem and formulate the a hypothesis with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and date, observing)	Is able to design a model that is somewhat accurate and somewhat reflects the hypothesis Explanation of the model is poor and lacking details	Is able to design a model that is accurate and reflects the hypothesis Explanation of the model is sufficient with some supporting details	Is able to design a model that is refined, accurate and reflects the hypothesis Explanation of the model is good with supporting details	Is able to design a model that is very refined and reflects the hypothesis clearly Explanation of the model is excellent with lots of supporting details
Use of critical/creative thinking processes, skills and strategies (e.g. analyzing interpreting, problem solving, forming and justifying conclusions on the basis of evidence)	Is able to develop a model that displays little imagination A textbook or magazine type project	Is able to develop a simple model that displays simple use of available resources Creative use of material and design	Is able to develop an imaginative model that displays good use of available resources, well thought out and above ordinary approach Creative use of material and design	Is able to develop a highly original model that displays a well thought out but novel approach Shows resourcefulness, creative use of material and design and construction of project
Communication - The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g. clear expression, logical organization) in oral, visual and written forms (e.g. diagrams and models)	Is able to communicate and organize ideas with limited effectiveness Is able to engage audience with limited effectiveness	Is able to communicate and organize ideas with some effectiveness Is able to engage audience with some effectiveness	Is able to communicate and organize ideas with considerable effectiveness Is able to engage audience with considerable effectiveness	Is able to communicate and organize ideas with a high degree of effectiveness Is able to engage audience with a high degree of effectiveness
Use of supplemental materials in a Powerpoint or similar presentation tool. The use of pictures, videos, etc. to enhance the understanding of the project	Simple presentation with text only No supporting diagrams included	Simple presentation with some pictures Uses diagrams but their purpose is not clear	Presentation includes pictures with some link to 3D model Uses charts and diagrams where appropriate and their purpose is clear	Comprehensive presentation including an abundance or pictures with a clear link to the 3D model Uses charts and diagrams in appropriate contexts and their purpose is clear
Application - The use of knowledge and skills to make connections within and between various contexts				
Transfer of knowledge and skills (e.g. concepts and processes) to unfamiliar contexts	Is able to answer few or no questions with limited effectiveness	Is able to answer some of the questions with some effectiveness	Is able to answer most or all of the questions with some explanation and detail, therefore considerable effectiveness	Is able to answer most or all of the questions with great details, explanations examples and/or application therefore demonstrating a high degree of effectiveness

FAQ Standards-Based Report Cards

1. Standards-based grading reports tell us how students are performing on a set of clearly defined learning outcomes.
2. There is no single mark for a course as is traditionally generated by averaging or combining multiple scores across the duration of a class.
3. Unlike traditional grade reports, standards-based grading measures students' knowledge of grade-level content by reporting the most recent, consistent level of performance. So, a student might struggle in the beginning of a course with new content, but then learn and demonstrate proficient performance by the end of the course
4. For example: In traditional grading, the student's performance for the whole quarter would be averaged. Early quiz scores that were low would be averaged together with proficient performance later in the course resulting in a lower grade than current performance indicates. Standards-based grading reports separately on academic tasks and work habits in order to give a more accurate report of student progress in both affective and academic areas.
5. Measures like effort, participation, timeliness, cooperation are not blended into the mark for academic performance.
6. You cannot compare the two grading systems. As they say it is like comparing "apples to oranges". Standards-based grading philosophy defines a standard, and asks whether or not a student is meeting the standard at given points in the school year, and does not average performance over the duration of a course. A score of 3 is defined as meeting grade level standards and indicates that a student has demonstrated the skills expected for this reporting period or for the next grade level.

WMS Standards-Based Reporting At A Glance

WMS Rubric Indicators	0	1	2	3	4
	No understanding	Limited knowledge Several misconceptions Limited Examples	Minor/partial understanding Some knowledge Some examples	No significant misconceptions Considerable knowledge Complete examples	No misconceptions Complete examples Demonstrates considerable knowledge
WMS Report Card Indicators	Not addressed Not assessed	No Growth	Progressing	Met Standard	Exceeds Standard

Parent Portal

Parents may access student information through the Parent Portal on the school's website at <http://websterps.wms.schoolfusion.us/index>. Login information is available from the main office or the guidance office at 508-943-1922

****Refer to Webster Middle School *Standards-Based Learning Parent Guide* for more detailed information regarding standards-based assesment and grading.**

The School Day Expectations and Attendance Protocol

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

A student’s understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents and guardians can help their children by refusing to allow them to miss school needlessly. Please take some time to speak with your child about the benefits of regular school attendance.

Students are required to be in their classrooms prior to the 7:35 a.m. bell. Students arriving at or after 7:35 a.m. will be marked “tardy.” Because arriving late to school is disruptive to learning, chronic tardiness (5 or more in a term) will be addressed by the administration in the following manner:

Tardiness Protocol

- 5 tardies: parent/caregiver and the guidance department will be notified by the classroom teacher
- 10 tardies: parent/caregiver will be notified directly and in writing by the Guidance Department and/or Administration
- 15 tardies: parent/caregiver will be required to meet with Administration, Guidance and the classroom teacher(s) to create an attendance plan

Absences

Whenever a student is absent from school, the parent must call the school before 9:00 a.m. at 508-943-1922. The office will call the homes of students who are not in school and whose parents have not called the school. Daily attendance in school is mandatory, and every effort should be made to keep absenteeism to a minimum. Webster Middle School abides by The WPS Attendance policy as well as the parameters outlined in Chapter 76, Sections 1 and 2 of the State Laws

Excused Absences - absences will be excused for the following reasons:

1. Doctor/dentist appointment – Please ask the nurse/receptionist to provide a note from the medical office indicating when the student’s appointment actually occurred. A note from the doctor’s/dentist’s office should be sent to school within two (2) days.) In instances of chronic absences/tardiness reportedly due to illness, the school administration will require a physician’s statement documenting the medical condition.
2. Absences due to a death in the family (defined as a parent, sibling (brother/sister), grandparent, aunt/uncle, niece/nephew, cousin)
3. Observance of religious holidays
4. Weather so inclement as to endanger the health of the child.
5. Mandated court appearances.
6. Absences from classes due to suspension.
7. Absence from class due to attendance at school-sponsored events.
8. Absences from class due to attendance at scheduled meetings with school personnel.
9. Absences or dismissals by the school nurse are considered excused.
10. Attendance-related issues may be decided at the discretion of the principal.

Family vacations during school time will not be excused.

School Absence Protocol

- 5 absences: parent/caregiver and the guidance department will be notified by the classroom teacher(s)
- 10 absences: parent/caregiver will be notified directly and in writing by the Guidance Department and/or Administration
- 15 absences: parent/caregiver will be required to meet with Administration, Guidance and the classroom teacher(s) to create an attendance plan.

Homebound Instruction

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

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

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

Make-Up Policy

Students absent three or more days may contact the WMS Main Office who will make arrangements to collect any missing assignments. A student's teaching team in partnership with the guidance department will create a Make-Up plan that identifies student expectations to participate in extra-help sessions or other measures in order to receive the instruction and assessment that was missed during the student's absence.

