

St. Stephen's Armenian Elementary School
Handbook for the Elementary Students

Updated July 2023

SSAES is committed to providing a safe, inclusive, and respectful learning environment for all members of our school community, including students, parents, teachers, staff, and visitors.

SSAES does not discriminate on the basis of race, color, religion, age, disability, national origin, gender, gender identity or sexual orientation, or any other protected class. SSAES will take the appropriate action against any member of the school community who is found in violation of this policy. Any member of the school community who believes they or another school community member has been the victim of any form of discrimination, including harassment and retaliation, should report the conduct or file a complaint to the appropriate entity. SSAES will investigate all reports or complaints promptly and in an impartial and as confidential a manner as possible, to ensure prompt and appropriate action.

By upholding these principles of inclusivity and non-discrimination, we aim to create a harmonious community that embraces diversity and empowers each individual to reach their full potential academically, socially, and emotionally.

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Mission & Goals

The St. Stephen's Armenian Elementary School's (SSAES) mission is to deliver a quality education, within a bilingual and bicultural environment, which is accessible to all. SSAES works to instill students with a sense of intellectual curiosity and inspire them to become active members in both the Armenian and broader communities throughout the world.

Goals

Our goals are to provide students with:	These goals are accomplished by:
An American-Armenian education committed to academic excellence.	<ul style="list-style-type: none">● Stimulating students' interests and learning in ways that are challenging and thought-provoking.
Curriculum which nurtures the whole child, while also developing skills in the Armenian language.	<ul style="list-style-type: none">● Providing a variety of instructional materials, as well as innovative and enriching programs to enhance learning in the classroom, while also following rigorous state standards.● Differentiating teaching and learning in order to meet all students where they are in their educational journey.
An appreciation of Armenian culture & traditions.	<ul style="list-style-type: none">● Participating in a multitude of cultural and religious activities and events in and out of school.● Creating connections between Armenian and American cultures.
An opportunity to develop positive relationships.	<ul style="list-style-type: none">● Building self-esteem in order to foster a sense of fairness, respect, responsibility.● Encouraging student leadership, developing a sense of responsibility, self-discipline, cooperation, and respect for others.

I. School Hours

Nursery:	8:30 AM - 2:30 PM
Kindergarten:	8:15 AM - 2:45 PM
Elementary:	8:00 AM - 3:00 PM
Late Stay:	3:00 PM – 5:30 PM
Early Release Day:	8:00 AM – 12:00 Noon
Weather delay (one hour):	9:00 AM – 3:00 PM
Weather delay (two hours):	10:00 AM – 3:00 PM

II. Arrival and Dismissal

Arrival

Students should arrive at school between 7:45 AM and 8:00 AM. Please be aware that **there is no general supervision before 7:45 AM**. Attendance is taken at 8:00 AM.

Parents are encouraged to utilize the live drop off lane (see below) in front of the elementary building.

Dismissal

Students must be picked up by a parent or parent-designated adult at dismissal. If someone other than a parent is to pick up a child and that person's name is not on the student's consent form, the parent must provide written notification to the school office. Under no circumstances will students be allowed to leave the school premises without adult supervision. Parents assume full responsibility for their children upon pick up. In order to maintain a safe environment, parents should depart the school building immediately upon pick up.

After 3:10 PM students will automatically be escorted to the Late Stay program and will be charged accordingly.

Excused Dismissal

If a child is to be dismissed during the school day, written parental notification is required. Parents are asked to try to schedule doctors and other appointments after school hours so that students do not miss valuable learning time.

Late Stay

SSAES operates a Late Stay program until 5:30 PM Monday – Friday.

Students who are not picked up by 3:10 PM will be escorted to the Late Stay program and will be charged accordingly.

Late Stay is held in the elementary building for students in grades 1-5 and will provide students an environment to complete homework in a quiet, structured, and supervised setting. Late Stay begins with a snack and recess (students should bring a snack from home). Students will then proceed with their homework. This is NOT a tutoring or extra help period, but rather a quiet supervised study hall. Once homework is complete students are free to engage in quiet games or reading within the classroom. Late Stay students should bring a book from home. Kindergarten students will be escorted to the Preschool building for Late Stay.

The fee and hours for late stay are determined at the beginning of each academic year.

Early Release Days

On early release days, students will be dismissed at 12 noon. There will be no late stay program available on early release days. **Please be aware that while there is no lunch period on early release days, there is a snack time.**

Tardiness

Attendance is taken at 8:00 AM. Students who arrive after attendance has been taken are considered tardy and *must get a pass from the school office before entering the classroom*. While some tardiness is unavoidable, being in school on time is an important part of the education process and helps students begin their day on a positive note. Students who are late miss valuable learning.

The school's policy is firm in regards to tardiness.

Absence

Notification of absence should be called into the school office by 8:30 AM.

If a child is absent for any amount of time due to an infectious or communicable illness or health risk, the school requires a written note from the child's doctor stating the illness and the date the child is able to return to school. It is the student's responsibility to make up for any missed work. It is the responsibility of the student / parent to contact the teacher to obtain make-up work.

Traffic, Safety, and Live Drop Off

- SSAES has a Live Drop Off lane. This lane runs along Nichols Avenue from Bigelow Avenue to Elton Avenue in front of the school.
- Live drop off means that parents **should not get out of the car** but rather pull up to the live drop off area and stop the car. Students exit the passenger side of the car and proceed directly into the building.
- There is **no parking** in front of the school on Nichols Avenue (from Bigelow Avenue to Elton Avenue) between 7:30 AM and 8:30 AM
- The crosswalk must remain clear of any vehicles so pedestrians may cross safely.
- Automobiles must travel down Bigelow Avenue and turn right onto Nichols Avenue in order to enter the Live Drop Off lane.
- **No U-turns will be allowed on Nichols Ave.** Please use the ACEC parking lot to change direction.
- No live drop-off is permitted on Elton Avenue.

- Elton Avenue traffic should consist only of those families who either have children at school facilities or just the Preschool. If you have children in both schools, please consider using the drop off lane to drop off your elementary child first and then drive to the Preschool or park on Elton Avenue and walk your children to their respective buildings.
- All elementary traffic should use the Bigelow and Nichols Avenue roadways.
- Parents are asked to help facilitate a smooth and safe start to each morning by using the live drop off lane unless there is a need to enter the building (i.e. a teacher conference or meeting).

Parents may park in the following areas: Along the side of the ACEC building on Elton Avenue, Nichols Avenue across the street from the ACEC in the metered spaces, or the parking lot across the street on Nichols Avenue. Parking in the ACEC parking lot is available.