****Retakes**

Webster Middle School believes in a competency based approach to student learning. This means that students can do as well as they would like. All students have the opportunity to redo assignments and retake assessments in order to raise their grade. For students to take advantage of the retake process they must meet with the teacher to determine which outcomes need improvement and fill out a reassessment agreement to create a plan on how to relearn the material and when to be reassessed. If the student demonstrates a higher level of mastery on the outcome assessment, then the newer score will replace the older score. The focus is to improve the student's mastery of the material, so extra credit points are not used in standards-based classes.

**Refer to Webster Middle School *Standards-Based Learning Parent Guide* for more detailed information regarding retakes and WMS's Reassessment Procedures.

Student Testing Protocol

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

through eight; we use the results of this state-wide testing to better evaluate our curriculum and programming in all subject areas. Our school community takes the testing process very seriously and devotes much time and thought to ensuring that our students have the maximal 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 before each testing session to ensure alertness, energy and focus, as well as to utilize test taking strategies taught during the school year to assist them in a logical and thoughtful approach to test taking.
- Parental cooperation and assistance with these expectations is greatly appreciated

Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. The school does not condone or encourage vacations during school time. Vacations taken during school time will be counted as unexcused absences.

Dismissals – During the School Day

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

A note from home indicating the time and reason as well as a phone number where a parent may be reached; this note must be signed by a parent/guardian. WMS reserves the right to verify all parent notes prior to approving student dismissals.

Notes should be submitted to the middle school office one day in advance, if possible. A parent, guardian or designated adult must come into the building to dismiss the student in person. All individuals dismissing students will be expected to present a valid picture ID before any child will be released from the school.

Please note that students dismissed from school due to illness or prior to 11:00 a.m. are not eligible to participate in any school function for the remainder of that calendar day.

General Student Dismissals

Dismissal will begin at 2:10 p.m.

In the interest of student safety, parents/caregivers who plan to release their child to another person at dismissal time must send a note to the office that identifies the adult to whom the child will be released.

Webster Middle School will not release any student to a person if the WMS Office cannot confirm with the parent/caretaker directly the request for release, under the age of eighteen, or to another adult, without prior written consent. Any parent designee picking up a student will be expected to present a valid picture ID before any child will be released.

Student Riders – A.M. Drop Off and P.M. Pick Up

All students who are driven to school in motor vehicles will be dropped off at the front of the building each morning. We ask that you follow the outer, perimeter, driveway that loops to the front of the building. Please do not cut through the parking lot as this creates a safety hazard for faculty and staff. Students who are picked up from school each day will be dismissed at the back doors, behind the school in the designated area. Drivers should proceed around the perimeter of the school property nearest the playground to the back of the building. Students should enter vehicles only in the area monitored by school staff. We ask that parents respect our drop-off and pick-up procedures. Students will not be permitted to enter or exit vehicles in the parking lot areas; Administration will seek a formal meeting with parents/caregivers who repeatedly disregard this request. Excessive disregard of this procedure will be reported to the Webster Police Department. WMS and the WPD are committed to working to keep students safe. Again, we thank you for your partnership in keeping our students safe.

Student Walkers and Students Meeting Older Siblings, Parents and Guardians

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

Missing Student

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

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

If applicable, additional communication will be made to:

1. Child care worker
2. School personnel involved in the child's programming
3. After school program
4. Bus Company
5. Superintendent of Schools

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

Hallways

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

Passes

Hall passes allow school staff to account for student movement within the building, and are required to go

from one place to another during the school day. Teachers will issue a restroom pass to students when necessary. Students must sign in and out in individual classroom logs when leaving a classroom.

School Staff Communication Guideline

Webster Middle School works to create a school environment where parents/caregivers are welcome, at all times, to speak freely with school staff about questions and concerns with academics or social issues. Parents/caregivers who wish to contact school staff should please use this guideline 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 parents/caregivers with immediate concerns.
- *For further questions, contact Ms. Lundwall, Principal or Mr. Kaczynski, Assistant Principal*– the administration can directly assist in resolving questions/concerns once the classroom teacher has been contacted.

School Wide Expectations

Office Etiquette

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

Assembly Conduct

Students are required to act courteously and respectfully during assemblies. Failure to do so will meet with removal from the assembly and disciplinary measures.

Field Trips

Students who are planning to attend a field trip must obtain a permission slip signed by his/her parent and submit the slip to the trip sponsor. Students are expected to follow the same rules and guidelines on field trips as they do in school, including dress code unless otherwise specified. To be eligible for the trip, students must meet requirements set forth by the supervisory teacher and administration. Students who have demonstrated ongoing or excessive disciplinary issues prior to a field trip may be held back from attending the field trip. Students who do not participate in a field trip will be provided with an alternative assignment that will be expected to be completed during the time and day of the field trip. Prior to the field trip, chaperones are required to have a CORE report done. Field trips vary in charge depending upon bus rentals, fees, and admission tickets. An attempt is made to fix the charge at a “break even” point. For this reason, teachers may establish dates when money for the field trip must be in. Arrangements can be made with the sponsoring teacher, guidance counselor or administration if the only reason not to sign is a lack of money.

Dances

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

Lost and Found

Lost and Found items are kept in a designated area within the cafeteria and the gymnasium hallway. Unclaimed clothing items remaining in Lost and Found for an extended period of time will be donated to charity.

Fundraising

Student groups wishing to hold a fundraiser must have initial approval from the principal. Final approval will be given by the School Committee and/or their designee. There is to be no fundraising within the school by outside groups.

Bicycles, Skateboards and Scooters

In the interest of safety, students who bring bicycles, skateboards or scooters to school, age 16 or under, must adhere to the following rules:

- The Massachusetts Bicycle Helmet Law requires students to wear an approved helmet while riding bicycles, skateboards and scooters.
- When on school property, students riding bicycles, skateboards or scooters to school are expected to walk them onto the school grounds at all times.
- Bicycles, skateboards and scooters should not be ridden on sidewalks.
- Bike riders should use the bike rack in front of the school to park their bicycles - *please bring and use a bike lock to prevent your bike from being stolen.*

Please note that the WMS will not be responsible for such equipment being lost, stolen or damaged.

Students violating the safety helmet law or school safety guidelines will be subject to the loss of this specific privilege.

Bus Conduct

Safety and courtesy require appropriate conduct while boarding or riding the bus and while leaving school. Students reported by the bus company for misconduct will be dealt with as follows:

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

Students should be reminded that behavior expectations while riding the bus are the same expectations that are in place for school behaviors. Safety and courtesy requires appropriate conduct while 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 Principal/Assistant Principal reserves the right to waive progressive discipline for any violation of the Code of Bus Conduct.

Required Conduct Aboard the Bus

1. Riders must remain in seats when the bus is in motion, and wait to exit seats until the bus has come to a complete stop.
2. Please keep feet, hands and belongings out of the center aisle.