Parents should observe all traffic and parking codes. Parents are reminded **NOT** to park in the handicap space designated by yellow curbing in front of the ACEC building, or block the crosswalk at any time. Also there is **no double parking** in front of the Preschool or ACEC buildings. Parents should watch children carefully during drop-off and pick-up and be sure to follow all safety rules.

School Cancellation and Delays

SSAES will occasionally cancel school due to inclement weather or other emergencies.

School closing or delay will be posted by 6:30 AM under the name St. Stephen's Armenian Elementary School (Watertown) on Television News stations 4 (WBZ –TV), 5 (WCVB TV), and 7 (WHDH TV) and also on radio station WRKO AM/680. Some of these television stations have a place on their website to register to receive school closing information.

School closing, delay, and/or early release will also be posted on the school's web site, www.ssaes.org.

For a one hour delay, school will begin at 9:00 AM.
For a two hour delay, school will begin at 10:00 AM.
On delay days, there will be no early arrival program.
Dismissal remains the same for all grades (N=2:30pm, K=2:45pm,
Elem=3pm)

The school accounts for five snow days in developing the school calendar. If more that five snow days are taken, the days may be made up either during April vacation week or at the end of the school year.

III. Parent and Guest Visits

Unscheduled visits during the school day cause unnecessary disruption to the learning environment. In the event of any visit during the school day, parents and guests must first report to the school office on the second floor.

IV. School Dress Code

SSAES has a school uniform which promotes pride in our school.

BOYS wear:

The designated blue-plaid vest with the school emblem patch on the left side

Navy tie (for special occasions as announced)

White long or short sleeved collared shirt

Navy blue pants or shorts (No jeans)

White or navy blue socks

Black rubber-soled shoes

Navy blue sweater (not mandatory)

GIRLS wear:

The designated blue-plaid hemmed knee length jumper with the school emblem

patch on the left side

White collared blouse

White or navy blue socks or tights

White or navy blue leggings may be worn under the uniform.

Black rubber-soled shoes
Navy blue sweater (not mandatory)

Students should not wear stained or torn uniforms. Nail polish and jewelry (except stud earrings) are prohibited.

Gym Class Dress Code

BOYS AND GIRLS:

White or blue designated school emblem T-shirt
Navy blue designated school emblem shorts or sweatpants
Sneakers (no sneakers with wheels)

Students who do not wear sneakers or the proper gym uniform will not be able to participate in gym class.

Regular school and gym uniforms should be ordered from:

**[Collegiate House School Uniforms](#) (school code: SSAES)
970 Fellsway Medford, MA 02155 Phone: 781-219-4952**

Each spring SSAES also hosts a uniform fitting and ordering day. Weather permitting, all classes go outside at least once a day. Please be sure your child dresses properly. During winter months students should wear boots, hats, mittens or gloves and wear a heavy jacket or coat to school. In order to adhere to our dress code and keep our classrooms clean, snow boots cannot be worn in the classrooms. Therefore, when students wear snow boots, please remember to pack school shoes.

Please label all of your child's belongings.

Dress Code – Non Compliance

One-Two-Three Policy

First time: A note will be sent home to the parent(s.) The notice must

be signed by a parent and returned to school the following day.

Second Time per term: A second notice will be sent home to the parent(s). The notice must be signed by a parent and returned to school the following day.

Third Time per term: A third note will be sent home and a call will be made to the parent(s). The parent is required to return to school the day after receiving the third note to meet with the Head of School.

V. School Conduct and Regulations

Code of Conduct

- Come to school each day prepared to learn
- Respect all teachers, staff, students and guests
- Respect school rules and policies
- Respect school, ACEC, and personal property
- Use respectful language

Playground and Courtyard Rules

- Use play structure and other equipment properly
- Only soft foam balls are permitted in the courtyard and playground area.
- No climbing on the tree or fence
- No climbing on or beyond the courtyard railings.
- Balls should not be thrown at windows
- Equipment should be put back in its proper place

Gym and Lobby Rules

- No one should be in the gym unsupervised
- Use equipment properly.
- Balls should not be kicked or thrown against walls or the lighting
- No playing on the stage or stairs
- No climbing on or around the stacked chairs

The use of the gym is for students and staff during school hours and school-sponsored after school activities only.

Homework Policy

Homework has an important place in the educational process. It is an extension of the in-school learning experience and is assigned to help students achieve optimal learning.

It is important to set a routine which includes a time and place each evening to do homework. In addition, students should have a quiet space and proper supplies for completing assignments. Homework should have priority over all after school activities.

Homework is the student's responsibility and not the parent's. Parents are encouraged to oversee that homework is being completed and to support students without actually providing answers or doing the work.

An assignment book is provided to grades 2 – 5 students to assist with organization of homework assignments. Parents must sign the assignment book daily upon completion of homework.

When a student does not turn in his homework, *the teacher will decide whether the student will be required to finish it that evening in addition to their other homework, or whether they will be asked to do it at recess or at another time during the school day*

Teachers will not give homework to students who go on vacation when the school is in session, as they will miss teachers' explanations and instructions and valuable learning time.

Technology

Our mission at SSAES is to teach our students the skills and behaviors they will need as they move on to middle school and beyond. We have acquired and deployed a full range of computer technology in support of this mission. We expect that all students and staff members will respect SSAES core values as they use these

tools. We use software and hardware tools to block access to inappropriate websites and to safeguard our students' privacy. Computer use by students is well supervised; students are not allowed access unless a staff member is present and able to monitor them. Inappropriate use of the computers results in immediate disciplinary consequences. At the beginning of each academic year each student will receive a safe use agreement form to sign and return to the classroom teacher.

Photo Publication

SSAES provides a photo release form for all students, which gives parental consent for the school to take photos of the students to be used for all school PR, media and website purposes (i.e. yearbook, JRAK and Armenian/local newspapers). This release form is signed each September.

VI. Behavior Management

SSAES is committed to providing a respectful and positive learning community. We employ a positive and proactive approach to behavior management founded on mutual respect and consistency. Classroom teachers work with students to develop class rules and consequences. When students do not follow the rules or act inappropriately, they are reminded, redirected and may face logical consequences. Depending on the nature and severity of the offense, the classroom teacher and an administrator may determine the appropriate intervention and parent notification.

Student Termination for Behavior and Conduct

In extreme circumstances, St. Stephen's Armenian Elementary School reserves the right to terminate a student's enrollment. Some of the reasons a student may be asked to leave the school include:

- Blatant disregard for school's policies
- Extremely violent or aggressive behavior
- Causing injury to others

- Intentional damage to school property

In the event of termination, the following steps *may* be taken:

The parent will be notified of the situation and a meeting will be held with the Head of School, parents, and other involved persons. If needed, the school will inform parents of the availability of information and resources for other services.

In the event that the behavior continues with no noticeable improvement, a second meeting will be held with the Head of School, parents, and other involved persons.

If the situation continues again with no improvement the child may be terminated.

In the case of termination, no tuition refund will be given.

When a child is terminated from the school, whether initiated by the school or the parents, the school will prepare the child for termination in a manner consistent with the child's ability to understand.

VII. Referral Services

SSAES strives to provide a bilingual, bicultural education for our students. As a private school with limited resources, the school may not be able to provide every child with the support necessary for his/her individual learning needs.

Procedures for referring students to appropriate academic, social, mental health, and medical services are as follows:

- If a teacher has a concern about a student, the concern is brought to the attention of and discussed with the parent.

- If concern continues the Head of School and/or another staff member may be asked to observe the situation for additional assessment.
- The Head of School may then formally assess the concern, and meet with the child's parents and teacher as soon as possible to discuss the situation.
- An evaluation may be made. A record of this evaluation will be kept in the child's file. SSAES will support parents throughout the referral process.
- Once the evaluation is made, in order for the child to continue at SSAES it is mandatory that the parent(s) follow through with the recommendation and provide the school with the necessary follow up documentation.
- The Head of School and teacher will then review the completed recommendations with the parent(s) and determine the appropriate course of action which SSAES may or may not be able to provide.
- In limited cases, SSAES may not be able to provide the support or services recommended, in which case SSAES will support and facilitate a transition to a new learning institution.

Some referral agencies include:

- Watertown Public School Special Education and Needs Dept. 617-926-7766
- Waltham Public School Special Ed and Needs Dept. 781-893-8050 x2024
- Dept. of Social Services-Tri City Area Arlington 1-800-769-4615 and 1-800-432-1824
- Cambridge Child Care Resource Center 547-1063
- Children's Hospital (Boston) (617) 355-6000
- United Ways Parents' Line (617) 624-8020
- Family Ties For Children With Special Needs 1-800-905-Ties (8437)
- Counseling Collaborative (781) 861-1818

- Allied Rehabilitation Associates (781) 891-0452
- Mass Eye and Ear
 - Eye Department (617) 573-3048
 - Ear-Nose-Throat (617) 573-3954

VIII. Health Care

Procedures for Emergency

SSAES staff are trained in First Aid. In the event of an emergency, a certified staff member will administer first aid if needed.

Every effort will be made to contact parents immediately in the event of an emergency. However, if a parent cannot be contacted, SSAES will transport the child to the nearest hospital and will secure necessary treatment.

Notification of Injury

The school will notify parents if first aid is administered to their child.

Prescription Medications

Dispensing of any prescription medicine requires a signed medication authorization form (which can be obtained from the school office) by the parent. The form must specify both the dosage and the time to be administered. A new form is needed each time a medication is prescribed. The medication must have a current prescription label and be in the original bottle. Prescription label must include the child's name, dosage and date as well as the name and telephone number of the pharmacy.

Non-Prescription Medications

Non - Prescription medication also requires a medical authorization form, which can be obtained from the school office. This form must be signed by the parent. A medical authorization form must be renewed

every three months. Non-prescription ointments and topical lotions also require a medical authorization form signed by the parent, specifying the time and dosage.

Allergen Protocol

Given the rise of life-threatening allergies, SSAES will implement the following protocol regarding the care of students with such allergies. These procedures and guidelines require cooperation among the parents, teachers and students as all play a significant role in the safety of students with allergies. Although SSAES cannot provide an allergen-free environment, it is the goal of SSAES to minimize, to the extent possible, the risk of exposure to allergens that pose a threat to students. In addition, these protocols address the procedure to treat allergic reactions.

Family's Responsibility

- Notify the school of the child's allergies.
- Complete an "Individual Health Care Plan" (IHCP) and a "Food Allergy Action Plan" (FAAP), and provide a photo of the child and emergency contact information. Review IHCP and FAAP with the child's Teacher. (See Appendix A.)
- Provide written medical documentation, instructions and medications as directed by a physician.
- Provide signed "Authorization for Medication Consent Form" and physician's prescription for two EpiPens® annually.
- Provide properly labeled medications and replace medications after use or upon expiration. Parents should provide two epinephrine auto-injectors (EpiPens®) and ensure that expiration dates have not passed.
- Educate the child in the self-management of their food allergy including:
 - Safe and unsafe foods
 - Strategies for avoiding exposure to unsafe foods
 - Symptoms of allergic reactions

- How and when to tell an adult they may be having an allergy-related problem
- How to read food labels (age appropriate)
- After a reaction has occurred, review policies and procedures with the school staff, the child's physician and the child (if age appropriate).

School's Responsibility

- Advise parents that the SSAES is a Food Allergy Aware School and that it is a nut/peanut restricted environment. Any food items that contain peanuts, tree nuts or sesame seeds are not allowed in the facility. Products brought to school in children's lunch boxes that contain dairy and eggs should be limited and/or packed in containers with lids to prevent spilling or dispersing.
- "Classroom Allergen Awareness" letters will be sent to all parents in classrooms in which there are students with allergies, and the bottom portion of the letter will be signed by the parents and returned to the School to ensure that the procedures are understood and followed.
- Clearly mark files of students who have life threatening allergies with adhesive tabs. Ensure that the file contains an annually updated physician's prescription for an epinephrine auto injector, "Authorization for Medication Consent Form", Individualized Healthcare Plan (IHCP) and Food Allergy Action Plan (FAAP).
- Inform all Teaching and Administrative Staff, Substitutes and Extracurricular Instructors of IHCPs and FAAPs to the extent necessary to minimize students' risk of exposure to life-threatening allergens. The Homeroom Teacher will be responsible for informing Specialists (i.e., Reading Specialist, Computer Teacher, Armenian Teacher, Gym Teacher and Late Stay Teacher) of IHCPs and FAAPs with respect to a student.
- Provide appropriate training annually to all Teaching Staff to handle emergency allergic reactions.
- Ensure that all classrooms in which there is a student with life-threatening allergies are equipped with an EpiPen® box. Store

EpiPen® box in a designated area along with FAAP. FAAPs shall be placed in a conspicuous location near the EpiPen® box with a cover sheet marked “ALLERGIES” for privacy.