3. It is expected that students will keep hands, feet and objects to themselves at all times when riding on the bus.
4. The following disturbances are prohibited:
 - Bullying, teasing or harassment of any nature
 - Standing on the bus or in the aisles while the bus in motion
 - Pushing, shoving or wrestling
 - Whistling, shouting or singing
 - Annoying other passengers in any manner
 - Talking to the driver in an annoying manner
 - Throwing objects inside of the bus or out of the windows
 - Climbing over seats
 - Opening or closing windows without permission from the driver
 - Leaning out of windows - keep hands, arms and objects inside the bus at all times
 - Eating or drinking at any time on the bus
 - Littering
 - Damaging or defacing the bus with graffiti, writing or pictures
5. Students will be held responsible for any defacement or damage to the bus

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

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

Cafeteria Conduct

The following rules are in effect for the cafeteria:

- All food is to be eaten at the tables.
- Students must remain seated during the designated lunch period; students are not allowed to leave the cafeteria during the lunch period without the permission of staff monitors.
- Line cutting is not permitted.
- At the end of lunch students are expected to pick up their surrounding area, wipe down their table and throw away trash in the proper barrels. Tables should be left clean for other students
- Students violating these rules may be asked to pick up the cafeteria or lose cafeteria privileges, to include suspension from eating lunch with peers in the cafeteria environment.
- Food and drinks may NOT be brought out of the cafeteria unless given permission by a supervising adult.
- Students who throw food or trash in the cafeteria will be considered as creating environment destruction to the cafeteria area and will be given consequences appropriate for damaging or defacing school property.

Failure to follow these rules will result in disciplinary measures.

Corridor Conduct

Students should not linger in the corridors before, between, or during classes. Students using the corridor during class time should have a hall pass signed by the teacher who issued the pass. Students who are wandering in the hallway without a pass and not reporting to class on time will be treated as though they are skipping their assigned class and the appropriate consequences will be assigned.

School Elevators

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

Defacing/Damage to School Property

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

School Yard Conduct

Students should remember that our school community is surrounded on every side by "neighbors" with whom we have the responsibility to keep a friendly relationship. In the interests of safety, as well as being a "good neighbor," the following rules are in effect:

- Please play in the school yard in the designated areas.
- Play considerately - no rough play is allowed.
- For safety sake, throwing snow or other material is not allowed
- Skateboards, bicycle riding, roller blades and scooters are not allowed in the school yard.
- Basketballs and footballs may be brought to school for playground use during recess, but must travel to and from school within a backpack/ school bag or within another contained carry bag.

Student Dress Code

We encourage our students to take pride in their personal appearances and to consider school to be their "job", as the job of learning is very important. Because we believe that school is a place of learning, and that some manners of dress interrupt 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 – straps should be at least 3" wide
- Tops that show the midriff – shirts should meet the top of pants
- Low cut blouses
- Skirts/dresses/shorts shorter than 6" above the kneecap
- Clothing that implies or denotes alcohol, drugs, smoking/tobacco products, sex, violence, or gang-related colors
- Pajamas

- Hats or bandannas may not be worn in the building
- Low riding pants that could impair walking in corridors or on staircases
- Chains, fused rings, jewelry with spikes or studs, chain wallets, etc.
- Any clothing or personal item that, in the judgment of the administration, interferes with or disrupts the educational process

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 rather than sandals or open-toed shoes). Students who are found to be in violation of the dress code will be asked to change their clothes as well as contact a parent guardian for assistance in this matter. Refusal to change, or subsequent occurrences, will be considered insubordination and subject to disciplinary action.

Cheating/Plagiarism

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

The penalty for cheating or plagiarism is:

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

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

Third and Subsequent offense: The student will receive a zero on the assignment with no opportunity for make-up and a 1-day suspension; student will be removed from all leadership roles and athletics and will be placed on social probation from any school sponsored events, clubs or extra-curricular activities.

Use of School Telephone and Cell Phones

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

Cell Phones

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

- **Cell phones must be shut off** from the time that students enter the building until dismissal.

- Cell phones must be stored securely inside book bags (locks for book bags are recommended) or in a spot other than their physical person – students holding or using cell phones during the school day will have the cell phone confiscated; **a parent/caregiver will be contacted and the cell phone will be returned to the parent/caregiver only.**
- Technology use, to include smart phones, ipads, etc are used and acceptable within the classroom, for instructional purposes, at the direction of the classroom teacher only.
- Students who need to make emergency calls between the hours of 7:30 a.m. and 2:10 p.m. may ask to use the office phone to contact a parent/caregiver – cell phones **should not be used** during the school day for any reason (i.e.: calls, texting, etc.)

Valuables

In the interest of maintaining a minimum of distraction during school hours, as well as to protect students from unnecessary hardship due to theft, students should not bring electronic items (electronic devices, hand-held games or game-system games [PS, PSP, Wii, X-Box, etc.], mp3 players/iPods, etc.), or other items of value to school. Students using electronic devices during the school day will have the electronic device confiscated; the electronic device will be returned to a parent/caregiver only. *Please note that the WMS will not be responsible for the theft of or damage to valuables brought to school by students.*

Code of Discipline

It is the policy of Webster Middle School that students be held accountable for their actions, including violations of the school discipline code. Poor conduct on a student's part not only affects the education of that student but in most cases adversely affects the educational process for other students. Students will cooperate with school officials in all investigative matters concerning the safety and well-being of school students and staff. Reasons such as, but not limited to, work, babysitting, sports, or running errands for parents will not be considered valid excuses for missing detention. Parents are encouraged to speak with their child(ren) about the values of responsibility and accountability and the use of disciplinary assignment(s) as a learning lesson for the student's adult life.

School-Wide Positive Behavior and Intervention Supports

Webster Middle School has incorporated the use of Class Dojo into its current school-wide behavior management system. Class Dojo® is also a method to monitor your child's effort, participation and behavior throughout the school day. Class Dojo is an online program and free service to parents/caregivers that provides teachers a prompt way to update and communicate with parents regarding their child's performance. For more information go to: <https://www.classdojo.com/>

WMS COMMUNITY RULES

1. Follow directions

- I will choose to follow the rules of the classroom in listening and in completing work that is assigned in class each day
- I will allow others to learn in the classroom and I will choose not to interrupt learning through my behavior
- I will choose to show appropriate behavior everywhere while in school, including while traveling to and from school

2. Keep hands, feet and objects to yourself

- **No hands-on behavior** – I will choose to respect others and myself (hands off!) - Physical contact and threats with intent to harm will not be tolerated; bullying will not be tolerated
- **Be responsible for myself** – I will choose to monitor myself and my actions both inside and outside of the building

3. Respect school and personal property and be a good neighbor

- **Be responsible for my environment** – I will choose to treat my classroom, my school and its environment with respect
- **Respect other people's property** – I will choose to ask permission before using or borrowing something that belongs to someone else
- **Respect our school neighbors** – I will choose to treat the property of people who live near the school with respect

4. Communicate respectfully at all times

- **Respect my classmates and teachers** – I will choose to use appropriate language and tone with my peers and with adults who work at the school
- **No hands-on behavior** – I will choose to respect others and myself by communicating with words, not hands
- **Respect the right of others to learn** – I will choose to communicate with others in ways that are not annoying or disruptive to learning

5. Be ready to learn

- **Be prepared each day** – I will choose to have a positive attitude and all the materials that I need each day to be successful
- **Be alert for instructions** – I will choose to listen carefully for directions
- **Take active part in my learning** – I will choose to be an active participant in my learning, and stay on task

WMS Progressive Consequences

The **WMS Community Rules/Code of Conduct** is in place to ensure that **all** students clearly understand the expectations in place to be successful students. When students choose not to follow the rules, often a **verbal warning** is all that is needed to remind the student to make better choices. If students continue to choose not to follow rules, progressive consequences will be enacted.

Disciplinary Procedures

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

Detentions:

Students are confronted by a teacher/staff about the behavior choice made, and, after discussion about the choice and its outcome, are given a teacher detention notice.

- The teacher assigning the detention calls home to inform the parent of the incident and a detention

notice is given to the student to bring home for a parent/guardian signature.

The parent/guardian signature indicates that the adult in charge at home is aware that the student needs to serve the detention after school on the specified day.

- Teachers must provide at least 24 hour notice prior to a detention being assigned
- Students return the signed detention notice to the teacher or staff issuing the detention on the following school day.
- Students are to report to the classroom of the teacher assigning the detention on the afternoon of the day arranged for their detention.
- If a student skips a detention an additional detention will be given to the student. If a student misses an assigned detention 3 or more times the student is referred to the office and the child will be assigned an office detention.
- Students are to report to the office for their office detention, and serve the detention assigned. Office detention occurs on Tuesday and Thursday, 2:10-3:15PM.

Please note that students are expected to serve the detention within 24 hours of the assignment unless otherwise arranged with the adult issuing the detention. Failure to show for an arranged detention will be cause for future disciplinary action to include parent/guardian meeting, referral for ESSIP and/or suspension.

Excessive lateness or skipping of class

All students are permitted 2 minutes of passing time between classes. If a student is repeatedly late to class (3 or more times in a course of a two week time period) or skips a class they will receive an automatic teacher detention and a call home to inform parents of the concern. Detention procedures noted above will be followed.

The following actions or behaviors are prohibited at WMS. Engaging or participating in such actions will result in automatic disciplinary action to include possible suspension up to 10 days:

- Leaving school without permission
- Truancy
- Insubordination, defiance, or disrespect towards a staff member
- Tampering with school records
- Forging a parental note or school document (tardy, dismissal, hall pass)
- Impersonating a parent/guardian for any attendance related purpose
- Use of inappropriate, offensive or obscene language
- Smoking, possession and/or use of tobacco products, including electronic cigarettes, of any type is prohibited on school property (buildings and grounds), at any school related events and within any school owned/contracted/leased vehicles.
- The use of social networking sites, blogs or any other means of communication (electronic or otherwise) causing physical or emotional harm or distress to staff or students.
- Intending or threatening physical assault to students
- Overt display of aggression (hitting walls, fire extinguishers, kicking doors, throwing desks, etc)
- Use of obscene and/or abusive language toward a staff member
- Creating bedlam, pandemonium (i.e. food fight)
- Stealing or misappropriation of school or personal property
- Fighting with another student on school property, at any school function, or en route to or from school

- Assault and/or battery on students or school personnel
- Intended or threatening physical assault to school personnel
- False bomb threats or false alarms
- Arson, explosives, use or possession of weapons
- Drinking or possessing alcoholic beverages; possess, use, buy, or sell drugs (or portrayed as drugs) or alcohol or drug paraphernalia. These regulations shall be adhered to while the student is on any portion of school property or in any school sponsored or approved activity. This includes arriving on school property or at a school function under the influence of drugs or alcohol.
- Sexual misconduct
- Malicious destruction of property or malicious behavior. Financial restitution is required.

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

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:

1. 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.
2. 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.
3. Prior to a suspension that constitutes a change in placement of a student with disabilities; the Team will develop or review a functional behavioral 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/her disability if the conduct in question was caused by or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the district's failure to implement the student's IEP.
4. If the Team determines that the student's misconduct IS a manifestation of his/her disability, the Team will convene to review the student's functional behavioral assessment and will create, review or modify as necessary the student's behavior plan and IEP. Under such circumstances, the student will be returned to his/her current placement unless the Team determines that another placement is required to provide the student with FAPE (free appropriate public education).
5. If the Team determines that the student's misconduct is NOT a manifestation of his/her disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities, which may be in an interim alternative setting.
6. 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:
 - if the student carries or possesses a weapon to or at school, on school premises, or at a school function;
 - a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled

- substance while at school, on school premises, or at a school function; or
 - a student has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.
7. Webster Public Schools will provide written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the interim alternative placement, unless the parent and district agree otherwise.

Discipline of Students Under Section 504 and 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 law and regulations regarding students with disabilities. Procedures for students eligible for special education services are set forth in “Discipline of Special Needs Students” in this Handbook.

1. Definition: A student with a disability is a student who has 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 an impairment currently, have a record of having such an impairment, or who are perceived as having such an impairment.
2. Procedure: In the event that a student is found to have violated a school rule after implementing the general due process procedures (notice and hearing) provided in this Handbook, the principal or his/her designee shall ascertain whether the student has been identified as a student with a disability under Section 504.
 - a. If the student has not been identified as disabled, the principal or his/her designee must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability.
 - b. In the event that the principal or his/her designee concludes that there is no reason to suspect a disability, the student may be disciplined according to the regular disciplinary sanction under the student handbook
 - c. If the 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.
 - d. If the student is identified or has previously been identified as a student with a disability under Section 504, prior to taking disciplinary action which would result in a suspension of one to ten days the principal or his/her designee shall determine whether the student’s misconduct is a manifestation of his/her disability and assure that all disciplinary actions are consistent with the mandates of Section 504.
 - e. If the student is identified or has previously been identified as a student with a disability under Section 504 and/or is so identified upon an initial 504 evaluation and the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from school for more than ten (10) days, and the 504 Committee determines that:
 - i. the student is, or continues to be disabled, and;
 - ii. his/her misconduct is a manifestation of his/her disability; or
 - iii. the violation of school rules is related to a failure to accommodate the student’s disability or in inappropriate or unimplemented 504 plan. 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 consequence consistent with Section 504.

f. 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.

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

Suspension /Expulsion (Due Process)

A student may be suspended for a violation of pupil regulations if it is judged to be serious by school officials.

A student may be suspended for, but not limited to, the following reasons:

- Ongoing or excessive discipline issues that with other progressive discipline steps have not resulted in more appropriate behavior
- Severe disrespect or threatening language to school personnel
- Physically attacking/hitting another student or staff
- Charged with a criminal offense
- Any severe or threatening conduct deemed to be unacceptable by the Principal, Assistant Principal or administration

In accordance with M.G.L c37 & 37H3/4 and Chapter 222 the following steps will be taken:

Prior to suspension / expulsion

1. Written notice in English and home language that states all charges will be provided prior to suspension and expulsion
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 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 of an appeal, the appeal process and the suspension / exclusion will remain in effect pending the appeal. A re-entry meeting with caregivers and school personnel will be required prior to the student entering the building following a suspension of any length. At that time it will be determined whether the student is able to re-enter the school in a safe and appropriate manner

Prior to Exclusion for More Than 10 School Days

1. 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 council 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

Smoking and use of Tobacco Products

Smoking and the use of tobacco products of any type shall be prohibited at all times on school property (buildings and grounds), at any school related events, and within any school owned/contracted/leased vehicles. This also applies to smoking devices such as vaporizers.