- Classroom teachers of students with allergies must keep an extra EpiPen® and a copy of the FAAP (Food Allergy Action Plan) with them while accompanying the student to recess, field trips and other activities that take place outside of the classroom.
- Display “Allergen Aware Classroom” signage at entrance of all classrooms.
- Prohibit parents from bringing food to class to be shared among students for class celebrations. Any food items brought to school without the teacher's consent will be returned to the parent.
- Provide snacks in Preschool that are free from tree nuts, peanuts, sesame seeds, dairy and eggs.
- Provide allergen-safe options during school-sponsored activities where food is provided for general consumption by the student body. Ensure that the Classroom Teacher monitors the child so that he or she is eating only the food prepared for them. Encourage the parent of the child with allergies to attend the event. Set up a separate table where children with allergies may sit, if they so desire.
- Classroom Teachers will closely monitor children with allergies during food consumption to avoid cross contamination.
- Sharing food will not be allowed in the classrooms.
- Instruct students to wash their hands after eating and to brush their teeth before coming to school, especially if they have eaten peanuts or tree nuts.

Student’s Responsibility

- Take as much responsibility as possible for avoiding allergens.
- Do not trade or share foods.

- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your allergies as you get older (refer to parent responsibilities outline).
- Develop a relationship with a trusted adult in the school to assist in identifying issues related to the management of the allergy in school.

Asthma

Most children with asthma will be allowed to exercise as scheduled. Parents must inform the school if their asthmatic child should engage in limited exercise. Asthmatic attacks that occur at school will be controlled by inhalant use as prescribed. The classroom teacher will keep the inhaler unless the child is at least 7 years old AND knows how and when to use it. If the attack does not subside and a parent cannot be immediately contacted the child will be transported to a hospital emergency room.

All medication will be stored out of the reach of children and under proper conditions for sanitation, preservation, security and safety.

Reporting Abuse and Neglect

SSAES staff are mandated reporters, which means they are required by law to report suspected abuse and neglect to the Department of Social Services.

Please note the following definitions:

- **Abuse:** The non-accidental commission of any act by a caretaker which causes or creates a substantial risk of harm or threat of harm to a child's well being.

- **Neglect:** Failure by a caretaker, either deliberately or through negligence to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision or other essential care.
- **Reasonable Cause:** A basis for judgment that rests on specific facts either directly observed or obtained from reliable sources, and that supports a belief that a particular event probably took place or a particular condition probably exists
- **Reportable Condition:** A serious physical or emotional injury resulting from abuse or neglect, or the commission of any act by a caretaker with a child, which constitutes a sexual offense under the criminal laws of the Commonwealth, or the physical dependence of a child upon an addictive drug at birth.

Plan for Management of infectious Diseases (Updated on February 2024)

It is our effort to protect all children from contagious illnesses. If your child has any of the following symptoms, we will contact you to pick him/her up from school (within 1-1.5 hours) both to prevent infection of the other children and to provide comfort to your child.

Your child must be kept home for 24 hours (without symptoms) before returning to school. SSAES understands that it is difficult for a parent to leave or miss work, therefore it is suggested that alternative arrangements be made.

- Fever of 100.0 or higher.
- Diarrhea or loose stools inconsistent with usual bowel movements, accompanied by other symptoms.
- Any suspicious rash.
- Vomiting.
- Any illness accompanied by open, oozing bacterial infections.
- **Any contagious illness, such as COVID19, Influenza, Strep throat, Chicken pox, Whooping cough, Measles, Conjunctivitis, Scarlet fever, etc. as noted below under “Contagious Diseases” excluding ringworm (tinea).**

When returning your child to school after an illness, please

remember:

- A child must be free from fever, vomiting & diarrhea without fever reducing medication, for 24 hours before returning to school.
 - Any child prescribed an antibiotic must take it for 24 hours before returning to school.
 - A child **MUST** be able to participate in all activities (including outdoor recess) upon returning to school.
- *The school will send a note to the parents every time there is a case of a contagious illness, such as COVID19, Influenza, Strep throat, Chicken pox, Whooping cough, Measles, Conjunctivitis, Scarlet Fever, etc. as noted below under “Contagious Diseases” excluding ringworm (tinea).**

Contagious Diseases:

Parents are asked to voluntarily report if their child has a contagious disease including:

Vaccine-Preventable Diseases: Chickenpox, Diphtheria, Haemophilus influenzae type b (Hib), Hepatitis A, Measles, Mumps, Pertussis (Whooping Cough), Pneumococcal disease, Polio, Rubella and Tetanus.

Diseases Spread through the Intestinal Tract: Salmonella, Shigella, Campylobacter, E.coli, Giardia, Norovirus, Pinworms, Hepatitis A, Hand-Foot-and-Mouth syndrome (Coxsackie virus).

Diseases Spread Through the Respiratory tract: Influenza, COVID19, Group A Streptococcal infections (strep throat, scarlet fever), Fifth disease, Meningitis, Severe acute respiratory syndromes (SARS), Mononucleosis, Cytomegalovirus infection, Tuberculosis (TB).

Diseases Spread through Direct Contact: Impetigo, Ringworm (Tinea), conjunctivitis (pink eye), scabies, pediculosis (head lice).

If you have specific questions, please discuss them with your child's pediatrician prior to school attendance. The students' information will be kept confidential.

Reference:

- Massachusetts Department of Public Health, School Health
- Manual <https://massclearinghouse.ehs.state.ma.us/SCH/S3001R.html>

COVID19 Policy

As taken from the Centers for Disease Control (CDC) guidelines last updated August 2022.

<https://www.mass.gov/info-details/covid-19-isolation-and-exposure-guidance-for-children-and-staff-in-child-care-k-12-out-of-school-time-ost-and-recreational-campprogram-settings>

Overview:

- A [rapid antigen test](#), such as a self-test, is preferred to a PCR test in most situations.
- To count days for isolation, Day 0 is the first day of symptoms OR the day the day positive test was taken, whichever is earlier.
- Contact tracing is no longer recommended or required in these settings, but schools or programs must continue to work with their Local Board of Health in the case of outbreaks.
- The Commonwealth is not recommending universal mask requirements, surveillance testing of asymptomatic individuals, contact tracing, or test-to-stay testing in schools. While masks are not required or recommended in these settings except for in school health offices, any individual who wishes to continue to mask, including those who face higher risk from COVID-19, should be supported in that choice. For those who need or choose to mask, masking is never required in these settings while the individual is eating, drinking, sleeping or outside.
- All individuals are encouraged to stay up-to-date with vaccination as vaccines remain the best way to help protect yourself and others.

Isolation and exposure guidance and protocols

Guidance for Children and Staff:

- Quarantine is no longer required nor recommended for children or staff in these settings, regardless of vaccination status or where the exposure occurred. All exposed individuals may continue to attend programming as long as they remain asymptomatic. Those who can mask should do so until Day 10, and it is recommended that they test on Day 6 of exposure. If symptoms develop, follow the guidance for symptomatic individuals, below.
- Children and staff who test positive must isolate for at least 5 days. If they are asymptomatic or symptoms are resolving and they have been fever free without the use of fever-reducing medicine for 24 hours, they may return to programming after Day 5 and should wear a high-quality mask through Day 10:
 - If the individual is able to mask, they must do so through Day 10.
 - If the individual has a negative test on Day 5 or later, they do not need to mask.
 - If the individual is unable to mask, they may return to programming with a negative test on Day 5 or later.
- Symptomatic individuals can remain in their school or program if they have mild symptoms, are tested immediately onsite, and that test is negative. Best practice would also include wearing a mask, if possible, until symptoms are fully resolved. For symptomatic individuals, DPH recommends a second test within 48 hours if the initial test is negative.
 - If the symptomatic individual cannot be tested immediately, they should be sent home and allowed to return to their program or school if symptoms remain mild and they test negative, or they have been fever-free for 24 hours without the use of fever-reducing medication and their symptoms are resolving, or if a medical professional makes an alternative diagnosis. A negative test is strongly recommended for return.

Note: At this time, the US Food and Drug Administration (FDA) has not approved or authorized any at-home rapid antigen test for use in children under 2 years of age. However, at-home rapid antigen tests may be used off-label in children under 2 years of age for purposes of post-exposure, isolation, and symptomatic testing. It is recommended

that parents or guardians deciding to test children under 2 years of age administer the at-home rapid antigen test themselves.

COVID-19 symptoms

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Muscle aches or body aches
- Cough (not due to other known cause, such as chronic cough)
- Sore throat, *when in combination with other symptoms*
- Nausea, vomiting, *when in combination with other symptoms*
- Headache, *when in combination with other symptoms*
- Fatigue, *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies), *when in combination with other symptoms*

Lice Policy

Based on Centers for Disease Control (CDC) guidelines, the American Academy of Pediatrics (AAP) guidelines, Up-to-date (a medical resource) and our own guidelines:

If a teacher suspects a case of lice, the Head of School/the Preschool Director will ask the parents and/or the health committee members to check the children's classmates' hair and scalp for lice.

Examinations that are done by the health committee are done on a voluntary basis; these examinations will be done in the classroom, in full view of the teachers and other students.

Children in other classrooms may also be checked for lice if they have had close contact with other children that may have had contact with lice.

When a child is found to have lice, the school will contact the parents to have them pick the child up right away so as to start treatment as soon as possible.

The child may return to class once treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

The parents should follow the manufacturer's instructions for whatever lice treatment medication they are using.

It is recommended that the parent comb out any nits, dead or live lice using a fine-toothed nit comb several times –usually 8-12 hours after treatment and then again every 2-3 days for the next 2-3 weeks.

If re-treatment is required by the lice treatment medication, the parents need to re-treat the child 7-10 days after the first treatment (the timing of the second treatment is determined by the medication used). The parents must read the instructions carefully and/or ask their pediatrician.

All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated.

All infested persons (household members and close contacts) and their bedmates should be treated at the same time.

If a parent refuses to have their child checked for lice, or does not agree with the teachers'/health committee's suspicion of lice, then they must take their child to their own pediatrician and/or professional nitpicker and return with documentation from the doctor and /or nitpicker stating that they were checked, and whether or not they have lice, before returning to school.

If there is still an issue with a parent not agreeing with our diagnosis, then there is the option of the preschool director or Head of

School providing the parent with a list of professional lice nitpickers that the parents can consult, if they wish to do so, on their own.

IX. Snacks, Lunches, and Party Guidelines

Hot lunch is offered every day at the school. Lunch menus are placed on the parents' website every two months. Parents order lunch online and pay only for the days that they have selected. The rest of the time students bring their own lunch from home. The school provides snacks at the preschool level, but beginning Kindergarten students bring their own snack to school every day.

Due to an increase in childhood allergies and the serious health risks to some students, SSAES is an Allergen Safe school. *Some classrooms may have prohibitions based on the makeup of the class.*

Parents are asked to help keep all of our students safe by **reading food labels carefully to make sure items sent to school do not contain peanuts or peanut by-products.**

In addition, SSAES strives to promote nutritious eating habits in order to maintain a healthy learning environment for all of our students. Therefore, students are encouraged to bring a nutritionally balanced lunch and snacks to school which should include foods from the basic four food groups (fruits and vegetables; bread/grains, dairy, and meat/beans.) Candy, gum, and soda should not be brought to school at any time

There are no birthday parties with food celebrated at school. The teacher will mention the student's birthday and a special birthday song will be sung to the child by his/her classmates.

Lunch and snacks should be kept in a lunch box or bag. Napkins and utensils should be included, as the school does not provide these items. Glass bottles or containers are not allowed, due to possible breakage.

X. Prohibited Items

The school provides many educational and fun toys to all classes. Children should not bring toys (including sports equipment) to school, except on days assigned for Show & Tell or as assigned by the teacher. Video games, cellular telephones, smart watches and other electronic devices are prohibited in school at all times. Guns, knives, swords or other weaponry, real or toy, are prohibited at all times. Any student who is found on school premises or at school-sponsored or school-related events in possession of a dangerous weapon including ,but not limited to a gun or a knife or a controlled substance may be subject to expulsion from the school.

XI. Report Cards

Kindergarten students

Progress Reports will be issued twice a year, in January and June.

Elementary students

Report cards will be issued three times a year, in November, March and June.

Conferences

Regular Parent/Teacher Conferences are scheduled twice during the school year when written progress reports or report cards are issued. Additional conferences may be arranged by the classroom teacher as needed. In addition, parents may schedule additional meetings with the teacher. However, for reasons of confidentiality and to provide parents with the teacher's full attention, parents are asked to schedule these appointments (i.e. email or phone) rather than approaching teachers at arrival or dismissal.

XII. Student Records

Information contained in a child's record is privileged and confidential. The school will not distribute or release record information to anyone except the Administration and teaching staff without the specific written consent of a parent or legal guardian. Parents will be notified if their child's record is subpoenaed.

Access to Student Records

Parents may access their student's record by contacting the Head of School. In order to duplicate or disseminate their child's record, a written request must be made to the Head of School. The school may charge a fee for copies of student records.

Amending School Records

Parents have the right to add information, comments, or any other relevant material to their child's record.

Requests to amend a student record must be made in writing to the Head of School.