Discipline Procedures:

First Offense: Parents will be notified and the student will serve a (3) three-day detention.

Second Offense: Student will be issued a (1) one-day suspension and parents will be notified in writing that a school policy has been violated.

Third Offense: Student will receive a (3) three-day suspension and parents will be notified in writing.

Policy on Controlled Substances

The Webster Middle School abides by Chapter 94C, Section 32J of Massachusetts Laws regarding Controlled Substance Violations in, on or near school grounds. The Webster Public Schools will not tolerate possession, distribution or manufacture of any illegal drug, drug paraphernalia or alcoholic beverages in school or on school property. This policy also applies to prescription drugs when they are not turned in to the school nurse. Prescription drugs (for which the student has a valid prescription) must be deposited with the school nurse 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. Students can expect the school to conduct a vigorous and thorough investigation when school officials receive reports concerning illegal drugs or alcohol on school grounds. Students are expected to cooperate fully with school officials investigating drug abuse or any other matter. School staff who suspect a student of being under the influence or in possession of drugs, alcohol or other controlled substances (including prescription drugs) are required to report this information to the building principal or Assistant Principal. Other student support personnel may be called in to investigate the incident (school nurse, guidance counselor, school psychologist, etc.). Should it be determined that there is reasonable suspicion of possession the case will be referred to the Guidance Department, who may refer parents/students to the appropriate agencies should outside counseling/rehabilitation be necessary. In cases where controlled substances are found in the possession of a student or in the student's locker, parents will be notified and the local police will be called.

Physical Restraint of Students

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

physical restraint. These protections are required to be reviewed by staff annually as part of other mandated training.

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 / Designees judgment there is no alternative available to alleviate the danger or disruption”

Emergency Removal Procedures

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

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

Policy on Possession of Weapons and Additional and Security Measures

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school-related situation.
2. In order to protect the students of the Webster Public Schools, the Principal/Assistant 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 situation.
3. In addition, the Principal/Assistant 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 situation.
4. For the purposes of this policy, a “weapon” includes but is not limited to a gun, knife, slingshot, a blowgun, blackjack, metallic knuckles, including a ring intended to be worn on more than one finger (“fused ring”) or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus of similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon. 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.
5. All storage spaces available to students are the property of the Webster Public Schools. Use of storage spaces 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.
6. For security reasons, students will not be permitted to wear hats, outerwear (coats and jackets) throughout the school day. Students can store all book bags, gym bags, hats, and outerwear (coats and jackets) in designated storage spaces during the school day. Storage spaces are subject to search at any time to enforce this policy. A copy of this policy can be obtained in the school office.

Re-entry Meetings

An in-person parental conference with administration is required before any student may be permitted to return to school in any case that disciplinary results in suspension.

Grade Level & Team Expectations

Each grade level has specific and appropriate expectations regarding how students should manage themselves as both citizens of the Webster Middle School Community and the classroom environment.

Grade 5 Team

Plan Instructional Goals and Outcomes:

- Retakes available (after missing work is made up)
- Dojo used to communicate goals with families

Policies Rules Procedures:

- students walk quietly and calmly in hallways
- students on time for classes
- passes and sign out sheet for bathroom
- passes for any and all reasons out of class
- zero tolerance for disrespect, swearing, slamming doors
- teacher shared after/before school detentions

Expectations for Student Performance and Behavior:

- come prepared
- follow directions
- actively participates
- cooperate with adults and other students
- planner for organization
- respectful to adults and other students in all areas of school
- citizenship

Consequences/Rewards:

- No homework=loss of dojo point
- Repeated no homework= recess /detention
- Positive dojo points
- verbal praise
- no homework passes
- 90% + dojo =monthly incentive (extra recess, board games, lunch with teacher, etc)

Opportunities for Extra Help

- Before/After school help available with 24 hour notice (M-Th)
- Student responsible for knowing what they want to work for extra help

Communication Plan

- Dojo
- Email
- Phone Calls
- Planners

Grade 6 Team

Classroom/Team Policies, Rules, and Procedures

Recess ~ Transition Out and In

- No running ~ you must stay behind the adult leading the line
- Stay on sidewalk ~ no mulch or driveway
- No playing until recess yard

- o bouncing basketball
- o throwing football

Recess Rules ~

- No hands-on behavior/rough house-play
- No jumping over the fence
- Do not leave fenced area without permission

Lunch ~

- Ask to use the restroom
- No yelling and screaming
- At the count of 5, all talking should stop. Trash should be thrown out, table and floor clean and then wait for table to be dismissed.

Hallway ~

- 2 minute transition time
- Stay to the right
- No yelling and screaming
- Must be in single file line when waiting to enter class
- No restrooms used during transition time

Expectations for Student Performance or Behavior

Performance ~

- 2s and 3s on assessments with the opportunity to score a 4
- 1s are retaken with the expectation of a plan and completion of that plan before retake is given
- Study guides

Consequences and Rewards

- DOJO messages
- DOJO points
- Rule of 3

Opportunity for Extra help

- After school help offered by each teacher after school
- **Meade** ~Monday
- **Millet** ~ Wednesday and Thursday
- **Gingras and Fitton**~ Wednesday (Thursday if it is a ½ day on Wednesday)
- **Gingras and Fitton** ~ Recess on any days that teacher has 1st lunch
- **Brennan**~Wednesday
- **Aronian**~Monday

Communication Plan

- DOJO-message and class story
- Phone calls/conference
- Meetings with Parents
- Emails

Grade 7/8 Mint Team

Instructional Goals and Outcomes

- Students will be on time, on task, and prepared to learn everyday
- Students will take responsibility of their own learning
 - o Student will take ownership in their academic classes
 - o Students will continue to improve their study skills and organizational skills

Classroom procedures and rules will be posted in each room

- Students will arrive promptly to class

- Students will be prepared for class:
 - Notebook / binder out
 - Writing utensil out
 - Begin warm up / task
- Students will raise their hand before speaking out in class
- Students need permission to leave class
 - A pass must be signed by teacher and the log filled in

Expectations for Student Performance & Behavior

- Students will be on time, on task, and prepared to learn everyday
- Students will complete tasks to the best of their abilities
- Students will show respect for WMS staff, school facilities, and peers
- Students will continue to learn and work towards mastery of all standards