XIII. Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is an integral part of our school community. Parents are encouraged to attend monthly meetings and bring their energy and expertise to the PTO's enrichment and fundraising activities.

Updated news and information as well as contact information for the PTO executive is available on the school's website.

XIV. SSAES Volunteer Hour Program

SSAES will offer parents an alternative way to contribute to the wellbeing of our school community in addition to our traditional volunteer service hours. Families *may* offer a \$100/hour substitute, tax-deductible, donation to SSAES to fulfill any amount of volunteer hours up to the 10-hour requirement.

Our goal is to have 100% compliance, where all parents have completed their family program obligation through hours volunteered and/or donated.

Program Overview

- Each family is required to give 10 hours of volunteer time to the school.
- Families may assign a designee to cover a volunteer hours (e.g. a child's grandparent)
- If hours are not or cannot be fulfilled, families must buy out their commitment
- Volunteer hours and buyout requirement will be enforced
- Invoice updated once a month
- At the beginning of the school year, each family's school invoice will show a \$1,000 line item for volunteer hours. As hours are completed the account will be credited accordingly once a month.
- Volunteer opportunities and signups can be found on Signup Genius
- We have created new opportunities for volunteering, such as time spent at committee meetings, work completed at home or at an event, preparations, cleanup, shopping for supplies, etc.
- If someone donates goods that do not count as volunteer hours, instead the parent can receive a donation receipt from the Assistant Treasure when requested.
- The high-level process for the entire program is outlined below:



School Committees

Each committee will have Officers - a chair and at least 1 vice-chair

- These positions are elected by Committee members through a formal election process
- Officer terms begin and end after the elections in September (subject to change later this year)
- Officers are limited to a maximum of two one-year terms (if in the 3rd year there are no candidates for officers the existing officers can serve for an additional year.)
- Every committee will have at least 1 meeting with the Board during the school year
- Every Committee has a board Liaison. The Committee Chair will be the main point of contact to board Liaison.

Qualified Hours:

1. Non-Meeting Committee Work

- Example: Time spent editing new communications as part of marketing committee
- Example: Time spent coordinating a break fix or researching new software as part of Technology committee

2. PTO Event Support

- Example: Hours signed-up for and worked at PTO Christmas party
- Example: Time spent contacting potential sponsor for wine tasting event

3. Room Parent

- Worth 10 hours for service during the academic year
- Room parent details:
 - One room parent per classroom needed to work with teacher(s) to relay information to parents
 - Promote school events and fundraisers through email communication to parents
 - Facilitate ticket sales for school events and fundraisers
 - Coordinate teachers' gifts at Christmas and end of year
 - Coordinate with parents during Teacher Appreciation Week
 - Organize parent meet ups

How to Submit Volunteer Hours

1. Access RenWeb through ssaes.org: St. Stephen's Armenian Elementary School - RenWeb & Stay Informed (ssaes.org). If you are a new SSAES family, please follow instructions to login to your account:

<http://ssaes.org/images/Parents/ParentsWebLoginInstructions.pdf>

2. Once logged in, under Family, click Family Home

3. In the Service Hours section, click Add and fill in the form. Enter the date of Service, the number of hours you volunteered, along with a description of the volunteer activity.

4. Click Save when finished. Thank you for submitting your volunteer hours

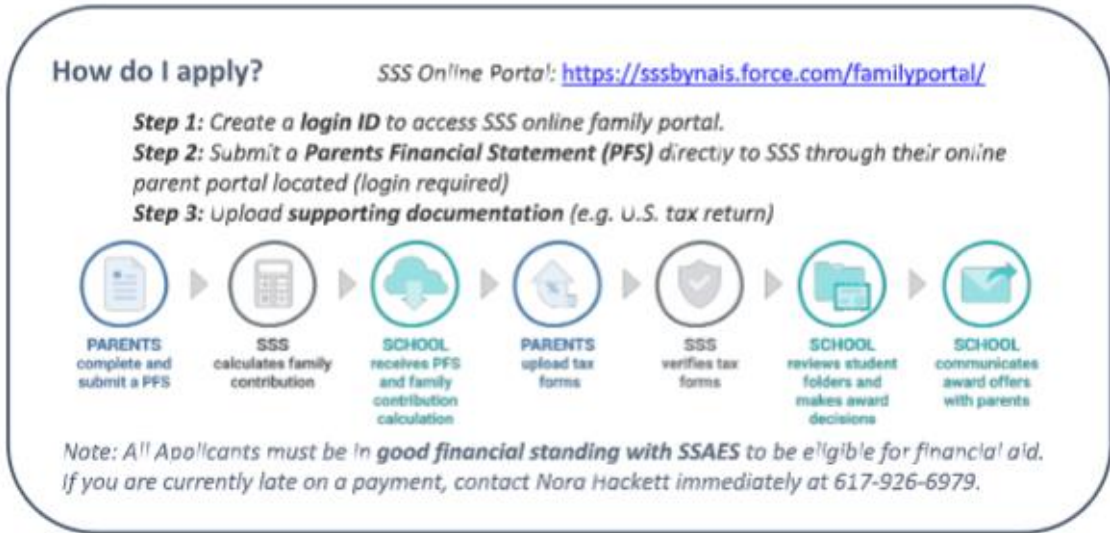
You are responsible for logging in your own volunteer hours on Renweb every month.

XV. Financial Aid

The school offers a need-based financial aid program for (N-5) families that meet generally accepted requirements that have been broadly applied by similar schools nationally. The amount of financial aid available is limited. The school uses an outside agency, “School and Student Service for Financial Aid” (SSS), who determines eligibility for the need-based award program. The National Association of Independent Schools administers the SSS program. This program is **confidential** and is designed to provide an objective measure for a family’s means to pay tuition.

If you would like to apply for financial aid, you can either see the school treasurer by mid-May to receive the Financial Aid Package or apply on-line at SSS.nais.org/parents. **Our school code is #3676.** These applications must be completed and sent to the “School and the Student Service for Financial Aid” by May 25th. SSS will analyze the data and report back to us with their recommendation.

Why Round 1 or Round 2?	
Round 1	Round 2
Current families only	Current and New families
Higher Aid Budget	Lower Aid Budget



XVI. Field Trips

Each year SSAES provides a number of enrichment experiences outside of the classroom, including field trips. At times, parents may be asked to chaperone for field trips. While SSAES hopes that many parents will have an opportunity to share this experience with their child and many parents express interest in participating, only a limited number of chaperones can be accommodated per field trip. SSAES will determine the number of chaperones necessary for each trip and the classroom teacher will finalize the chaperone list. Chaperones will be assigned a group of students to supervise, engage, and ensure their safety. Chaperones must stay with their assigned group throughout the duration of the field trip.

Fifth Grade Class Field Trip to Armenia

SSAES provides a unique experience for fifth grade graduating students and their parents. A two week fully chaperoned educational field trip to the Republic of Armenia complements our students' learning in May, enjoying an exciting opportunity to celebrate Armenian Independence Day in Armenia.

The school has designed a safe, educational, and fun itinerary which fully compliments our students' learning at our school. Students visit

several cities and villages, museums, landmarks, monuments, and schools, about which they have studied for many years.

Due to ongoing conflicts in the regions, the school board will only allow this trip when the State Department's Travel Advisory is favorable (Level 1 or 2).

XVII. CORI for Volunteers

In accordance with Massachusetts State Law (M.G.L. c. 71, § 38R), all volunteers in the school must obtain a CORI (Criminal Offender Record Information) form. This includes all N-5 parents who volunteer their time chaperoning on field trips, covering teachers' lunch, conducting book clubs, helping students in the library, and/or other activities within the school. The completed CORI form, which is valid for 3 years, will be placed in their child's file. Those who will volunteer in the above cases, they should complete the CORI Request Form and pay the CORI fee (\$25) to SSAES on the first day of school.

XVIII. Bullying Prevention and Intervention Plan

Introduction

At SSAES we expect that all members of our school community will treat each other with civility and respect. The school is committed to providing all students with a positive learning environment that is free from bullying and cyber-bullying.

The SSAES Bullying Prevention and Intervention Plan ("Plan"), set forth below, is published in response to the recently enacted Massachusetts law against bullying. It is an integral part of our efforts to promote learning and prevent behavior that can impede the learning process.

It is important that this Plan be well understood by all members of the SSAES community. The Head of School is in charge of the implementation and administration of the Plan. Questions and concerns related to this Plan may be referred to her.

Policy against Bullying, Cyber-bullying, and Retaliation

The school will not tolerate any form of bullying or cyberbullying, nor will tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying and cyber-bullying are prohibited on school premises and at school sponsored programs, activities and events. Bullying and cyber-bullying also are prohibited in vehicles used by the school for field trips, and through use of technology or an electronic device owned, leased, or used by the school.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or electronic device that is not owned, leased, or used by the school, if the bullying creates a hostile environment at school for a targeted student; infringes on the rights of a targeted student at the school; or substantially disrupts the educational process or the orderly operation of the school.

Definitions under the Law. The following definitions are drawn from the Massachusetts law against Bullying:

Bullying. *“Bullying” is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:*

- causes physical or emotional harm to the victim or damage to the victim’s property;
- places the victim in reasonable fear of harm to himself or herself or of damage to his or her property
- creates a hostile environment at school for the targeted student;
- infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying. *Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines and the internet. It includes, but it is not*

limited to, e-mail, instant messages, text messages, and internet postings, whether on a webpage, in a blog, or otherwise.

Hostile Environment. *A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe to alter the conditions of a student's education.*

Retaliation. *Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.*

Prevention of Bullying and Cyber-bullying

From nursery grades at SSAES, students learn that they have to treat each other with civility and respect. Teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce our standards concerning student conduct.

We have an excellent social and emotional learning curriculum (The Open Circle) which we have been using for the past seven years, K through Gr. 5. In every grade, twice a week, 15 minutes are dedicated to the implementation of this curriculum. When a new teacher joins our faculty, the school provides for the Open Circle professional development workshops and ongoing training. We are very proud to call SSAES an Open Circle school. *We also employ a responsive classroom, an approach that emphasizes the strong link between academic success and social-emotional learning. All our teachers are trained in Responsive Classroom techniques (Aug. 2018).*

Morning Assemblies are utilized by the Head of School to make sure that students are well informed about what is expected of them and to reinforce positive conduct.

The administration and faculty recognize that it is essential that expectations for student conduct extend to hallways, lunch, recess, school programs, school events and field trips. The school ensures

that ample adult supervision is provided on school premises as well as on field trips.

Reports of Bullying, Cyber-Bullying, or Retaliation

Any student who is the target of bullying or cyberbullying or has witnessed an incident of bullying or cyberbullying or has relevant information about bullying and cyber-bullying prohibited by this policy is strongly encouraged to promptly report the matter orally or in writing to the Head of School or to any faculty or staff member with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent of a student who is the target of bullying or cyberbullying or of a student who has witnessed or has relevant information about bullying or cyberbullying is strongly urged to promptly notify the Head of School. Furthermore, any parent who has witnessed bullying and cyber-bullying or has relevant information concerning such an incident is strongly urged to come forward to the Head of School. A parent should also report any incident of retaliation in violation of this policy to the Head of School in writing.

Any member of the faculty or staff of the School who witnesses or becomes aware of bullying or cyberbullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the Head of School. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him of an allegation of bullying, cyber-bullying, or retaliation.

Faculty and staff may not, under this policy, make reports anonymously. The school also urges students and their parents not to make reports anonymously. It is far more difficult to determine the facts of what occurred if complaints are made anonymously. Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to know basis.

All reports will be documented in writing, using SSAES Bullying and Intervention Incident Reporting Form. (Attachment)

Responding to a Report of Bullying, Cyber-bullying, or Retaliation

- **Preliminary Steps.** When a complaint of bullying, cyber-bullying or retaliation is brought to the attention of the Head of School, an assessment is made as to whether any initial steps should be taken to protect the well being of students and to prevent disruption of their learning environment while the investigation is being conducted. Responses to promote safety may include, but not be limited to pre-determining seating arrangements for the target and aggressor in the classroom and altering the aggressor's access to the target.
- **Obligation to Notify Parents.** It is the policy of the School to notify the parents of any student who is an alleged target of bullying, cyber-bullying, or retaliation and the parents of an alleged aggressor promptly after a complaint has been made.
- **Investigation.** An impartial investigation is conducted by the Head of School. That investigation may include interviews with the person who made the complaint and with any students, faculty, staff or other persons who witnessed or have relevant information about the alleged incident. Depending on the circumstances, the Head of School may choose to consult with other teachers.
- **Resolution, Notification, and Follow-Up.** Following interviews and any other investigation, the Head of School will determine whether and to what extent the allegation of bullying, cyber-bullying or retaliation has been substantiated. If it is determined that the policy set forth in this plan has been violated, the Head of School will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented.

The goal of an investigation and the following disciplinary or remedial process is to correct the situation to the extent that is reasonably possible and to take steps to prevent a repetition of the incident and to

prevent the target and others who participated in the investigation from being subject to retaliation.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Chapter 119, Section 51A of the Massachusetts General Laws, law enforcement or another appropriate government agency may be notified.