Consequences

Behavior	Consequence
Minor School Offenses – <ul style="list-style-type: none"> ● Defiance (1st Offense) ● Disruptions such as calling out, rude comments, throwing objects in class, out of seat, notes ● Cheating: First offense ● Chewing Gum/Candy/Food/Drinks ● Repeated dress code violations (hats) ● Property misuse ● Horseplay (running, non-threatening contact, etc.) ● PDA (Public Display of Affection) ● Tardies 	May include but are not limited to: <ul style="list-style-type: none"> ● Attempt to redirect student ● Move seat ● Time on fence during recess (7th grade) ● Students receive 2 chances to adjust behavior <ul style="list-style-type: none"> ○ 3 Negative Dojos: Teacher Detention given and Parent/guardian notified via detention form sent home for parent signature and/or a documented contact (telephone call, email or ClassDojo message). ● Parent / guardian contacted
Major School Offenses <ul style="list-style-type: none"> ● 4th and subsequent violations of the same minor offense ● Altercation/conflict ● Bullying (tripping, pushing, hitting, social exclusion). ● Cutting/Skipping Class ● Defiance to Teacher/Staff (arguing, refusal to cooperate, etc.) ● Disrespect to WMS Staff, peers, and facilities ● Disruption (class/campus) ● Excessive Horseplay (involving excessive physical contact but not fighting) 	May include but are not limited to: <ul style="list-style-type: none"> ● Teacher detention ● Parent / Guardian notification via a documented contact (telephone call, email or ClassDojo message) ● Conference with Parent / Guardian ● Administrative Referral ● SST Referral - STAR ● Meeting with guidance counselor

<ul style="list-style-type: none"> ● Fighting (instigating a fight/threatening to fight - whether a fight occurs or not) ● Harassment ● Obscene/Inappropriate Language ● Safety Violation ● Throwing Object (s) ● Tardy (3 or more) ● Theft ● Vandalism ● Threats (vs. student/staff) 	
<p>Detention Policy</p> <ul style="list-style-type: none"> ● Detention form sent home to be signed by parent ● Message sent to parent on dojo, phone call, or email in regards to detention ● Detention not served <ul style="list-style-type: none"> ○ Teacher reach out to parent, if not served after 3 attempts- refer to office ● Student are to reflect on their behavior and how to not repeat the behavior in the future 	

Rewards:

- Wildcat Warriors with 85% positive performance on Class DOJO
- Positive DOJO points/messages
- Mint Team superlatives
- Trimester Gold Team: Students who receive 90 % or higher on DOJO have a movie date during Enrichment.

Opportunity for Extra Help

- After school help on request/appointment
- Retake policy for assessments

Communication Plan

- Class DOJO
 - messaging on incidents
 - messaging on positivity within the classroom
 - Positive/negative points
- Communicate home on subsequent behaviors
 - Class DOJO message
 - Email
 - Phone Calls

Grade 8 White Team

Instructional Goals and Outcomes

- Students will take responsibility for their own learning by:
 - Being on time
 - Staying on task
 - Coming prepared to learn everyday
- Students will continue to improve their study skills and organizational skills

Classroom expectations and rules will be posted in each room

- Students will arrive promptly to class
- Students follow posted class routines
- Students need permission to leave class

- o Bathroom/Bubbler: 8th grade hall pass and fill out log book
- o All other destinations: A pass must be signed by teacher and the log filled in

Expectations for Student Performance & Behavior

- Students will be on time, on task, and prepared to learn everyday
- Students will complete tasks to the best of their abilities
- Students will show respect for WMS staff, school facilities, and peers
- Students will continue to learn and work towards mastery of all standards

Consequences

Behavior	Consequence
Minor School Offenses – <ul style="list-style-type: none"> ● Defiance (1st Offense) ● Disruptions such as calling out, rude comments, throwing objects in class, out of seat, notes ● Repeated dress code violations (hats) ● Property misuse ● Horseplay ● PDA ● Tardies ● Repeated minor offenses 	May include but are not limited to: <ul style="list-style-type: none"> ● Attempt to redirect student ● Move seat ● Students receive 2 chances to adjust behavior ● Parent / guardian contacted ● Teacher detention ● Conference with Parent / Guardian
Major School Offenses <ul style="list-style-type: none"> ● Altercation/conflict ● Bullying (tripping, pushing, hitting, social exclusion). ● Cutting/Skipping Class ● Defiance to Teacher/Staff (arguing, refusal to cooperate, etc.) ● Disrespect to WMS Staff, peers, and facilities ● Disruption (class/campus) ● Excessive Horseplay (involving excessive physical contact but not fighting) ● Fighting (instigating a fight/threatening to fight - whether a fight occurs or not) ● Harassment ● Obscene/Inappropriate Language ● Safety Violation ● Throwing Object (s) ● Tardy (3 or more) ● Theft ● Vandalism ● Threats (vs. student/staff) 	May include but are not limited to: <ul style="list-style-type: none"> ● Administrative Referral ● SST Referral - STAR ● Meeting with guidance counselor
Detention Policy <ul style="list-style-type: none"> ● Detention form sent home to be signed by parent ● Message sent to parent on dojo, phone call, or email in regards to detention (if skipped) ● Detention not served <ul style="list-style-type: none"> o Teacher reach out to parent, if not served after 2 attempts- refer to office ● Student are to reflect on their behavior and how to not repeat the behavior in the future 	

Rewards:

- o Wildcat Warriors with 85% positive performance on Class DOJO
- o Positive DOJO points/messages
- o Mint Team superlatives
- o Trimester Gold Team: Students who receive 90 % or higher on DOJO have a movie date during Enrichment.

Opportunity for Extra Help

- After school help on request/appointment
- Retake policy for assessments

Communication Plan

- Class DOJO
 - o messaging on incidents
 - o messaging on positivity within the classroom
 - o Positive/negative points
- Communicate home on subsequent behaviors
 - o Class DOJO message
 - o Email
 - o Phone Calls
 - o Detention slips

Unified Arts / STEM Team

Instructional Goals and Outcomes

- Students will be on time, on task, and prepared to learn everyday
- Students will take responsibility of their own learning
 - o Student will take ownership in their academic classes
 - o Students will continue to improve their study skills and organizational skills

Classroom procedures and rules will be posted in each room

- Students will arrive promptly to class
- Students will be prepared for class:
 - o Notebook / binder out
 - o Writing utensil out
 - o Begin warm up / task
- Students will raise their hand before speaking out in class
- Students need permission to leave class
 - o A pass must be signed by teacher and the log filled in

Expectations for Student Performance & Behavior

- Students will be on time, on task, and prepared to learn everyday
- Students will complete tasks to the best of their abilities
- Students will show respect for WMS staff, school facilities, and peers
- Students will continue to learn and work towards mastery of all standards

Consequences

Behavior	Consequence
Minor School Offenses – <ul style="list-style-type: none"> ● Defiance (1st Offense) ● Disruptions such as calling out, rude comments, throwing objects in class, out of seat, notes ● Cheating: First offense 	May include but are not limited to: <ul style="list-style-type: none"> ● Attempt to redirect student ● Move seat ● Time on fence during recess (7th grade) ● Students receive 2 chances to adjust behavior <ul style="list-style-type: none"> o 3 Negative Dojos: Teacher Detention given and Parent/guardian notified via detention form sent home