Upon completion of the investigation, the Head of School will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and to inform the parties of the steps that will be taken to correct the situation. The amount of information provided in these meetings may be limited by confidentiality laws protecting student records.

Follow-up contacts will be made with any student found to have been targeted in violation of this policy and his/her parents to inquire if there have been further incidents.

All the above actions will be documented without delay by using SSAES Investigation and Conclusions from the Investigation Form (Attachment).

Conclusion

This Plan is intended:

- To protect all students and ensure that they feel safe by preventing bullying and cyber-bullying
- To encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy
- To prevent retaliation against any student or parent who reports bullying or cyber-bullying
- To implement appropriate discipline and other corrective measures when they are found to be needed.

XIX. Parental Compartment

At SSAES, we believe that a positive partnership between the school and a student's parents is essential to the fulfillment of the school's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved. To assist in creating the most effective relationship, the school expects that parents will observe the following guidelines:

- Share the school's vision
- Support the mission of the school
- Support the teachers and administration
- Understand and support the school's philosophy, policies, and procedures.
- Support the school's disciplinary process
- Encourage integrity and civility in the student
- Be a role model, especially when it comes to behavior at school
- Participate in the establishment of a home/school and school community relationship built on communication, collaboration, and mutual respect
- Be respectful in tone and content in all communications with school personnel
- Acknowledge the value of the educational experience at the school by making regular and timely school attendance a priority, and scheduling non-emergency appointments outside the classroom day

The school understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, the school reserves the right to dismiss a student whose parents fail to comply with the school policies or procedures. The school also reserves the right to refuse re-enrollment of a student if the school believes the actions of a parent make a positive, constructive relationship impossible, or otherwise may interfere with the school's accomplishment of its mission and/or educational goals. In sum, the school hopes that families will abide by the Head of Schools described above.

XX. Building Security

- All exit doors are locked, alarmed, and equipped with cameras visible to building administration.
- Main entrance doors are locked during primary school hours to ensure controlled access to the buildings.
- The doors will be unlocked and staffed for 15 minutes before and after drop off and pickup.
- Main building doors are equipped with intercoms, cameras and buzzers to allow building administration to confirm entry.

XXI. Emergency Procedures

SSAE implements 3 primary safety drills throughout each year. These drills and procedures are in accordance with the guidelines identified by the Watertown Police and Fire Departments as well as those established by the Boston area schools to ensure safety to our students and faculty.

1. Evacuation
2. Shelter-in-place
3. Lockdown

Building evacuations, often known as fire drills, are conducted when the interior of the school building can be harmful to its inhabitants, such as gas leaks, loss of heat, and smoke. Fire drills are conducted regularly to practice and evaluate the promptness of the inhabitants evacuating the building. Depending on the situation an evacuation can result in a shelter-in-place at an alternative location. In case of a natural disaster, the director will call the local emergency management authorities to determine whether to evacuate or shelter in place.

These drills are conducted quarterly by the Watertown Fire Department. The Director may also conduct drills monthly and maintain documentation of the date, time and effectiveness of each drill.

In the case of an actual evacuation, students and teachers will be evacuated to:

Primary evacuation site:

**St. Stephen's Armenian Apostolic Church Hall
Artsakh Street
Watertown MA**

Alternate Evacuation Site (In case the primary evacuation site is unavailable)

**Armenian Memorial Church
32 Bigelow Ave
Watertown MA**

A **shelter-in-place** is conducted when the exterior of the building presents a threat. All individuals are brought into the safety of the building until the incident has dissipated. Depending on the situation a shelter-in-place can result in an evacuation to an alternative location or escalate into a lockdown.

If for any reason the surrounding area of the building presents a threat or emergency personnel need access to the building, the students and faculty will proceed to a secondary shelter at St. Stephen's Armenian Apostolic Church or a tertiary shelter at the First Armenian Memorial Church. Parents will be notified via text, phone or email (based on their preset ParentAlert notifications) of the situation, location of the students and next steps. The school requests parents not contact the school and tie up phone lines in these situations.

A **lockdown** occurs when an intruder has compromised the school. All individuals are protected behind locked doors, until an evacuation is possible. The goal is to keep children and staff safe until the police or other emergency responders can respond and eliminate the threat. Communications between the school and parents cannot be conducted at this time. All focus will be on responding quickly and efficiently to the situation.

PLAN FOR MISSING CHILDREN

Children are supervised and every effort is made to ensure that all children are accounted for at all times when they are in our care.

However, in the unlikely event a child is missing, at school or on field trips, SSAES has a plan of action in place.

APPENDIX A

**BULLYING PREVENTION AND INTERVENTION INCIDENT
REPORTING FORM**

1. Name of Reporter/Person Filing the Report:

2. Check whether you are the:

Target of the behavior... Reporter (not the target).....

3. Check whether you are

a: Student.....Staff member (specify role).....Parent...

Administrator..... Other...

(specify)_____

Your contact information/telephone
number:_____

4. Information about the Incident:

Name of Target:

Name of Aggressor_____

Date(s) of Incident(s):_____

Time When Incident(s) Occurred:_____

Location of Incident(s) (Be as specific as
possible):_____

5. Witnesses (list people who saw the incident or have information
about it):

Name: _____ Student.... Staff.... Other

Name: _____ Student.... Staff.... Other.....

Name: _____ Student.... Staff.... Other.....

6. Describe the details of the incident (Including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

For Administrative Use Only

7. Signature of Person Filing this Report: _____ Date: _____

8. Form Given to: _____

Position: _____ Date: _____

Signature: _____

Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____
Position(s): _____

2. Interviews:

...Interviewed aggressor
Name: _____ Date: _____

.... Interviewed target
Name: _____ Date: _____

.... Interviewed witnesses
Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? Yes....
 No....
 If yes, have incidents involved target or target group previously? Yes... No....
 Any previous incidents with findings of BULLYING, RETALIATION? Yes... No...

Summary of Investigation

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

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES

NO.....

Bullying.....

Incident documented

as _____

Retaliation

Discipline referral

only _____

2. Contacts:

Target's parent/guardian Date: _____

Aggressor's parent/guardian.... Date: _____

3. Action Taken:

Loss of Privileges..... Detention..... Suspension.....

Expulsion..... Education..... Other.....

4. Describe Safety

Planning: _____

- Follow-up with Target: scheduled for _____

Initial and date when completed: _____

- Follow-up with Aggressor: scheduled for _____

Initial and date when completed: _____

Head of School's Signature

_____ Date: _____