<ul style="list-style-type: none"> ● Chewing Gum/Candy/Food/Drinks ● Repeated dress code violations (hats) ● Property misuse ● Horseplay (running, non-threatening contact, etc.) ● PDA (Public Display of Affection) ● Tardies 	<p style="text-align: center;">for parent signature and/or a documented contact (telephone call, email or ClassDojo message).</p> <ul style="list-style-type: none"> ● Parent / guardian contacted
<p>Major School Offenses</p> <ul style="list-style-type: none"> ● 4th and subsequent violations of the same minor offense ● Altercation/conflict ● Bullying (tripping, pushing, hitting, social exclusion). ● Cutting/Skipping Class ● Defiance to Teacher/Staff (arguing, refusal to cooperate, etc.) ● Disrespect to WMS Staff, peers, and facilities ● Disruption (class/campus) ● Excessive Horseplay (involving excessive physical contact but not fighting) ● Fighting (instigating a fight/threatening to fight - whether a fight occurs or not) ● Harassment ● Obscene/Inappropriate Language ● Safety Violation ● Throwing Object (s) ● Tardy (3 or more) ● Theft ● Vandalism ● Threats (vs. student/staff) 	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> ● Teacher detention ● Parent / Guardian notification via a documented contact (telephone call, email or ClassDojo message) ● Conference with Parent / Guardian ● Administrative Referral ● SST Referral - STAR ● Meeting with guidance counselor
<p>Detention Policy</p> <ul style="list-style-type: none"> ● Detention form sent home to be signed by parent ● Message sent to parent on dojo, phone call, or email in regards to detention ● Detention not served <ul style="list-style-type: none"> ○ Teacher reach out to parent, if not served after 3 attempts- refer to office ● Student are to reflect on their behavior and how to not repeat the behavior in the future 	

Rewards:

- Wildcat Warriors with 85% positive performance on Class DOJO
- Positive DOJO points/messages
- Mint Team superlatives

- o Trimester Gold Team: Students who receive 90 % or higher on DOJO have a movie date during Enrichment.

Opportunity for Extra Help

- After school help on request/appointment
- Retake policy for assessments

Communication Plan

- Class DOJO
 - o messaging on incidents
 - o messaging on positivity within the classroom
 - o Positive/negative points
- Communicate home on subsequent behaviors
 - o Class DOJO message
 - o Email
 - o Phone Call

A quick overview of ClassDojo

Used by teachers in 1 in every 2 schools, ClassDojo is the most popular classroom management app in the U.S. ClassDojo helps teachers encourage students in the classroom, and it also gives them a simple, easy way to communicate with parents.

Features

- Improve classrooms by giving students positive feedback for any skill, like participation, persistence, or curiosity - it's fully customizable.
- Teachers can keep parents in the loop with free, instant messaging.
- Parents and students can review feedback from home.
- ClassDojo works on any iOS/Android device or web browser.
- Administrators can get involved and see student progress by signing up as a "Teacher," and asking teachers to share their classes with them.
- ClassDojo is free for everyone. In the future there may be some optional, premium features available.

What makes ClassDojo safe?

ClassDojo is fully-compliant and protects personal information

- ClassDojo is TRUSTe-certified COPPA-compliant and helps schools meet their FERPA requirements. In Canada, ClassDojo abides by the PIPEDA principles.
- All information on ClassDojo is private between teachers, parents, and students. Information is never sold and ClassDojo permanently deletes students' personal information when they stop using ClassDojo.
- Teachers, parents, and students can always access and delete their information at any time. They are always in control.

Security is top of mind for ClassDojo

- ClassDojo uses bank-grade security at the software and network level to ensure all data is transmitted securely.
- All information is stored in highly secure, access-controlled data centers.
- ClassDojo works regularly with third-party auditors and a bug bounty program to continually improve its security measures.

The ClassDojo Support Team is always accessible

- The ClassDojo Support Team quickly responds to all questions from teachers, parents, students, and administrators.
- Support is available 24/7.

BULLYING PREVENTION

The Webster Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The [Webster Bullying Prevention Plan](http://www.webster-schools.org) is available at www.webster-schools.org. It contains definitions of bullying, cyber-bullying and retaliation and describes how to file a bullying complaint. The Plan also documents the actions school officials will take to investigate the complaint and to respond to acts of bullying. Forms for filing complaints are included in the plan.

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

- Call the Bullying Prevention Hotline at 508.943.0104 x. 27
- Send an email to bullying@webster-schools.org
- Drop a note at your school office or at the Filmer Administration Building

Bullying – Cyber-Bullying – Harassment – Sexual Harassment

Bullying and harassment are major distractions from learning. The grades of victims can suffer. Fear can lead to chronic absenteeism, truancy and dropping out of school. We recognize that “certain students may be more vulnerable to becoming a target of bullying and harassment based on actual or perceived differentiating characteristics to include 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 or by association with a person who has or is perceived to have one or more of these characteristics.” Webster Middle School will take specific steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. Bullying and harassment of any type has no place in a school setting. Webster Middle School will endeavor to maintain a learning environment free of bullying and harassment.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or adults of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim 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 cyber- bullying

“Cyber-bullying”, as defined in M.G.L. c. 71, § 37O, 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. Cyber-bullying 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. Cyber-bullying 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.

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.

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

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

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

- Submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition for a student's education or of a student's participation in school programs or activities.
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school performance by creating an intimidating, hostile, humiliating or sexually offensive school learning environment.
- Other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to males or females.
- Examples of sexual harassment, depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness, are:
 - Unwelcome sexual advances - whether they involve physical touching or not.
 - Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess.
 - Unwelcome leering, whistling, brushing against the body, intentionally impeding movement, sexual gestures, suggestive or insulting comments.
 - Continuing to express sexual interest after being informed that the interest is unwelcome.
 - Coercive sexual behavior used to control, influence, or affect educational opportunities, grades or the learning environment of the student.
 - Offering or granting favors or educational benefits such as grades or recommendations in exchange for sexual favors. Retaliation against a student because the student has filed a bullying/harassment complaint, or assisted or participated in an investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action as outlined below.

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

be grounds for disciplinary action up to and including:

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

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

Harassment/Sexual Harassment Complaint Procedure:

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

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

Chapter 164 of the Acts of 2000

AN ACT RELATIVE TO THE CRIME OF CRIMINAL HARASSMENT

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

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

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

Webster Middle School Bullying Investigation Process

1. Contact the Parent(s) of the Target
2. Contact the Parent(s) of the Aggressor(s)
3. Determine if any actions need to be taken to maintain the safety of the target or other witnesses/reporters during the investigation
4. Interview the reporter
5. Interview the target if different than reporter
6. Determine witnesses (if any) and interview
7. Identify any adults present, interview
8. Investigate actions by aggressor's friends or others on his/her behalf
9. Ask about online involvement
10. Question about behaviors which are threatening in the context of bullying but are not explicitly forbidden in the school's discipline code
11. Determine the merit and the plausibility of the report
Determine if the incident should be reported to Law Enforcement

The Principal or Designee will develop a Response Plan that includes:

- Safety Plan for the Target
- Disciplinary actions taken against the aggressor for bullying or retaliation (keep in mind that the law states the “disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.”)
- Possible referral for the target and aggressor for in-school services such as counseling or the need to involve outside agencies.
- Notification of the Target's parents of the findings of the investigation, the plan and steps that will be taken to prevent any further acts of bullying or retaliation. Information regarding specific student outcomes will be shared with parents or guardians of that child only.
- Notification of the parents of the Aggressor(s) of the findings of the investigation, corrective actions, referrals, and/or disciplinary actions that will be imposed.
- School representatives have up to fourteen days to carry out the necessary investigatory procedures and communicate outcomes.

If step 2 fails, report the incident to the Principal or Assistant Principal for further assistance in resolving the matter. Disciplinary action may be taken.

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

Assault or Harassment (Threats)

Behavior directed at another student or adult which produces mental pressure or physical distress will be considered **assault** or **harassment**. 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. The following procedures 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, Principal, or Assistant Principal who will take appropriate action.
- If warranted or if a further review is requested, the Superintendent will be informed and will review the situation.

Retaliation or threats of retaliation upon the victim is unlawful and will not be tolerated.

Hazing

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



WEBSTER MIDDLE SCHOOL

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Principal
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www.webster-schools.org

Anthony J. Kaczynski
Assistant Principal
Fax: (508) 949-2648

Student Bullying Incident Report

Date:

Name:

Grade:

Teacher:

Person Making this report (if different then student)

Relationship to student:

Names of other students involved or witnesses to the incident

Teacher's Name / Grade

Describe the incident:

Health and Wellness

Nursing Services

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

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 school nurse, along with the M.D. order and the note of permission, in the *original medication bottle containing the prescription label*. Please do not send medications in plastic bags or in unmarked bottles - NO MEDICATIONS WILL BE ADMINISTERED WITHOUT THE ORIGINAL PRESCRIPTION LABEL INDICATING DOSAGE AND THE PRESCRIBING PHYSICIAN. Forms are available at the school nurse's office. Tylenol will not be given to any child without parental permission. Parents wishing their children to receive Tylenol should contact the school nurse, who will assist them further with this process.

Health Issue Notification

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

Policy on Pediculosis (Head Lice /Nits)

The Webster Public School System has adopted a NO Live NIT POLICY. PEDICULOSIS (lice/nits) is highly communicable and all children are vulnerable to outbreaks. The negative effects they suffer range from the discomfort and social stigma of lice — to the loss of valuable class time — to repeated exposure to pesticide shampoos. What this means to you is that if your child is found to have live head nits or lice, he/she will be dismissed from school and will continue to be excluded from school until nit free. Families become upset by the frustration, anger and confusion that is often caused by pediculosis outbreaks. To reduce — AND HOPEFULLY ELIMINATE — such outbreaks, the Webster Public School System has adopted this NO Live NIT POLICY. The school nurse is available to answer any questions you may have and can provide you with accurate information. If you find that your child has contracted head lice, please notify the school nurse who will further evaluate the situation and will contact you to determine a treatment plan.

Health Curriculum

Students in Grades 5-8 receive instruction in human sexuality issues as part of the health curriculum. Summarized below are the main topics covered at each grade level:

GRADE 5:

"Physical and Emotional Changes" This includes an introduction to the human reproductive system.
"Personal Safety: Identification of Sexual Abuse"

GRADE 6:

“Assertive Self-Protection Skills and Sexual Abuse”

Grade 7: & 8

“Body Systems, Changes & Healthy Choices

**Webster Public Schools
Allergies in the School Setting**

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

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

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

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

Legal References:

MGL [71:37](#)

105 CMR 210.000

FERPA/HIPPA

Legal Issues in School Health Services

Managing Life Threatening Food Allergies in Schools, Massachusetts Department of Education (2002)

Policy on the Use of Technology

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 which is questionable.

Technology Use Guidelines

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

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

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

WEBSTER MIDDLE SCHOOL

75 POLAND STREET • WEBSTER, MASSACHUSETTS 01570

2016-2017

STUDENT GUIDELINES / POLICY SIGNATURE SHEET

Student's Name:

Advisory :

Grade:

Parental Permission for Internet Use/Access and School Photographs

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

My child, **may** use the Internet, while at school, according to the rules in the Webster Middle School Student Handbook.

I **do not** want my child, to use the Internet while at school.

.....

My child **may** be photographed during school sponsored events and the picture **may** be posted in the local newspaper, on bulletin boards, in computer presentations, on the school website, or some type of educational publication.

My child **may not** be photographed during school sponsored events.

.....

My signature below acknowledges that I have received my Student Handbook. It is my responsibility to read and follow the Student Handbook. I have received a copy of Massachusetts General Law Chapter 269, as outlined in the Webster Middle School Handbook, have read and generally understand its content. My signature below also acknowledges receipt and acceptance of the Guidelines for Access to the Internet policy.

Student Name

Parent/Guardian Signature

Date

In Case of Early Dismissal – Parent Notification Information Form

Dear Parents and Caregivers of WMS Students,

In the event of an early dismissal from school, it is important that parents/ caregivers and students have a plan and know how to proceed so that students themselves know what to do and where to go should school close early. It is also important, too, that the school have this information so that teachers and staff members can assist students who may be unsure about what to do should school close early.

Please take a moment to complete the bottom of this letter, detach this page and return to your child’s teacher tomorrow – this information will be kept on file in the classroom and referenced in the event of an early dismissal, and will help students to safely connect with caregivers.

Our primary means of parent notification in the event of an early school dismissal will be through the automated phone contact system. However, for a complete listing of all communication modes *please reference the information about school cancellation/delayed opening/ early release that appears on the inside cover of the WMS Student Handbook.*

Additionally, this year WMS will compile an email database to help us better communicate with our families – if you would like to receive school information via email, please be sure to include your email information below as well.

Thank you for helping our school keep students informed and safe in the event of an unexpected school closing!

Sincerely,

Jennifer R. Lundwall
Principal

Anthony J. Kaczynski
Assistant Principal

Student Name:

Grade:

Advisory Teacher:

Team:

I acknowledge that in the event of an early school dismissal, my child will:

Go home as usual as a (circle the appropriate means): bus student parent pick up walker

Go to the home of _____ . Relationship to Student: _____

Address: _____ Phone #: _____

Other (Please explain) _____

Emergency daytime parent/contact phone # _____ Email: _____

Parent/Caregiver Signature:

Date:

**2016 - 2017 WMS
STUDENT INFORMATION FACT SHEET**

Please print the information below

Student Name: _____ Student Date of Birth:

Home Address

Street, Apt./Suite: _____ City: _____
State: _____

Home Phone: _____ Secondary Phone:

Parent/Guardian Information

Mother/Guardian Name (Last, First, Middle):

Mother/Guardian Email:

Mother/Guardian Cell #: _____ Work #:

Father/Guardian Name (Last, First, Middle):

Father/Guardian Email:

Father/Guardian Cell #: _____ Work #:

Emergency Contact / Medical Information

Contact # 1 Name: _____ Relationship:

Phone: _____

Contact # 2 Name: _____ Relationship:

Phone: _____

Contact # 3 Name: _____ Relationship:

Phone: _____

Doctor: _____ Phone:

Dentist: _____ Phone:

Special Medical Considerations:

Allergies:

Other Information

Please provided us with additional information you feel the school should be made aware of:
