

**Blackstone-Millville
Regional School District
Elementary Schools**
Web Address: <http://www.bmrzd.info/>



**2018-2019
Student Handbook**

**John F. Kennedy Elementary School
Augustine F. Maloney Elementary School
Millville Elementary School**

School Officials 2018-2019

Blackstone-Millville Regional District School Committee

Mrs. Jane C. Reggio, Chair
Mrs. Erin P. Vinacco, Vice Chair
Mrs. Tara L. Larkin, District Secretary
Mrs. Caryn D. Vernon, District Treasurer
Mrs. Bethany Dunton, Member
Mr. Jack R. Keefe, Member
Mrs. Tammy A. Lemieux, Member
Ms. Sarah E. Williams, Member

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School Calendar 2018 – 2019

August 2018

August 29 - School Opens/All Students Report
August 31 – Labor Day Recess – No School

September 2018

September 3 - Labor Day - No School

October 2018

October 5 - Professional Development Day - No School
October 8 - Columbus Day - No School

November 2018

November 12 - Veterans Day Observed - No School
November 21 - Half Day
November 22-23 Thanksgiving Recess - No School

December 2018

December 21 - Half Day
December 24-28, 31 Holiday Recess - No School

January 2019

January 1 - New Year's Day - No School
January 2 - School Opens - All Students/Staff Return
January 18 - Professional Development Day - No School
January 21 - Martin Luther King Jr. Day - No School

February 2019

February 18-22 Winter Recess - No School

April 2019

April 15-19 Spring Recess - No School

May 2019

May 24 - Professional Development Day - No School
May 27 – Memorial Day – No School

June 2019

June 7 - Graduation Class of 2019
June 14 - Last Day - Half Day
June 17-21 Make-up Emergency Days if Needed

District Mission Statement

The mission of the Blackstone-Millville Regional School District, working in partnership with the students, parents, educators, support staff and other interested citizens, is to create a community of learners dedicated to providing a program of educational excellence. Collectively, we strive to provide a safe and supportive learning environment that encourages the development of responsibility, tolerance, and respect for self and others, creativity and an enthusiasm for learning enabling each student to fulfill his/her maximum potential as a productive member of a global society.

Introduction

We would like to extend a welcome to you and your child. We hope that our shared experiences will be productive and happy.

As parents and educators, we have the responsibility to provide each student who attends the school with the best opportunity to reach his/her highest potential based on his/her capabilities. We also believe that the student, regardless of age, also has responsibilities. School success can only be achieved when the partnership of parent-student-teacher is based on mutual respect for others and a mutual understanding of the goals to be reached. When this partnership is firmly established, we can then begin the difficult, but rewarding, process of education.

As adults, we know there are no shortcuts to success. We expect that part of a child's education will be the realization that in order to succeed, he/she must always put forth the best effort possible in his/her academic work and his/her relationships with others. Most children will do this if they clearly understand the goals and expectations that have been set for them. From time-to-time, even the best students will put forth less than maximum effort in their studies or their behavior. It is the duty of the adults in the partnership, parents and teachers, to move quickly to correct the situation. In fulfilling our responsibilities as adult supervisors, we will enhance your child's chances for school success.

This student handbook is designed to give you and your child a broad view of the expectations and goals that we have set for you and ourselves, as well as a brief description of the school's educational programs. The handbook may not answer all of the questions that you have. Please feel free to contact your child's teacher or the school principal if you desire additional information about any aspect of your child's education or the school's programs and practices.

Blackstone-Millville Bullying Prevention and Intervention Plan Statement

The Blackstone-Millville Regional School District is committed to providing a positive learning environment that is free of "bullying", as defined as follows:

- The repeated use by one or more students or members of staff, including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that causes physical or emotional harm to the victim or damage to the victim's property.
- that places the victim in reasonable fear of harm to himself or of damage to his property
- that creates a hostile environment at school for the victim
- that infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school
- that includes both verbal and non-verbal behaviors as well as cyber-bullying

Bullying shall be prohibited on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a bus stop, on a school bus or other vehicle owned, leased or used by the school district or school, or through the use of technology or an electronic device owned, leased or used by the school district or school. If the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of school, such bullying would also be prohibited regardless of the time, place or method with which it occurs. (Commonwealth of Massachusetts, The General Laws, Ref. Chapter 92 of the Acts of 2010, Senate No. 2404)

In addition, in August 2010, the School Committee, Administration, Faculty and Staff approved the creation of and adoption of the following Core Values for our district. These values are published on the district webpage, the five school webpages and in principals' newsletters.

BMRSD CORE VALUES:

- Every member of our school community is treated with dignity and respect
- All children have a right to a flexible, supportive, and responsive learning environment characterized by high expectations
- All members of the school community are entitled to intellectual, physical and emotional safety
- Every member of our school community is committed to professional collaboration and collegiality

In addition, BMRSD is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. BMRSD will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, 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/guardian involvement.

BMRSD is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

Character and Citizenship

It is a fundamental belief of the school that the achievement of a healthy environment is critical to our success. It naturally follows that such an environment must be based upon a common respect among all members of the school community. When such common respect is present, all parties are subject to positive occurrences.

The presence of respect is an observable phenomenon, one which is self-regenerating. When students observe respectful interactions among people, they are inclined to imitate such behavior. It is our intent to promote respectful relationships among students and adults in the school community.

Respect is the cornerstone of the relationships among people in the schools. There are, however, other core beliefs which are fundamental to our day-to-day operation. Among those beliefs are honesty, self-discipline, appreciation, tolerance, responsibility, kindness, sportsmanship and patriotism. All of these beliefs, and others, are woven into the fabric of our schools. The school community feels strongly that the promotion of these principles is essential to the growth of our students' character and to their development as productive citizens.

A school needs rules to ensure that everyone can be free of distraction, fear or discomfort so that learning can take place. Our values at the elementary level are **Respect**, **Responsibility** and **Ready to learn**.

Elementary students will:

- Be honest in words and deeds
- Manage their behaviors so that teaching and learning can take place

- Walk not run in the building
- Respect and not break, damage or deface the school property, materials, building, grounds and furnishings
- Respect the personal property and school materials of others
- Respect other students' rights without fighting, teasing or name-calling
- Refrain from inappropriate language

Parent-School Communication

The importance of parent-school communication cannot be overstated. We value a collaborative approach so that all children will have a successful school experience. In order for all perspectives to be acknowledged, please follow these guidelines:

- Initiate contact with the classroom teacher at the first sign of a behavioral concern or difficulty
- Choose a method of communication that will allow all parties to share information, strategies, ideas and insights to address the concern
- If you believe that the issue remains unresolved, please contact the office of the principal

Following these guidelines should address most concerns at the parent-teacher level.

However, if you wish to discuss any matter with the principal in person, it is best to call the school office for an appointment. An in-person meeting with building administration cannot be guaranteed if you arrive at school without an appointment. If you call for an appointment a meeting time will be arranged as soon as possible.

If you have a question or problem involving your child's teacher, please contact the teacher directly by phone, email or letter. This method provides direct communication between the two adults who are most likely to be able to solve the question or problem you may have. Teachers are also encouraged to contact parents directly. If direct communication with your child's teacher proves unsatisfactory or fails to resolve a question or problem, please contact the principal. S/he will arrange to meet with you and your child's teacher to assist with the resolution of the problem.

Parent Emergency Contact Guide

The emergency contact information helps the school to contact you for several reasons such as:

- Student is ill or injured
- Student is brought back to school as no one was present to pick her/him up from the bus stop
- Concerns regarding parent pick up

Keep in mind that the school cannot release the student to anyone without the parent's permission. All adults who pick up a student are required to present a photo identification.

Up to date parent emergency contact is critical to ensure that the school has all resources available in the event we cannot contact you. Here are points to keep in mind when updating the emergency contact information for your child.

- Provide multiple contact sources, including parent cell phone, home, office and fax numbers.
- In the event we cannot reach you, please provide contact information of family, friends or any other adults authorized as emergency contacts
- When changes occur, please update the contact information
- Please inform all emergency contacts so they are aware they are listed as resources for the school

The school makes every effort to contact you or an emergency contact in the event a student is brought back to school at the end of the day. If we are unable to reach you, we may reach out to the police department to go to your house to complete a house check. Your child will remain safely in school until you or a designated adult arrives.

Volunteers in the School and CORI

Massachusetts General Laws Chapter 71, Section 38R requires school districts to obtain Criminal Offender Record Information (CORI) on all volunteers. Volunteers include, but are not limited to, individuals who serve as chaperones on field trips and/or during field day activities, assist in classrooms and/or with such programs as the elementary school banking program, and/or participate in any capacity in various school-related programs, events, etc.

CORI applications may be obtained at any district office or on-line at the district website (www.bmrdsd.net). Regulations require that CORI applications be returned to the office in person by the applicant. At that time the applicant must also produce a form of government issued photo identification (driver's license, etc.) which will be photocopied and attached to the individual's application. Completed applications will be forwarded to the Office of the Superintendent, and all information obtained will be treated confidentially. Once obtained, CORI approval is valid for a period of time not to exceed three years. Please note that CORI applications can take up to three weeks for processing.

Classroom Placement

It is the principal's responsibility to establish and maintain a maximum learning environment for every child. Classroom placement procedures have been developed that are fair and appropriate. Our objective is to create heterogeneous classrooms that reflect an even distribution of student learning styles, abilities, needs, gender, and class size. The principal may request parent input regarding their child's placement.

School Hours

School hours are as follows:

JFK	8:50am – 3:00pm
AFM	8:50am – 3:00 pm
MES	8:50am – 3:00 pm

IT IS IMPORTANT TO NOTE THAT MORNING SUPERVISION FOR STUDENTS BEGINS AT THE FOLLOWING TIMES. STUDENTS ARE NOT ALLOWED TO ARRIVE AT SCHOOL PRIOR TO THE TIMES LISTED.

JFK	8:45am
AFM	8:45am
MES	8:45am

Each student is expected to attend school daily and arrive on time. Chronic tardiness is a serious matter and significantly impairs school achievement.

Student Absence

Students are required to be in attendance on a daily basis. If your child is to be absent from school on a given day, a phone call must be made to the school by 8:30am. If you do not call the school, we will call your home number to verify that your child is safe. In the event we do not reach anyone at the home number, we will call work and other contact numbers until we can verify that your child is safe. Should we be unable to make this verification by phone, we will ask the local police to go to the house to confirm that everything is okay. If, for whatever reason, telephone contact is not established between the parent and school regarding an absence, the child must bring a note explaining the absence when he/she returns to school. Students who are absent or dismissed from school are ineligible for participation in after school and/or evening activities.

Regular school attendance is defined as four (4) excused absences during a trimester.

Medical reasons that cause a child to be absent beyond that number of days are acceptable. Absences caused by other reasons are not acceptable. Unexcused absences can have a negative impact on learning. If possible, try to arrange appointments which involve the attendance of your child during non-school hours. Most agencies recognize the importance of your child attending school and will attempt to cooperate with you regarding non-school hour appointments.

Excused absences:

1. Illness
2. doctor/dental appointments
3. death in family
4. observance of a religious holiday
5. suspensions
6. family emergencies

Family Vacations

Families are strongly urged to plan vacations during times which are consistent with the traditional school vacation periods, as contained in the school calendar. Important daily instruction takes place which no amount of make-up work can replace. If students are to be absent from school due to family vacation scheduling, please note the following:

Students will not be provided with assignments prior to the vacation.

Teachers will compile a list of essential assignments which were given during the time of the student's absence.

Upon his/her return to school from the vacation, the student will be responsible for completing the missed assignments according to a schedule which will be established by the teacher(s). The student will be provided with a sufficient amount of time to complete the missed assignments in an acceptable manner.

Any tests or other evaluation instruments which were administered during the student's absence will need to be made up upon the student's return. The teacher will schedule the make-up tests in a timely manner and the student will be responsible for preparing himself/herself for the tests.

Educational Programs

Education is the means by which the culture, history and the accumulated knowledge of a society are passed on to each new generation. Our society considers education to be of such importance that it supports a free and universal public school system. We have a particularly important responsibility. We educate young children in their formative school years. As such, we have a responsibility to provide your child with as many opportunities for success as our resources allow. We are fortunate to be able to offer your children a wide variety of program services:

Preschool Programs

1. Special Education Integrated Program

Kindergarten Program

Integrated Kindergarten

Special Education Programs

1. Integrated Classrooms
2. Resource Room Services

Regular Class Programs, Grades K-5

1. Art
2. Health, Grade 5 only
3. Library
4. Music
5. Physical Education
6. Technology

School Health Program

1. Physical Examinations (Required by state statute for Grade 4)
2. Vision and Hearing Screening
3. Dental Health Program
4. Health Education Program (Grade 5)
Postural Screening (Required by state statute for Grades 5)

Guidance

School Adjustment Counselor
School Psychologist

Program of Studies

<http://www.doe.mass.edu/frameworks/current.html>

Preschool Programs

The BMRSD has Integrated Preschool Programs in which Special and Regular education students are provided a developmental curriculum with meaningful and concrete experiences. The classes are integrated with up to seven special needs students and eight regular education students; the maximum number of students in each session is 15. Special Need students are eligible at age 3 and they enter the Program throughout the school year on their third birthday. Each classroom is staffed by a Certified Early Childhood Teacher and an Aide. There are four sessions for each class: Monday/Tuesday A.M. and P.M. and Thursday/Friday A.M. and P.M. On Wednesdays, only the Special Needs Children attend. A Special Needs Child's Time in the Program is determined by the Multi-disciplinary Team at the Child's TEAM Meeting. A lottery is held to select regular education students for this program. Parent involvement is encouraged.

The PK Integrated Program addresses the following skill areas: Communication (acquisition, development and expansion of language); Emotional (independence and self-confidence); Pre-academic (readiness and problem solving skills); Social (interacting with peers and adults); Physical (gross and fine motor)

Dependent upon the needs of the Special Education child and the recommendation of the Multi-Disciplinary TEAM, a summer program is offered to those children who would regress substantially.

Kindergarten

The Kindergarten academic programs of the Blackstone-Millville Regional School District emphasize developmentally appropriate practice. Using an inclusive model appropriate accommodations, early intervention when needed, will be made. Skills are taught in interdisciplinary themes. We apply an active hands-on approach to learning while focusing on individual learning styles. While fostering the development of positive self-concept the students learn to cooperate in a social setting.

Grade K Overview | English Language Arts

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they can print many letters. They can read common words and draw, tell or write about a book.

Reading

With prompting and support:

1. Ask and answer questions about a reading selection
2. Identify characters, setting, and main events in a story
3. Retell stories, including details

Reading: Foundational Skills

- Understand basic print features
 - Left to right
 - Top to bottom
 - Page by page
- Recognize and name all uppercase and lowercase letters
- Recognize that spoken words are made up of syllables and sounds
- Recognize and produce rhyming words
- Blend two or three sounds together to make a recognizable word
- Use phonics when reading words
- Say the most frequent sounds for each consonant and vowel
- Read common high-frequency words by sight
 - The, of, to, you, is

Writing

- Draw, tell, or write about a book
- Draw, tell, or write about events in the order they happened

Speaking and Listening

- Participate in discussions
 - Listen to others
 - Take turns speaking
- Follow oral directions
- Ask and answer questions
- Describe people, places, things, and events, providing detail

Language

- Print many uppercase and lowercase letters
- Use capitalization, punctuation, and spelling
- Identify new meanings for familiar words
 - Knowing duck is a bird, and learning the verb form of to duck
- Sort common objects into categories
 - Shapes, food

Mathematics

Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups
- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups

- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups
- Identify and describe shapes

Science

Earth Science: Identify the four seasons; characterize/compare seasons (fall leaves, winter clothing, etc.). Identify and chart daily weather and temperature. Increased awareness of the environment through outdoor exploration and observation; recycling.

Life Science: Characteristics, heredity, environment and life cycle of plants. Living and non-living animals; life cycle of the chick; environment, appearance and habitat of animals

Physical Science: Properties, states of matter, position and motion

Social Studies

Identify special events—Columbus Day, Thanksgiving, Martin Luther King Day, Presidents Day and Independence Day. Identify Pilgrim and Native American cultures. Identify George Washington, Abraham Lincoln and current President. Compare characteristics of lifestyles from past and present. Develop time concepts (day, week, month, year), and create a time line of personal events. Identify and discuss the importance of community workers. Identify the symbols of the United States of America (flag, pledge of Allegiance, etc.).

Grade 1

The first grade academic programs at the John F. Kennedy and Millville Elementary Schools continue to focus on literacy, developing the skills learned in kindergarten to a higher level. Using an inclusive model, appropriate accommodations are made. We encourage the growth of critical thinking, problem-solving and independent learning in our students, maintaining an atmosphere of mutual respect and a positive feeling about school.

Grade 1 Overview | English Language Arts

First grade students independently interact with literature or informational text by asking and answering questions and identifying details and main events. They can read aloud accurately and with expression. First grade students can print all letters and can write about events, topics, and opinions.

Reading

- Ask and answer questions about details in a reading selection
- Retell stories, including details
- Explain the differences between books that tell stories and books that give information
- With prompting and support, read first grade informational texts

Reading: Foundational Skills

- Understand the organization and basic features of print
 - o Left to right
 - o Top to bottom
 - o Page by page
- Recognize features of a sentence
 - o Capitalization
 - o Ending punctuation
- Understand spoken words, syllables, and sounds
- Understand phonics and word analysis
 - o Know that every syllable must have a vowel sound
- Read regularly spelled one- and two-syllable words
- Read aloud with accuracy and expression

Writing

- Write opinion pieces that include an opinion and the reason for the opinion
- Write informative pieces that name a topic, supply facts, and provide closure
- Write narratives about two or more events in the correct order; include details

Speaking and Listening

- Follow rules for discussions by building on what others are saying and by asking questions
- Follow simple two-step directions
- Speak in complete sentences

Language

- Use correct grammar
- Print all uppercase and lowercase letters
- Use correct capitalization, punctuation, and spelling
- Determine meaning of unknown words by looking at parts of the word and other words in the sentence
- Sort words into categories and define words by key attributes
 - o A tiger is a large cat with stripes

Grade 1 Overview | Mathematics

First grade students extend their understanding of addition and subtraction by learning to use adding and subtracting to solve word problems within 20. They understand the meaning of the equal sign and are expected to count to 120. Place value knowledge is deepened and students use this knowledge to compare two-digit numbers within 100. Students practice their measurement skills with linear measurement and begin to organize data from surveys. Students also tell and write time in hours and half-hours using analog and digital clocks.

- Solve addition and subtraction word problems within 20
- Understand the relationship between addition and subtraction
- Apply the properties of operations
 - o Commutative property of addition:
 - If you know $8 + 3 = 11$, then you know $3 + 8 = 11$.
 - Associative property of addition:
 - To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.
- Add and subtract within 20
- Count to 120, starting at any number
- Understand the meaning of the equal sign
- Understand place value: ones, tens
- Use place value to add and subtract within 100
- Measure lengths and tell the measurement in units
- Tell and write time
- Relate time to events (before/after, shorter/longer, etc.)
- Build and talk about a graph
- Build, describe, extend, and explain a simple pattern.
- Compare shapes by talking about sides, vertices, etc.
- Compare two-dimensional shapes to three-dimensional shapes

Science

Develop an understanding of periodic phenomena in the cycles of the four seasons, day and night, and phases of the moon. Focus on Plants and Animals, particularly in relation to seasonal changes and adaptations. Study habitats, specifically ‘the pond’. Study Earth’s materials, weather and matter.

Social Studies

Develop an understanding of citizenship and cultural heritage, by studying national holidays (e.g., Labor Day, Constitution Day, Columbus Day, Veterans Day, Thanksgiving, Presidents Day, Memorial Day), U.S.

symbols (e.g., Statue of Liberty, Liberty Bell, Bald Eagle, American Flag), Presidents and the White House, famous Americans (e.g., Martin Luther King, Jr.) and folk tales (e.g., Paul Bunyan). Introduce the study of economics (goods and services, needs and wants). Introduce the study of geography (basic landforms and map skills, including identifying Massachusetts on a U.S. map). Participate in classroom recycling projects. Increase friendship and cooperation skills through regular class meetings.

Grade 2

In second grade we continue to teach mastery of phonics as the children connect learning to read, to reading to learn. Awareness of genre, curriculum integration in all disciplines, story development, and written language skills become a foundation for instruction and learning.

Grade 2 Overview | English Language Arts

Second grade students accurately read and understand literature and informational text. They use correct grammar, capitalization, punctuation, and spelling. They can plan and deliver a presentation about a story or experience.

Reading

- Retell folktales, including a central lesson
- Explain how the author uses reasons to support specific points in a text
- Identify the main topic and focus
- Read and understand literature and informational texts

Reading: Foundational Skills

- Know and use phonics and word analysis skills
 - Read words with common prefixes and suffixes (e.g., re_, un_, _less)
- Distinguish long and short vowels
- Read regularly spelled two-syllable words with long vowels
- Read accurately and with understanding

Writing

- Write opinion pieces that connect the opinion and reasons using linking words
 - Because, and, also
- Write informative pieces that provide a topic, facts, definitions, and a conclusion
- Write narrative pieces that include details to describe actions, thoughts, and feelings
- Produce writing that is developed, focused, and organized
- Write routinely over extended time frames and shorter time frames

Speaking and Listening

- Participate in conversations with peers and adults in small and larger groups
- Recall and describe key ideas and details from something read aloud
- Give and follow three- and four-step oral directions
- Plan and deliver a presentation about a story or experience

Language

- Use correct grammar
- Create readable documents with legible print
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine word meaning
- Use individual words to determine the meaning of compound words, which are two words joined to form a new word

Grade 2 Overview | Mathematics

Second grade students use addition and subtraction within 100 to solve word problems and are expected to know from memory all sums of two one-digit numbers by the end of second grade. Place value understanding is extended to 1000 and students compare three digit numbers based on their knowledge of hundreds, tens and ones. Second grade students compute with money and learn to estimate and compare lengths using appropriate measurement tools. Second graders refine their understanding of geometry by drawing shapes based on the number of faces and angles.

- Solve addition and subtraction word problems within 100
- Fluently add and subtract within 20
- Know all sums of two one-digit numbers
- Work with equal groups and repeated addition to understand multiplication
- Work with equal groups and repeated subtraction to understand division
- Understand place value: ones, tens, and hundreds
- Use place value to add and subtract within 1000
- Make reasonable estimates using place value knowledge
- Measure, estimate, and compare lengths in standard units
- Represent whole number lengths on a number line
- Work with time and money
- Know relationships of time (minutes in an hour, days in a month, etc.)
- Solve word problems using combinations of dollar bills and coins
- Collect data, build a graph, and answer questions about the data presented
- Recognize shapes, triangles, quadrilaterals, pentagons, hexagons, and cubes
- Draw shapes by size of the angles or by the number of equal faces

Science

Animal life cycles: recognition that life cycles vary for different living things; recognition that fossils provide us with information about living things that inhabited the earth years ago; identification of the ways in which an organism's habitat (e.g., oceans, deserts, forests) provides for its basic needs (food, water, shelter, air). States of matter: position, motion and balance of objects.

Social Studies

Reading and representation of information on both globes and maps. Distinction between the past, present and future. Distinction of what makes a good citizen both in school and in the community. Identification of both consumers and producers.

Grade 3

Third grade is characterized by increased expectations in reading and writing skills with an increased focus on nonfiction for the purpose of gaining information. The use of mathematics for problem solving and communicating will be emphasized.

Grade 3 Overview | English Language Arts

Third grade students interact with literature and informational text by comparing and contrasting stories, discussing a point of view and comparing it with the author's, and describing a series of events, ideas, or concepts. Along with their reading, third grade writing is more sophisticated. Students produce developed, focused, organized, and edited work. In writing informational pieces, they include charts or graphs and supply facts.

Reading

- Describe how characters' actions contribute to the events
- Compare and contrast stories
- Independently read and understand grade-level literature

- Describe a series of events, ideas, or concepts

- Discuss a point of view and compare it to that of the author

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
 - Read words with multiple syllables, e.g., mosquito, puppeteer
- Know the meanings of most common prefixes and suffixes
- Read accurately and with understanding

Writing

- Write opinion pieces that include a chart or graph and list reasons that support the opinion
- Write informative pieces that name the topic, supply facts, and use linking words and phrases
- Write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel
- Produce writing that is developed, focused, organized, and edited

Speaking and Listening

- Follow rules for discussions by building on what others are saying
- Recall ideas and details from something read aloud
- Plan and deliver an informative presentation
- Speak clearly and in complete sentences

Language

- Use correct grammar
- Write legibly in cursive or joined italics; use margins and spacing
- Choose words and phrases for effect
- Use a variety of sentence types
- Capitalize appropriate words
- Correctly add suffixes to base words
 - Sitting, smiled, cries
- Recognize the differences between spoken and written standard English

Grade 3 Overview | Mathematics

Third grade students develop an understanding of multiplication and division and learn to fluently multiply and divide within 100. Students are expected to know from memory all products of two one-digit numbers by the end of third grade. Place value understanding is used for multi-digit computation and estimation. Fractions are introduced in the third grade with an emphasis on understanding fractions as numbers and their relative size and placement on the number line. In third grade students understand concepts of area and perimeter and solve problems using liquid volume and mass.

- Solve multiplication and division word problems
- Understand the properties of multiplication
 - Commutative property of multiplication:
If you know $6 \times 4 = 24$, then you know $4 \times 6 = 24$.
 - Associative property of multiplication:
 $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$,
or by $5 \times 2 = 10$, then $3 \times 10 = 30$.
 - Distributive property of multiplication:
If $8 \times 5 = 40$
and $8 \times 2 = 16$,
then 8×7 is:

$$8 \times (5 + 2)$$
$$(8 \times 5) + (8 \times 2)$$
$$40 + 16 = 56.$$

- Fluently multiply and divide within 100
- Know all products of two one-digit numbers
- Solve word problems with addition, subtraction, multiplication, and division
- Understand that multiplication and division are related
- Use place value to round numbers and know the value of each digit in a four-digit number
- Use place value understanding to solve multi-digit
- Estimate reasonable answers using place value knowledge
- Understand fractions as numbers
- Recognize simple equivalent fractions
- Compare two fractions with the same numerator or the same denominator
- Know that 25 cents is $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar and 75 cents is $\frac{3}{4}$ of a dollar
- Tell and write time to the nearest minute
- Estimate and measure time, volume, and weight
- Understand area and perimeter
- Understand that shapes in different categories can also be in a larger category

Science and Technology/Engineering

In Science we will:

identify the characteristics of living things, compare life cycles and habitats of various organisms, study weather, the water cycle, Earth's history, the solar system, learn the components of matter, study rocks, minerals, and soil, record data and observations using graphs, charts, and models

History and Social Science

In social studies we will:

locate information on a map, demonstrate a knowledge of town history, demonstrate a knowledge of the development and colonization to Massachusetts, display a knowledge of basic functions of local government, and the rights and responsibilities of its citizens, demonstrate an understanding of the basic functions of the local community i.e. its government and businesses

Grade 4

A major focus for fourth grade students is the Massachusetts Comprehensive Assessment System. This encompasses the English Language Composition, Reading and Language Arts, and Mathematics. Curriculum is geared to the standards of the Massachusetts State Frameworks. Emphasis is the continued development of academic and social skills. Students see themselves as active learners and identify ways in which they learn best.

Grade 4 Overview | English Language Arts

Fourth grade students read longer words and use roots, prefixes, and suffixes to determine the meanings of unknown words. They use details and examples in the text to determine the main idea and describe a character, setting, or event. Students produce writing that is developed, focused, organized, and edited. They group related ideas in paragraphs and sections, and provide a conclusion. Fourth grade students know when to use formal English, and when informal English is appropriate.

Reading

- Use details and examples in the text to determine the main idea and describe a character, setting, or event
- Use first person (e.g., I said) and third person (e.g., She said) narrative styles
- Read and understand literature and informational texts

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills

- o Roots, prefixes, and suffixes
- Read words with multiple syllables
- Read with accuracy and understanding

Writing

- Write opinion pieces that include a conclusion related to the opinion
- Write informative pieces that group related ideas in paragraphs and sections, and provide a conclusion
- Write narratives that introduce a narrator and characters; write about what the characters say, feel, and think; use sensory details
 - o Sight, sound, scent
- Produce writing that is developed, focused, organized, and edited
- Write a short research piece

Speaking and Listening

- Participate in discussions, carrying out assigned roles
- Paraphrase portions of information presented aloud
- Plan and deliver a presentation based on a personal experience
- Speak clearly, in complete sentences, and at an appropriate pace

Language

- Use correct grammar
- Use complete sentences
- Correctly use frequently confused words
 - o To, two, too
 - o There, their, they're
- Use correct capitalization, punctuation, and spelling
- Spell grade-level words correctly
- Know when to use formal English and when informal English is appropriate

Grade 4 Overview | Mathematics

Fourth graders use their knowledge of place value to generalize to 1,000,000 and learn to round multi-digit whole numbers to any place. They fluently add and subtract using the standard algorithm and multiply and divide with multi-digit numbers. Fourth graders extend understanding of fractions to include equivalence, ordering and simple decimal notation. Students measure angles and classify geometric shapes by lines (parallel, perpendicular, etc.) and angles (right, acute, obtuse, etc.).

- Use addition, subtraction, multiplication, and division with whole numbers to solve word problems
- Learn about factors and multiples
 - o Factors of 24: 1, 2, 3, 4, 6, 8, 12
 - o Multiples of 4: 4, 8, 12, 16, 20
- Make and describe patterns with objects and numbers
- Understand and use place value to generalize to 1,000,000
 - o Expanded form: $6783 = 6000 + 700 + 80 + 3$
- Compute with multi-digit numbers
- Solve problems involving using multiplication of multi-digit by two-digit numbers
- Divide multi-digit numbers by one-digit divisor
- Round multi-digit numbers to any place
- Build understanding of equivalent fractions and ordering fractions
- Compare two fractions with different numerators and different denominators by making common denominators
- Add and subtract fractions and mixed numbers with like denominators
- Understand the decimal notation for fractions
- Compare decimals

- Solve problems using measurement conversions
- Apply area and perimeter formulas for rectangles
- Organize and explain data using a line plot
- Understand and measure angles
- Draw and identify lines and angles
- Describe and sort shapes by their lines and angles
- Recognize lines of symmetry

Science and Technology /Engineering

In Life Science we will experience:

characteristics of animals and plants * structures and functions of animals and plants * adaptations of animals and plants * energy and plants

In Physical Science we will experience:

properties of objects and materials * forms of energy: electrical, magnetic, sound, and light * simple machines

History and Social Science

In History and Social Science we will experience:

Map and globe skills *geography and people of North America with standards that embed the five major concepts: location, place, human interaction with the environment, movement, and regions *United States Regions: states and capitals, major cities, climate, physical features, natural resources, supply and demand, historic landmarks and unique features, immigration, indigenous groups * rights and responsibilities of citizens *Mexico * Canada

Grade 5

The fifth grade year prepares students for the transition to middle school. Fifth grade students will continue to develop skills in the fundamental areas of language arts, mathematics, science, and social studies. In each of these areas, students will learn to incorporate technology in their work and final products. Students will also learn organizational skills by maintaining binders, notebooks, workbooks, and homework assignments. Students will continue to learn and be encouraged to use independent learning skills. Using an inclusive model, appropriate accommodations will be made per students' plans.

Grade 5 Overview | English Language Arts

Fifth grade students build on their ability to read longer words, using roots, prefixes, and suffixes to determine the meaning of unknown words. Students explain how an author supports points in a text. They use quotes accurately when referring to the text. Students keep the audience in mind and include a clear sequence of events when writing. Students listen to a speaker or media source and identify reasons and evidence provided to support particular points. They identify and discuss misleading ideas.

Reading

- Quote accurately when referring to text
- Determine the main ideas and summarize the text
- Compare and contrast texts
- Explain how an author uses reason or evidence to support points in a text

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
 - o Roots, prefixes, and suffixes
- Read with accuracy and fluency

Writing

- Write opinion pieces that support a point of view with reasons and information
- Write informative texts that share ideas and information

- Write narratives that use related descriptive details and a clear sequences of events
- Write clearly and with a purpose; keep the audience in mind
- Use technology to publish writing; type two pages in a single sitting

Speaking and Listening

- Summarize information presented
- Identify reasons and evidence a speaker or media source provides to support particular points
- Identify and discuss misleading ideas
- Plan and deliver a speech
- Deliver a memorized poem or section of a speech
- Use expression and gestures

Language

- Use correct grammar
- Use verb tenses correctly
 - o Yesterday I walked
 - o Today I walk
 - o Tomorrow I will walk
- Use correct capitalization, punctuation, and spelling
- Use punctuation to separate items in a series/list
- Use underlining, quotation marks, or italics in a title
- Vary sentence length and style
- Compare and contrast styles used in literature
- Use a variety of methods to determine the meaning of an unknown word

Grade 5 Overview | Mathematics

Fifth grade students finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understanding of fractions to the addition and subtraction of fractions with unlike denominators, the concept of fraction multiplication and division, and decimal addition and subtraction. They analyze numeric patterns and relationships and graph ordered pairs on a coordinate plane. Students build on their understanding of geometry by recognizing attributes of geometrical shapes and calculating inside angle measurement and area of triangles and parallelograms.

- Write and interpret numerical expressions using parentheses, brackets, or braces
 - o “Add 8 and 7, then multiply by 2” is $2(8 + 7)$
- Express a whole number ($2 - 50$) as a product of its prime factors
- Describe more complex patterns by seeing the change
- Understand the place value system from thousandths to millions
- Fluently multiply multi-digit numbers using the standard algorithm
- Divide multi-digit numbers by two-digit divisors
- Read, write, and compare decimals to the thousandths
- Round decimals to any place
- Compute with multi-digit whole numbers and numbers with decimals to the hundredths
- Add and subtract fractions with unlike denominators
- Multiply fractions and mixed numbers
- Divide unit fractions by whole numbers and whole numbers by unit fractions
- Convert measurements and use in problem solving
 - o $0.05 \text{ m} = 5 \text{ cm}$ or $2.5 \text{ feet} = 30 \text{ inches}$
- Organize and explain data using a line plot
- Understand and find the volume of rectangular prisms
- Analyze number patterns
- Graph points on a coordinate graph
- Show a graph with an x and y axis with several points labeled by their coordinates

- Sort two-dimensional shapes into categories based on their properties
- Know what makes rectangles, parallelograms, and trapezoids different
- Know the inside sum of the angles of a triangle (180 degrees) and a quadrilateral (360 degrees)
- Be able to find the area of a triangle and parallelogram by knowing and understanding
- the formula for area of these shapes

Science

In Science, we will experience:

Exploration of several units that encompass the areas of rocks and minerals (various types of rocks and minerals, their properties and the rock cycle) * weather (collect weather data and forecast weather, study different weather instruments, differentiate between climate and weather, and cycling of water on Earth) * solar system (planets, stars, moons, sun, rotation and revolution of the Earth) * plants and animals (life cycles, plant structure, inherited/instinctive/learned and environmental characteristics, and adaptations) * soil (erosion, weathering, and soil properties).

Social Studies

In Social Studies, we will experience:

World geography and map skills * early civilizations and explorations * American history at a more detailed level including the perspectives of the British, Colonists, and Native Americans * the United States government * westward expansion * key issues leading to the Civil War.

Special Subject Areas

Art

Kindergarten - Students will learn basic elements of design; motor skills, visual skills used while developing fine motor skills. Students will learn basic shapes and colors understanding differences in media.

Grade 1 – Students continue to strengthen understanding of basic elements of design as well as being introduced to a few artists (Monet, Picasso).

Grade 2 – Basic Elements of Design will include 2 and 3 dimensional shapes. Use of varied media will include textiles and plasticine. Additional artists will be introduced and art will be integrated into other academic areas.

Grade 3 – Basic elements of design expand to study light and use of shadow. Balance and symmetry will be introduced with continued introduction to variety of media. Computer graphics will be introduced.

Grade 4 and 5 – Students are encouraged to use their own creativity incorporating basic elements of design. Students will become familiar with a variety of materials and tools. Students will be introduced to Art of Middle Ages.

Health

Grade 5 - All students are provided with instruction in the body; digestive system, nervous and endocrine system, from cells to systems. Students learn the importance of good health, physical activity and diseases that affect the immune system.

Library

Kindergarten - Students learn how to care for books and check them out of the library. Students are introduced to authors and illustrators.

Grade 1 – Continue K skills and also study various types of literature, such as fairy tales and folk tales. Students learn about various parts of a book.

Grade 2 – Continue previous skills while expanding their knowledge of genre, non-fiction, fiction, biographies and mysteries. They also learn all parts of a book, cover, title page, and table of contents while continuing to study various grade level authors and illustrators.

Grade 3 – Students will continue to study previous skills while learning to research information. Students will learn to use the thesaurus, atlas, dictionary and almanacs. Students will continue to expand their knowledge of genre; autobiographies, mysteries, historical fiction and plays.

Grade 4 – Students will continue to study previous skills; parts of a book, such as appendix and bibliographies. Additional studies of genre will include short stories and novels. Students will continue to learn strategies to gather, organize and analyze information for research. The internet will be used to gain information. Students will use the internet as a resource.

Grade 5 – Students will continue to study previous skills. Students will learn to choose the best source to gain information, expanding knowledge of all types of genre. Students will learn to use graphs, tables, charts, globes and maps. Continued use of the internet to gain information will continue.

Music

Kindergarten – All students are introduced to beats and rhythm, loud and soft, fast and slow, solo and group singing integrating academics such as Nation Holidays, National Anthem.

Grade 1 – Students continue to practice previous skills while learning repeated patterns, long and short sounds, repeated movements and instrumental families, integrating Patriotic, Holiday, Seasonal Folk Tale and Multicultural Songs.

Grade 2 – All students will be introduced to varied rhythm, strong and weak beats through partner songs and rounds. The study of cultural backgrounds is enhanced while music terminology is given.

Grade 3 – All students will compose simple songs; learn harmony and melody, tempo and dynamics of music.

Grade 4 – All students will learn octaves, time signatures, vocal parts: bass, alto, tenor and soprano. Students will be introduced to cultural songs from Europe, Mexico and Canada while learning how to play the recorder.

Grade 5 – All students will continue to practice previous skills, be introduced to syncopation and chord progressions while integrating their academic study of the Maya, Aztec and Incas'. They will also learn time and period composers: Classical, Romantic and Modern.

Grade 5 students are offered the opportunity to participate in band on a weekly basis. Students who participate in band receive small group instrumental music lessons each week, and participate in a district-wide elementary school band concert each year.

All students in Kindergarten through Grade 5 will participate in Chorus.

Physical Education

Kindergarten – All students are given instruction in basic movement skills, such as running and jumping. All are provided opportunities to strengthen eye-hand coordination

Grade 1 – Basic movement skills are presented to all students as they increase their awareness of eye-hand coordination. Students are introduced to the organization of games and rules of fair play.

Grade 2 – Previous skills introduced will allow all students to strengthen basic movement skills. A variety of games and materials will be introduced to all students to enable them to develop strong manipulative skills. Instruction on good physical habits will be taught.

Grade 3 – All students are introduced to the importance of physical fitness programs, rules of games and activities of sports related events.

Grade 4 – All students participate in activities that demonstrate the importance of physical fitness, sportsmanship, competition and cooperation. Students learn to correlate physical fitness to good health.

Grade 5 – All students participate in activities that demonstrate the importance of physical fitness, sportsmanship, competition and cooperation. Students learn to correlate physical fitness to good health.

Grading System

We continue to work on the revision of our report cards.

Student progress is reflected on a standards-based report card. These standards, which are aligned with the Massachusetts Curriculum Frameworks, are unique to each grade level. The performance levels, however, are consistent throughout the grades. Performance levels are:

5 Exceeding Standard

Shows in depth knowledge and understanding

Applies skills with consistent accuracy, independence and high level of quality

4 Meeting Standard

Shows substantial knowledge and understanding

Consistently applies skills with accuracy and quality

3 Making Acceptable Progress Toward Standard

Shows sufficient knowledge and understanding

Generally applies skills with accuracy and quality

2 Working Toward Standard

Shows basic knowledge and understanding

Making some appropriate progress toward standard

1 Below Standard

Shows little knowledge and understanding

Is not making appropriate progress toward standard

Copies of the elementary standards-based report cards may be accessed online at www.bmrtd.net or at any elementary school principal's office.

Study Habits and Homework

Good study habits are a significant factor in determining how well your child will do in school. There are many factors in a child's environment that can distract a child's attention away from his/her studies. It is the responsibility of the parent of a younger child to see that the child has the following conditions available for study:

A quiet location free from distractions.

Materials such as pencils, pens, paper and, if possible, a **dictionary** and Internet as needed

Sufficient uninterrupted time to complete assignments.

Parents are encouraged to help their child recognize his/her strengths and limitations. Some children learn and complete assignments at faster rates than others. Parents should help their child recognize how well and under what conditions he/she can best accomplish school tasks. Lastly, parents can best encourage good study habits by example. If you wish to have your child view reading as a valuable activity, it would be encouraging to your child if he/she saw you reading. This reinforces the child's view that reading is a very important activity. Helping your child select and acquire suitable books and other reading materials is encouraged. Please note the homework policy guidelines below.

Reasons for Homework:

To reinforce skills which have been taught in school.

To provide parents with a means of knowing what their child is being taught in school.

To help in developing good study skills.

To allowing students the opportunity to develop a sense of responsibility, self-discipline and \ initiative.

Frequency of Homework:

Homework assignments of some type will be given on the average of three (3) to four (4) nights per week. Parents are encouraged to have their children review, practice or read during these non-assignment periods to strengthen any areas where they may be having some difficulty.

Time Allotment for Homework:

Kindergarten	Not more than ten (10) minutes per night
Grade 1	Not more than fifteen (15) minutes per night
Grade 2	Not more than twenty (20) minutes per night
Grade 3	Not more than thirty (30) minutes per night
Grade 4	Not more than forty-five (45) per night
Grade 5	Not more than sixty (60) minutes per night

Parents should note that the times listed above are broad guidelines and may vary slightly from subject to subject and from one assignment to the next. Parents should also note that children complete homework assignments at different rates. In addition to assigned homework, there may be a requirement that additional time is spent on reading or other assignments (i.e. long term assignments, test preparation).

Students may be required to read 15 to 20 minutes per night in addition to assigned homework. Minutes may vary according to grade level.

Student Responsibilities Regarding Homework:

Students are responsible for completing and submitting homework assignments by the date and time they are due. An exception would be with an explanatory note from a parent describing an **unusual** situation in the home which precluded completion of the assignment.

If the student fails to understand what s/he must do to successfully complete the assignment, s/he must make that fact known to the teacher.

Teacher Responsibilities Regarding Homework:

Homework assignments will be clearly explained to the students.

Teachers will notify parents of children who habitually neglect homework responsibility.

Corrected homework assignments should be returned to students promptly, usually within two (2) school days of receipt.

Teachers will discuss the homework policy and answer any questions related to it with any parent who contacts them.

Parent Responsibilities Regarding Homework:

Parents should become familiar with the contents of the homework policy, included in this student handbook.

Parents should make available a time and place that provide an atmosphere conducive to working. When possible, this atmosphere should be free from outside distractions such as the television, radio and family conversation.

Parents may be asked to sign and return homework to ensure communication between the teacher, parent and student.

Parents should feel free to contact their child's teacher(s) regarding homework concerns. If a parent has additional questions, the parent should contact the principal.

Principal Responsibilities Regarding Homework:

The principal will have the overall responsibility for informing teachers, students and parents of the homework policy and any changes that may occur in that policy.

The principal will have the overall responsibility for the administration of the homework policy.

The principal will have the responsibility for resolving any problem relating to the homework policy that is not satisfactorily resolved at the teacher-student or teacher-parent conference level.

Student Behavior Code for School

No institution can operate efficiently and effectively without some form of order or discipline to govern the daily operations which take place. The key factor in establishing and maintaining an orderly learning environment in school is self-discipline. Self-discipline is a learned behavior. Self-discipline is correctly learned when it enables the student to recognize his/her own self worth and directs the student to recognize and respect the person, property and opinions of others.

It is the responsibility of school personnel to clearly define for the student the guidelines that are to be followed. The elementary staff and principals ask that you review the guidelines listed below with your child. **Consistency regarding expectations between home and school is extremely important.** Knowledge of what is expected in the area of behavior will greatly increase the opportunities for your child to develop the self-discipline necessary for success in school.

General Student Rules

The following behavior toward others is considered to be appropriate and is encouraged by all school personnel who interact with your child:

- Courteous behavior toward others, including the use of proper forms of address and words such as "please" and "thank you".
 - Respect for the authority of adults.
 - A willingness to help others.
 - A willingness to accept correction.
 - A willingness to contribute to the overall safe environment of our schools.

The following behavior is considered inappropriate and is subject to disciplinary action:

1. Possessing a dangerous weapon or a controlled substance, or assaulting any school district employee. Dangerous weapon includes, but is not limited to, a gun, bb-gun, paintball gun, air gun, knife, switchblade, ammunition, brass knuckles, a shod foot, and any instrument or object which can be used or is used to inflict injury on another person, such as a screwdriver, scissors, heavy jewelry, etc.
2. Assaulting, or threatening to assault another student or any person having authority over the student.
3. Taking, or attempting to take, or threatening to take personal property that belongs to another person.
Extortion.
Damaging school property or the property of others.
6. Harassment
Truancy. State law requires regular school attendance.
8. Possession or use of smoking materials on school grounds or school buses.
Fighting as a means to settle a dispute or difference of opinion. Physical responses to disputes or differences of opinions will not be tolerated.
10. Cheating or facilitating cheating.
11. Giving false information.
12. Continued and willful disobedience, or continued failure to comply with teacher instructions or school policies that are or should be known to the student, or the open defiance of the authority of any person having authority over the student, or the use of profanity or obscene language.
13. Switching buses without permission from home and school authorities.
14. Willful failure to attempt or to complete school assignments including class work and homework.
15. Leaving school grounds or restricted area without permission.
16. Continuing conversations or other disruptive behavior after being told to stop.
17. Non-incident physical contact such as pushing and shoving.
18. Disregard for basic rules of safety.
19. Entering the building or classroom without permission.
20. Running in the school building.
21. Gum chewing is not allowed on school grounds.

Disciplinary Measures

If a student fails to conduct himself/herself in a proper manner, disciplinary measures will be taken that are appropriate to the nature of the offense committed. Disciplinary measures range from a mild reprimand to complete removal from school. At all times, the school authorities will attempt to communicate with the home regarding discipline problems in order to prevent minor problems from becoming major ones. Listed below are a number of steps that may be taken in order to correct behavior problems:

Student is reprimanded by teacher or other supervising adult.

Notice of unacceptable behavior is sent to parent by teacher, principal or other supervising adult.

Student loses recess privileges for periods of time as determined by teacher or principal.

In-school suspension as determined by principal. Reported to Massachusetts Department of Education as required by law.

Out-of-school suspension as determined by principal. Reported to Massachusetts Department of Education as required by law.

Expulsion from school. Reported to Massachusetts Department of Education as required by law.

Discipline of Students with Special Needs

See Policy in Appendix A

Massachusetts Student Discipline Statutes and Regulations as of July 1, 2014

See Policy in Appendix D

Bus Issues

Rules of Behavior for School Buses and Bus Stops

Safety of all students riding and waiting for buses is of great importance. We ask that parents realize the seriousness of misbehavior on the bus and support the bus drivers and the school when children receive bus conduct reports.

- Students are to stand in an orderly fashion at the bus stop. Students are not to engage in horseplay or other inappropriate activities while at the bus stop.
- Students are to remain off private property while at the bus stop unless permission has been obtained to move onto the private property.
- Students should arrive at the bus stop before the bus arrives, but not earlier than ten (10) minutes before the scheduled pick up time. Once a student has reached the bus stop, s/he should not leave the bus stop except for emergency reasons.
- Students are to approach the bus only after it has come to a complete stop.
- Students are to board the bus in an orderly manner and proceed to the first open seat or, in some cases, to an assigned seat. The first student in a seat is to move in as far as possible to allow others room to be seated. Students are to remain seated until they reach their discharge point.
- Students remain in assigned seat unless directed by the bus driver.
Students must keep the bus aisle free of books and other personal items.
- Students must sit facing forward, keeping arms and legs to themselves, not extending into aisle or outside windows.
- Students are to remain seated until the bus comes to a complete stop.
- Students are to be courteous to the school bus driver and obey him/her as they would obey the adults in school.
- All rules of good behavior that apply in school also apply on the bus. Students are expected to conduct themselves at all times in a safe and orderly manner, respecting the rights, privileges and property of others.

Penalties for Misbehavior on the Bus

Proper conduct on the bus is of such importance that it is necessary to immediately correct any infraction. The following schedule of penalties will be followed when a case of student misbehavior is confirmed by the building principal:

<u>Offense</u>	<u>Penalty</u>
First	Warning sent in writing to parents
Second	Detention
Third	One (1) day suspension of bus privileges
Fourth	Three (3) or more days of suspension of bus privileges
Fifth	A meeting is held to determine if permanent suspension from the bus or other disciplinary action is necessary.

At his or her discretion, the principal may apply any level of the above schedule of penalties as a disciplinary response to the misbehavior.

Changing Buses

It is important to note that students are generally not allowed to switch buses on a daily basis. Please note the following School District policy on this subject:

Pupils may be allowed to change buses for the following reasons:

Students with daily employment responsibilities as verified by the receipt of written notification by the employer.

Students requesting transfers to attend Scouting, 4-H, private lessons (music, dance), or who are involved in other similar activities on a regular basis will be allowed based on the capacity of the bus(es).

A death or serious illness in the family.

Permanent or long-term (three weeks or more) transportation arrangements whereby students are transported to the same stops each day. For example: A working mother may wish to place the student on the bus at their own home, but have the student return to the home of a baby-sitter or relative. These requests are to be approved only within the limits of the established transportation routes at each school. Such requests should be made in writing at least 48 hours in advance, unless there are extenuating circumstances.

Examples of bus transfer routes that are refused because of scheduling difficulties are:

Students wishing to visit friends, relatives or acquaintances.

When parents are required to be out of town and students are to be supervised by relatives or friends.

Transportation After School Hours

Transportation for any child who remains after school will be the responsibility of the parents. If a child is to walk home, a note so stating should be written by the parents to the teacher. Students are encouraged to participate in extracurricular activities. Students must be picked up on time. At the discretion of the principal, students may be prohibited from participating in extracurricular activities when parents do not pick them up in a timely manner.

Cafeteria Rules

The following rules are in place in order to assure each student a pleasant eating experience in a safe and orderly environment. Socializing is permitted and encouraged; however, emphasis is placed on eating lunch. Each student is asked to do his/her part to make the cafeteria an enjoyable place for lunch. Students are to:

Respectful	Responsible	Ready and Safe
Raise your hand if you need something	Only eat the food on your tray	Walk at all times
Use an appropriate voice level	Clean up all trash in your area	Sit safely
Use your manners	Respond immediately to silent signal (lights off)	Leave space between you and others

Student Food Services Accounts

The Blackstone Millville Regional School Committee establishes the following goals:

- To establish a consistent district policy regarding the method of payment for meals, charge availability and collection methods for charges in the district's meal program.
- To treat all students with dignity at all times.
- To support positive interactions with students, parent(s)/guardian(s), and district staff to the maximum extent possible.
- To encourage the parent(s)/guardian(s) to assume the responsibility of payments and to promote self-responsibility of the student.

Administration of Policy

The district is responsible for ensuring that the Food Services accounts are properly managed and accurately reported. The administration will closely monitor student school meal accounts with the goal of having all in good standing, thus eliminating negative balances and delinquent accounts.

Parent(s)/guardian(s) will strongly be encouraged to make payments via the online payment system. By registering for an account, parent(s)/guardian(s) can choose to receive email alerts to low balances, set up automatic deposits to student's account or schedule payments to add funds to the student account. The district administration will provide annual notice of how to access the online payment system.

Definitions

- Good standing - a balance in the account of \$0.00 or more
- Negative balance (deficit accounts) - a balance in the account less than \$0.00
- Delinquent - an account which has a negative balance and no contact or payments have been received from the student or parent(s)/guardian(s) for 14 days after first notice.

Student Accounts

Under no circumstances will a student be denied a lunch or receive an alternative lunch.

Blocks on Accounts

Parent(s)/guardian(s) may contact, in writing, the food services manager to place a block on their student's account to prohibit the purchase of a la carte items or to set a dollar cap for daily spending.

Refunds

- For any student who has withdrawn, a written request for a refund of any funds remaining in the student's account must be submitted.
- For students who are graduating, a refund may be issued with a written request or funds can be transferred to a sibling's account with a written request.

Remaining Balances

Any positive balance may:

- Remain on account to be used in the following school year
- Be transferred to a sibling's account, or
- Be refunded to a parent(s)/guardian(s) with written request.

Deficit Accounts

When a student account deficit exceeds the cost of five lunches in the elementary level, and two lunches at the middle and high school level, the food service manager or designee:

- Will send a letter or email to the parent(s)/guardian(s) requesting immediate payment.
- Will, if applicable, assist the family in applying for free and reduced priced lunch.

If the balances continue to escalate, and if there are no mitigating factors and the parent(s)/guardian(s) has not made any payment in an effort to reduce the negative balance or fails to bring the student's account in good standing within 14 days of the first deficit notice, the administration may take the following action(s)

- Deem the account delinquent
- Refer the account to a collection agency
- Initiate a claim in the court system
- Notify other appropriate state agencies

If a student's account is not in good standing at the end of the school year, the administration may take one or more of the following actions, unless or until prohibited by state law or regulation:

- Delay the issuance of report cards, transfer cards, and class assignments until or unless the negative or delinquent balance is paid in full.
- Refer the account to a collection agency.
- Initiate a claim in the court system and/or contact the MA District Attorney's office.
- Notify other appropriate state agencies.

If a senior's account is not in good standing as of May 1st, the administration may take the following action:

- Prohibit student from participation in senior activities and/or graduation exercises.

Blackstone-Millville Elementary Schools Field Trip Guidelines

Rationale: "Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants." (Field Trip Policy, 2004)

Field Trip Guidelines:

General:

All students on the field trip will wear school identification tags with the school name and school phone number.

All adults on the field trip will wear identification tags with their name, school name, and date of trip. Chaperones may not take any other children or adults with them on the field trip.

No one without the principal's permission and an official school field trip tag may arrive at the destination and join the group.

Transportation:

Field trips will not exceed a 50-mile radius from the attending school.

Bus drivers must stay on site with the bus at all times.

All students will be transported to and from the destination by school arranged transportation, unless prior written arrangements have been made with the building principal.

Field Trip Nurse:

The field trip nurse will be hired by the BMR School District

The field trip nurse must be CORI approved and have proof of a negative TB test result.

The field trip nurse will undergo a brief training from the school nurse prior to the field trip.

The field trip nurse will use a cell phone for the duration of the field trip. This cell phone number will be given to the lead teacher and to all chaperones (including teachers) for use during the field trip only.

The field trip nurse must remain in one central location, known to all chaperones, while at the site.

The school nurse will prepare a first aid kit containing an Epi-pen, emergency supplies, and medications and health information forms unique to that group. The field trip nurse will keep this kit in his or her possession at all times during the field trip. It will be returned to the school nurse's office upon return to school.

Any and all medical interventions, no matter how insignificant, occurring during the field trip will be documented in writing and reported to the principal or school nurse immediately upon returning to the school.

In the event, on the morning of the trip, there is an unforeseen lack of nursing coverage in the district, the superintendent of schools will determine if the trip should be canceled.

Teachers:

Chaperones will be selected by teachers.

One teacher will be appointed as the "lead teacher" on each field trip.

The lead teacher will provide the school office with a list of cell phone numbers for all teachers, chaperones and the nurse attending the field trip.

The lead teacher may not be assigned a group of students for whom s/he is responsible since s/he needs to be available to all.

Teachers will assign students to chaperones in accordance with BMRSD policy.

Chaperones:

Chaperones will be selected by teachers.

Chaperones must be CORI approved.

Chaperones will secure a cell phone for the day and provide that number to the field trip nurse and lead teacher.

Chaperones will report any discipline issues or unusual occurrences to the lead teacher immediately. Upon returning to school the chaperone will document the issue(s) in writing, and give the written report to the lead teacher before leaving for the day.

Permission Slips:

Permission slips must be completed prior to the field trip indicating contacts and phone numbers, medication needs, and any other pertinent information for each child.

Parents will be asked on the permission slip if there is any information of a confidential nature (i.e. medical, legal, etc) that they are willing to allow the school to share with their child's chaperone.

Blackstone-Millville Regional School District Elementary Schools Field Trip Chaperone Handbook

When you volunteer to serve as a chaperone on your child's field trip, you assume a very important role. You accept the responsibility to ensure the safety of the students on the trip. Therefore, all chaperones must read and adhere to the following:

All chaperones must be CORI approved by the district.

Chaperones will be selected by teachers and the principal.

Chaperones must be 21 years of age or older.

No other children or adults may accompany chaperones on trips.

No one without the school's official field trip identification tag may arrive at the destination and join the trip.

Field trips can be physically demanding. Be sure you are up to it!

Be prompt, arriving at school 15 minutes before the scheduled departure time.

If you have questions before the trip, be sure to ask the teacher.

All chaperones will be assigned a group of students, and will be responsible for that group.

Chaperones must give their full attention to the students they are supervising.

Children should NEVER be left unattended.

All children and chaperones are expected to ride the bus to and from the trip.

Field trips are school functions. As such, all school rules apply.

Be sure to also adhere to the rules of the venue you are visiting.

Chaperones must be positive role models. Appropriate language, actions, dress and mannerisms are characteristics students notice. Remember, children see and hear everything!

Chaperones will report any discipline issues or unusual occurrences to the lead teacher as soon as possible. Upon returning to school, those incidences must be documented in writing.

All chaperones must carry a personal cell phone which is left on for the duration of the trip. The cell phone number must be provided to school personnel for the day of the trip.

All chaperones must sign that they have read and will adhere to these field trip guidelines.

General Items

Dismissal of Students from School

Dismissal procedures are in place to ensure the safety of students.

Parent Pick-Up

- Parents/Guardians can arrange for dismissal by submitting a written note indicating who will pick up their child
- One note for consistent changes in pick-up is acceptable
- Those picking up students must be prepared, at all times, to provide photo identification

Early Dismissal

If you are planning on dismissing your child prior to the end of the school day, please write a note to your child's teacher:

- Include the time your child will be picked up and by who
- The adult picking up the student must be prepared to provide a photo identification
- In an emergency situation (e.g. you are not able to provide a note) please call the school office

No School Notices/Emergency Early Dismissal

In the event that school is closed or delayed due to inclement weather, announcements will be posted on the school website and broadcast on the following radio and TV stations: WNRI, WOON, WSRS, WTAG, WBZ, WPRO, WRKO, WHJJ, WWBB, WSNE and channels 4, 5, 6, 7, 10, 12 and local cable stations. In addition, a OneCall Now will be made.

It is important that you provide your child with a plan of where s/he should go if you cannot be at home when school is dismissed early. Parents should note that it is impossible for the school to contact everyone when early dismissal of school is called.

Care of Building and Property

Proper regard for the care of the building and equipment is expected of all students and others who use these facilities. Marking on desks and walls, and other defacing of school property is not in accordance with good school conduct nor is it an appreciation of the effort and money that have gone into the facility. Students who deface or damage school property or equipment will be held responsible for repairing or paying for the repair of such damage. In addition, students responsible for damages will be subject to disciplinary action.

Books and Equipment

The school system provides all books and equipment that a student will need for all his/her school work. It is expected that the student will take good care of the items that they receive. Students should report the loss or damage of any of their books or other materials to their teacher. If a book is lost or damaged, it will be the child's responsibility to replace it. This includes books checked out of school libraries.

Labeling of Student Clothing and Property

Each year our lost and found department is filled to overflowing with items of clothing that remain unclaimed. Since it is impossible for us to determine who owns this clothing, we ask that you label all articles of clothing - jackets, hats, boots, etc. and other items such as lunch boxes and musical instruments.

Lost and Found Items

Items that are brought to the office to be placed in the lost and found box are kept there until two (2) weeks after school closes in June. If they have not been claimed by that time, the clothing items are donated to charity. Other items such as lunch boxes, toys, etc. are thrown away.

Gym Sneakers

Students are required to bring an additional pair of sneakers for use in their physical education classes in the school gymnasiums.

Non-School Group Material

Any literature disseminated by a non-school group which is using school facilities is not school sponsored or endorsed material.

School Insurance

School insurance may be purchased through the school. This insurance covers students while they are in school or participating in school sponsored activities. It should be noted that this insurance is secondary coverage and will apply only if a family has no other insurance coverage or if a family's insurance does not cover all of the cost of a school related injury.

Sick or Injured Children

If your child becomes ill during the school day, s/he will be sent to the nurse's office. If the school nurse determines that the illness is serious enough to warrant your child being sent home, you will be contacted and requested to pick your child up at school. Your child must be fever-free before returning to school. It is important that we have your home and/or work phone number and the phone numbers of any persons who should be contacted if we are unable to reach you. If at any time during the school year this information changes, we request that you contact us to update the information.

Any student receiving an injury on school grounds, **no matter how slight the injury may be**, must report it immediately to the supervising teacher on duty at that time. Further instructions will be given to the student at that time.

The school nurse will care for illness or injuries occurring to children on school property during school hours. Injuries or illnesses occurring outside of school time should be taken care of by parents or guardians and not be referred to school personnel. If, in the nurse's judgment, a child's condition is such that s/he can no longer remain in school, the nurse will contact the home or emergency number and have the child sent home for the remainder of the school day. After school hours (i.e. during clubs, sports, or other activities), there is no nurse on duty. Medical emergencies will be referred to emergency medical personnel (911) and to parents.

Medication Policy

Our school district requires that consent forms must be on file in your child's health record before we begin to give **any medicine, including over-the-counter medications**, at school. **These forms may be obtained from the school nurse.**

Parent/Guardian Consent Form This form must be completed by a parent/guardian and returned to the school nurse. This form must be renewed as needed and at the beginning of each school year.

Physician's Medication Order Form The medication order form should be taken to your child's physician for completion and returned to the school nurse. This form must be renewed as needed and at the beginning of each year.

Short-term medications Those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a physician's order. However, a parent/guardian consent form must be completed and submitted to the school nurse.

Medicine should be delivered to the school in a pharmacy or manufacturer-labeled container by you or a responsible adult whom you designate. Elementary school students are not allowed to carry medicine, either prescription or over the counter, to, from or in school. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school.

Head Lice Policy

Statement:

According to the *Massachusetts Department of Public Health*, head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly, and they do not burrow under the skin. They are not known to transmit disease. Head lice are commonly spread by direct head-to-head contact with hair of other people who have had head lice. For example: during play at home or school, slumber parties, sports activities, or camp. Head lice are not associated with poor hygiene.

The school nurse is the key health professional to provide education and anticipatory guidance to the school community regarding best practice guidance in the management of head lice. The school nurse's goals are to facilitate an accurate assessment of the problem, control infestation, provide appropriate health information for treatment and prevention, and minimize school absence. (NASN, 2014)

The management of head lice should not disrupt the educational process and therefore the following procedures will be followed.

Procedure:

- If a child is found to have head lice, parents will be notified before the end of the school day and encouraged to collaborate with the school nurse and/or primary care provider for treatment options.
- Parents will be strongly encouraged to pick up their child from school if live head lice are found.
- Students will be allowed to return to school after being treated.
- The presence of head lice will not prevent a child from returning to school. However, if the student is found to have continued evidence of active infestation the ability to return to school is at the discretion of the school nurse and building principal.
- The school nurse will check the child after treatment and continue to monitor to assess the need for further education.
- Classroom/grade wide notification letters will not be sent home and school wide screenings will not be done.

Information obtained from:

National Association of School Nurses (NASN)

<http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/40/Pediculosis-Management-in-the-School-Setting-Revised-2011>

Massachusetts Department of Public Health <http://www.mass.gov/eohhs/docs/dph/cdc/factsheets/head-lice.pdf>

Toileting Procedure

For students who require adult assistance with toileting due to physical disabilities and/or unsafe behavior in the bathroom. Child specific toileting procedures should be determined by either the Occupational Therapist and/or Physical Therapist, who will then train staff as needed.

1. If the student is in a classroom with a bathroom in the classroom AND at least two adults in the classroom (ie Pre-K and Kindergarten).
 - a.) The adult assisting the student to the bathroom will inform the second classroom staff person that they will be toileting the student.

- b.) The bathroom door will be left slightly ajar so that the staff may communicate as needed for assistance and safety
 - c.) If the door is not able to be left ajar, or if the staff assisting in the bathroom has a significant safety concern, then a second adult will need to assist in the bathroom.
2. If a student requires a private bathroom, or a bathroom that is not within the classroom setting.
- a.) Two adults must assist with toileting to ensure student and staff safety.
 - b.) One adult should lead the toileting protocol, and responsibilities should be discussed prior to entering the bathroom.
 - c.) One adult may provide the physical assistance, and the second adult can provide “stand-by” assistance as appropriate.

Instrumental Music Policy

This policy is designed to address the attendance of students in grade 5 at small group instrumental music lessons and at weekly band rehearsals.

Students involved in the music programs may attend the small group lessons and rehearsals on the condition that they are in good academic standing in the class/subject(s) from which they are pulled to attend lessons and/or rehearsals.

Good academic standing is defined as making appropriate progress toward grade-level standards, and completing and submitting all homework assignments for that subject.

Also, students participating in the music programs must not be performing below grade level standards in more than one (1) subject. Determination of a student’s status will be made based upon the issuance of a formal warning notice and/or the student’s report card.

Additionally, regardless of the academic standing of the student(s), classroom teachers or parents have the option of having students remain in class instead of attending music lessons or rehearsals when instructional needs for that day call for an optimum level of student attendance. An example of the latter situation would be one which would involve the introduction of an important new topic or skill, or a review for an upcoming test or examination.

Student Dress

Students will be expected to exercise good judgment as to appropriate dress. Students should come to school dressed in a fashion that does not inhibit either the teaching or learning processes or promote an unsafe environment. It is expected that students will demonstrate good taste in this manner and will take pride in their personal appearances.

Use of the Telephone

Students will be allowed to use the school telephone for emergency reasons only. All “social engagements” (visiting a friend after school, etc.) are to be made at home.

Recess Activities

Recess is a necessary part of the daily school program. Recess not only provides students with a break from their studies, but also an opportunity to interact with others in a social situation. Students are encouraged to engage in constructive play or conversational activities while at recess. **The emphasis should be cooperative and fun play, not competition.** Students are also expected to behave in a proper manner while at recess. Inclement weather or unsatisfactory playground conditions may necessitate conducting indoor recess. Indoor recess activities will be conducted in the school building under the supervision of teachers, aides and/or the principal.

Non-Essential Items

Students will not bring items to school that are not related to school activities or that could create a safety hazard. Such items include animals, electronic devices (including cell phones), baseball cards, other trading cards, etc. Permission must be obtained in advance from the principal before bringing any items of a questionable nature. E-readers are acceptable with the understanding that the school is not responsible for lost, damaged, or stolen property. E-readers may only be used with adult supervision.

Social Invitations

The distribution of invitations to out-of-school social events, such as birthday parties, is often a source of hurt feelings for those children who are not the recipients of such invitations. In light of that fact, please refrain from having your child distribute such invitations in school. Staff are unable to provide contact information.

In-School Celebrations

In accordance with the Massachusetts School Nutrition Standards any food items for in-school celebrations must abide by these regulations (i.e., no cupcakes, candy, etc.).

Returning to School for Forgotten Items

Responsibility for one's self and one's possessions is a key concept we try to instill in students. In addition, returning after school for forgotten items interferes with the work of office personnel as well as custodians, who must escort students to their classrooms. While we recognize that, on occasion, anyone can forget things, returning to school excessively for forgotten items is strongly discouraged and may, at the discretion of the principal, be denied.

School Searches

A student search by a public school official will be found reasonable under the U.S. Supreme Court standard if there are reasonable grounds for suspecting that the student has violated or is violating either State or Federal law or rules of the school. The search itself will be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. "Reasonable grounds" for student search may include, for example, a school official's personal observation that the student possesses contraband material on school premises, or the official's receipt of a report to the effect from a teacher, another school employee, student, or some other reliable source.

Search of student lockers, backpacks, pocketbooks and cars on premises: Certain items (including, but not limited to weapons, illegal drugs, alcoholic beverages, tobacco products, stolen property, and so on) may not be stored in lockers, backpacks, pocketbooks or cars.

The school retains the right to periodically inspect lockers, backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules.

All school and state laws included above have the purpose of ensuring that school remains a safe haven and students are provided the optimum conditions to learn.

Standards and Procedures for Suspensions

Suspensions are assigned for offenses such as listed in the student code of conduct.

During suspensions, students may not participate or attend any extracurricular activities.

All suspensions can be appealed and students have due process rights.

Parents will be notified of all suspensions.

Habitual offenders may be referred to proper juvenile authorities.

The Blackstone Police Department and the Millville Police Department will be notified of any student suspensions involving criminal offenses.

Elementary Parents Organizations

The Blackstone Elementary Parents Organization (B.E.P.O.) and the Millville Elementary School Parents Association (MESPA) have provided significant support and assistance to the elementary schools for many years. Major strengths of these organizations have included committed membership and strong leadership. Parents are

encouraged to take advantage of the opportunity to be involved in their children’s education via the parent organizations.

Parent Advisory Council for Children with Special Needs

The mission of the Parent Advisory Council For Children With Special Needs is to ensure that the program plan for special education and the implementation thereof adequately meets the needs of children in the community school and those who may require such programs, including: participation in effectively planning and evaluating special needs programs, provide information for programs designed to address the needs of parents in understanding, advocating for, and supporting their children with special needs and encourage networking among parents.

Other information includes: informational workshops on Special Education Laws, ADA, Chapter 766, Chapter 688, IDEA, PL 94-142, Section 504, TEAM meetings, Transitions, Agent Orange Parent Network, Early Intervention (0-3), Early Childhood (pre-K), Evaluation Process, Referral, Independent Evaluation, IEP, Integration, Occupational Therapy, Physical Therapy, Speech Therapy, Complaint Management, Due Process and more. If you have any questions contact the Special Education Administrator.

Appendix A

SCHOOL COMMITTEE POLICIES

Blackstone-Millville Regional School District Policy Manual

The Blackstone-Millville Regional District School Committee has adopted policies regarding many school issues. Those policies are available for review in the principal’s office.

ASBESTOS MANAGEMENT PUBLIC NOTICE

GENERAL POLICY STATEMENT AND PURPOSE

In compliance with the United States Environmental Protection Agency’s Asbestos Hazardous Emergency Response Act (AHERA) and the 40 Code of Federal Regulations (CFR) Part 763 Subpart E – Asbestos Containing Materials in Schools, The Blackstone-Millville Regional School District is committed to providing a safe and healthy environment for all employees, building occupants, transient occupants, contracted building service workers and the public. The Blackstone-Millville Regional School District has therefore established a policy for managing in-place asbestos. Also, in compliance with AHERA, the District will contract with a licensed and approved Inspector to perform three-year re-inspections of school buildings, along with the maintenance of updated Management Plan materials to be kept on file in the Principals’ Office of each District School as well as in the Superintendent’s Office of the Blackstone-Millville Regional School District, 175 Lincoln Street, Blackstone, MA 01504. Questions regarding the Asbestos Management Plan may be directed to the Superintendent of Schools.

BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT COMPUTER/NETWORK ACCEPTABLE USE POLICY

The Internet, a global network of computers communicating with each other, enables users to explore thousands of libraries, databases, and other educational resources. The Blackstone-Millville Regional School District is committed to providing members of the school community access to this rich and evolving set of resources.

Families should be warned that some material accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, and despite the District’s efforts to block inappropriate or objectionable material, students may find ways to access other materials as well. It is incumbent on all members of the Blackstone-Millville Regional School community to behave responsibly when using school facilities to access the Internet. It is, therefore, important for all parents and guardians to set and convey the standards of ethical and appropriate use of media and information sources.

The following standards of conduct and procedure shall be observed when utilizing the District computer network:

No user shall engage in any behavior that would be considered offensive, obscene, or harassing. This includes, but is not limited to, the following behaviors:

- Sending, receiving, or displaying messages or pictures containing obscene or abusive language.
- Using obscene, abusive, or impolite language.
- Willfully accessing on-line areas containing material that would be considered objectionable by the District or the community at large.

No user shall engage in activity on-line that will incur financial and/or legal liability on the part of the District. Users shall adhere to copyright laws when accessing material from the Internet, the citing of references when appropriate, and refraining from transferring commercial software in violation of copyright laws. No user shall copy software onto or from computers owned by the school. This keeps with copyright laws and helps to protect school-owned computers facilities from computer viruses.

No user shall alter desktop settings or trespass into another's files, folders, or work.

No user shall employ the network for any commercial purpose.

Users shall exercise good judgment and good manners when dealing with others via the Internet.

Communication services (e.g. chat lines, personal e-mail, on-line games) may be used by students only with the explicit permission and supervision of a staff member.

Students are responsible for good behavior on school networks just as they are in any other area of the school. General school rules for behavior and communication apply to computer use.

Access to the network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Violations of any of the above standards of conduct and procedure may result in loss of Internet privileges for any user, and /or other disciplinary action deemed appropriate by the respective administrator, the Director of Instructional Technology, or the Superintendent of Schools. Unauthorized access to a computer system is in violation of MGL CH266 SEC 120F and may be subject to prosecution.

The production of the official District web pages may occasionally include pictures showing class or school activities.

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed, as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases, which may afflict students, range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: MASC Policy LEGAL REF.: M.G.L. 71:55

DISCIPLINING OF STUDENTS WITH SPECIAL NEEDS

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability. Such modifications will be described in the student's IEP.

As provided for in state and federal regulations:

Any eligible child may be suspended up to 10 days in any school year.

After a student with special needs has been suspended for 10 days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.

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

Prior to a suspension that constitutes a change of placement, district personnel, the parent and other relevant members of the team will convene a "Manifestation Determination" meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP.

If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.

If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise.

Regardless of the manifestation determination, the district on its own authority may place a student in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is "substantially likely" to injure himself or others.

These procedural requirements apply to students not yet determined to be eligible for special education if the parent has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student's behavior directly to the director of student service or other supervisory personnel.

DISCIPLINING OF STUDENTS WITH 504 PLAN

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or expelled, they are entitled to oral or written notice of charges and an appeal for the opportunity to tell their side. Expulsion or suspensions of 10 or more days are considered a change of placement and must followed the procedures designated by the Americans with Disabilities Act (ADA).

When students with 504 plans are excluded from their program for more than 10 school days in the school year, it must be determined if the behavior was a result of the students' disability (manifestation determination). If it is determined that the behavior was related to the disability, students may not be excluded from the current educational placement until a new plan is written. The behavioral intervention services and modifications in the plan should address the behavior violation so that it does not recur.

If the student's misconduct is determined not related to his disability then the district may discipline in the same way as other students would be disciplined. 504 students do not have to be provided with a free and appropriate public education (FAPE) during expulsion or suspension for behavior not related to the disability. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

When the placement of students with disabilities is changed for disciplinary reasons, the students and parents are entitled to the procedural protections required by Section 504 and the ADA. (A school district may employ due process procedures that meet the requirements of IDEA to comply with the Section 504 and ADA requirements for procedural safeguards.) These protections include appropriate notice to parents or guardian, an opportunity for their examination of records, an impartial hearing with the participation of parents or guardian and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parents disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

A school district is not prohibited from employing its normal, reasonable procedures short of a significant change in placement for dealing with 504 students who are endangering themselves or others. When students present an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the students for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

Video/Audio Taping of TEAM Meetings

Tape recording¹ of TEAM meetings is not permitted unless tape recording of a TEAM meeting is the only reasonable accommodation for a documented disability of any participant in the TEAM meeting where the documented disability or limited English proficiency prevents that participant from fully understanding or participating in the team process without the use of tape recording. This would apply to the parent/guardian/educational surrogate, student², a person invited to the team meeting, like a consultant or evaluator, as well as service providers, attorneys for the District or parent/guardian/educational surrogate/student, or advocates for the parent/guardian/educational surrogate/student. The person requesting the accommodation must contact the TEAM chairperson at least two (2) school days prior to the TEAM meeting to

¹This procedure applies to both audio and video-taping of TEAM meetings, as well as Section 504 meetings.

²In certain cases, this would also apply to an advocate/attorney representing a parent/guardian/educational surrogate/adult student.

request the accommodation. Documentation related to the claimed need for an accommodation must be provided at that time.

Documentation of a disability or the limited English proficiency (if not obvious) should identify the impairment and how the impairment affects the parent/guardian/educational surrogate/adult student in an environment like a TEAM Meeting. Further documentation or oral written information may be requested by the District, if the initial documentation is insufficient interactive process. As a result of the request and the interactive process for the District to make a determination. Once adequate documentation is received, as determined by the District, the District will engage in the, the District may choose to provide a different accommodation. If the District determines that:

1. The impairment is not a disability, or there is no limited English proficiency, or
2. Taping is not permitted and a different accommodation will be provided,

then the person requesting the accommodation of taping the TEAM meeting will be provided a copy of the District's Section 504 statement of procedural rights and/or complaint procedure and civil rights complaint procedure which the person may utilize in order to challenge the determination that taping is not permitted.

DUE PROCESS

The discipline code of the school is administered within the guidelines set by the U.S. Supreme Court with regard to due process for students. The Supreme Court holds that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against him or her. Explanation for the basis for the accusation(s) and an opportunity to present his or her version of the facts is given. In addition, the Court holds that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow his or her suspension. The Court points out that Due Process does not require that hearings in connection with suspension be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross examine witnesses supporting the charges, or to call his or her supporting witnesses.

FIELD TRIP POLICY

The school district recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Board to encourage field trips as part of and directly related to the total school program and curriculum. Educational field trips should be considered as a method of instruction and planned as such with definite objectives determined in advance.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips to ensure that all reasonable steps are taken for the safety of the participants.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips have the prior approval of appropriate Administrative level.

The following conditions shall apply:

All field trips shall be governed by school policy and the school policy shall be included in student handbooks. The Principal shall acquire advanced written permission from the parent or guardian for each student for each trip. Field trip permission slips shall contain all information stated on the attached blanket district permission slip form. The permission slip form approved by the District School Committee shall be used for all field trips. A copy of the completed permission slips shall be provided to all field trip supervisors and shall be taken on the field trip. The signed original of all permission slips shall be retained in the principal's office.

Written notification of proposed field trip shall not be initiated prior to obtaining approval of the trip at the appropriate administrative level.

(DAY TRIPS) Elementary school students groups shall include an adult supervisor for each (5-7) students as a minimum. Middle school student groups shall include an adult supervisor for each (8-10) students as a minimum. High school student groups shall include an adult supervisor for each (12-14) students as a minimum.

(DAY TRIPS) For elementary students traveling to less restrictive sites that may be more difficult to supervise, the number of adults shall be increased to one for each (3-5) students as a minimum. For middle school students traveling to such locations, the number of adults shall be increased to one for each (6-8) students as a minimum. For high school students traveling to such locations, the number of adults shall be increased to one for each (9-12) students as a minimum. The approving authority shall determine the difficulty of the trip based upon information provided by the sponsor of the trip. Sponsors should be prepared for providing information upon seeking approval.

(OVERNIGHT TRIPS) Elementary students shall be attended by one chaperone per (4) students as a minimum. Middle school students shall be attended by one chaperone per (6) students as a minimum. High school students shall be attended by one chaperone per (8) students as a minimum. The appropriate ratio of female/male chaperones to female/male students should be considered.

EXTENDED OVERNIGHT TRIPS may require more than the minimum number of chaperones. The approving authority shall determine the number of chaperones required.

The building principal may need to consider adjusting the adult/student ratio when students who typically require additional support in the classroom attend field trips.

Any school-approved field trip, as deemed necessary by the appropriate administrative level, must have a building administrator in attendance.

Any alcohol/drug or tobacco use/possession while on a field trip will result in the same disciplinary action as when on school grounds.

Any adult attending field trip must refrain from drinking alcoholic beverages. These trips are school-sponsored and drinking is prohibited during all times of the trip.

Any student who does not observe rules and regulations while on an overnight field trip shall be sent home at the parents' expense.

An informational meeting shall be held prior to all overnight field trips. Parents will be encouraged to attend in order to inform them of the trip's itinerary and rules along with answering any questions regarding the trip.

Adults supervising students on field trips may not bring their child's sibling(s) along. Their focus must be as chaperone during field trips.

No "guests" are allowed to accompany field trips. All adults are to be acting chaperones.

A crisis management plan shall be established by each building principal to cover any potential emergency during a field trip. This plan shall support the adult supervisor on "what to do" and "whom to call" in case of an emergency. ** (i.e., portable telephones, etc.)

A school nurse/medical person shall accompany all field trips at the elementary level. The need for medical coverage on middle school or high school day trips shall be determined by the building principal. A school nurse/medical person shall accompany all overnight field trips at the middle and high school level.

The purpose of the educational field trip shall be clearly defined and correlated with instruction in the classroom. The itinerary for the intended trip should match the purpose.

The eligibility requirements for students participating in field trips shall be determined by the building principal.

A carrier that has been approved by the district shall transport students.

All students shall be transported to and from the field trip by school arraigned transportation, unless prior written arrangements have been made with the building principal.

Fundraising and/or collection of student payment for proposed field trip shall not commence until approval of trip at the appropriate Administrative level.

Overnight trips shall not be scheduled during the semester and final exam weeks.

The sponsor of the trip shall provide the awarding authority with evidence that he/she has contacted the assistant superintendent regarding the need for additional or special insurance for the trip. If determined such insurance to be necessary, assurance must be provided that coverage is or will be in effect.

All field trip requests must be to the superintendent no later than two school committee meetings prior to the date of the field trip.

All out-of-state or extended (overnight) trips and excursions must be approved in advance by the school committee. Fundraising activities for such trips shall be subject to approval by the appropriate administrator.

Trips outside the continental US are not school-sponsored events, and solicitations in the school will be permitted.

GRIEVANCE PROCEDURE

A "Grievance" is a complaint brought by a student, or group of students, who feel that a provision of school regulation has been misinterpreted, applied inequitably or unjustly. When a grievance is alleged, the following procedures should be followed:

The aggrieved party should attempt remediation through a conference with the teacher involved. Should this prove unsatisfactory or undesirable, the grievance may be taken to the guidance counselor.

The aggrieved party, if dissatisfied, may present his /her grievance to the principal, who after hearing the facts and after consultation with the teacher, may take any action he/she thinks is necessary.

If aggrieved party feels the solution/decision is not agreeable, he/she may appeal to the superintendent, who, after consultation with the principal, may take any action he thinks necessary.

Still dissatisfied, the aggrieved party may present the case to the School Committee.

NON-DISCRIMINATION STATEMENT

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identity, age, or disability in its education programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

HARASSMENT/DISCRIMINATION POLICY

The Blackstone-Millville Regional School District deems that harassment and discrimination within the workplace/schools is unlawful and prohibits any harassment or discrimination on the basis of gender, race, religion, physical or mental disability, sexual orientation, political belief or marital status in the educational programs and activities of the school district as well as all employment opportunities.

The Blackstone-Millville Regional School District is committed to maintaining an educational and employment atmosphere in which all students and employees are free to pursue their need and fulfill their responsibilities free from behaviors that would prove to be destructive.

Harassment and discrimination are considered to be destructive and will not be tolerated. It is considered to be unlawful to retaliate against an employee or student who files a complaint of harassment or discrimination or cooperated in the investigation of such complaint.

The purpose of this policy is to define harassment/discrimination and establish appropriate standards of conduct and set guidelines for recognizing and dealing with harassment and discrimination.

DEFINITION

"Harassment" and Discrimination refer to intentional or unintentional behavior for which there is no reasonable justification. Such behavior by a member of the staff or student body that adversely affects an individual (a member of the staff or student body) or groups of individuals on the basis of characteristics such as: color,

ancestry, place of origin, political belief, religion, marital status, physical or mental disability, gender or sexual orientation.

Harassment also includes sexual harassment. Sexual harassment is unwanted sexual behavior, particularly sexual behavior accompanied by promises of academic or employment opportunities or the threats of loss of such opportunities.

Harassment may also include but is not limited to sexual harassment, racial harassment or harassment due to physical condition or disability. It may also include but is not limited to hostile, demeaning or intimidating behavior or conversation.

PROCESS FOR FILING COMPLAINT

Present a formal (written or oral) complaint to your immediate superior for an employee or the building administrator in the case of a student.

File a written complaint (written or oral) with the assistant superintendent or the superintendent, if the filing of a complaint with the individual(s) in step 1 would prove to be difficult: or seek state or federal remedies.

COMPLAINT INVESTIGATION

When the Blackstone-Millville School District receives a complaint, a prompt investigation will be conducted in such a way as to maintain confidentiality to extent practicable under the circumstances. The District's investigation will include a private interview with the person filing the complaint and with witnesses. The District will also interview the person alleged to have committed the harassment. When the District has completed the investigation, it will, to the extent appropriate, inform the person filing the complaint and the person against whom the complaint was filed the results of the investigation.

DISCIPLINARY ACTION

If it is determined that inappropriate conduct has been committed by an employee of the District, action shall be taken which is appropriate under the circumstances. Such action may range from a reprimand to termination of employment.

If it is determined that inappropriate conduct has been committed by a student, the District will take such action as is appropriate under the circumstances. Such action may range from counseling to suspension/expulsion, and may include such forms of disciplinary action deemed appropriate under the circumstances.

STATE AND FEDERAL REMEDIES

In addition to the local remedies outlined above, if you believe you have been subjected to harassment/discrimination, you may file with either or both the governmental agencies set forth below. Using the District's complaint process does not prohibit you from filing a complaint with these agencies. Each agency has a short time period for filing a complaint (EEOC – 180 days; MCAD – 6 months).

The United States Equal Employment Opportunity Commission (EEOC)

10 Congress Street – 10th Floor
Boston, MA 02114
(617) 565-3200

The Massachusetts Commission Against Discrimination (MCAD)

Boston Office:
One Ashburton Place – Room 601
Boston, MA 02108
(617) 727-3990

The U. S. Department of Education

Office for Civil Rights has moved to:
33 Arch Street, Ninth Floor

Boston, MA 02110
(617) 289-0111
Fax: (617) 289-0150

Individuals seeking information, advice and legal assistance with issues of Harassment involving sexual orientation may contact any of the following:

The Boston Alliance of Gay, Lesbian, Bisexual and Transgender Youth

P.O. Box 814
Boston, MA 02100
(617) 227-4313
Email [www. BAGLY.org](http://www.BAGLY.org)

American Civil Liberties Union (ACLU)

99 Chancy Street
Boston, MA 02111
(617) 482-3170

Lambda Legal Defense and Education Fund

120 Wall Street, Suite 1500
New York, NY 10005-3904
(212) 890-8585

NOTICE OF EQUAL OPPORTUNITY

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability or homelessness in its education programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrtd.net.

1. Report the violations to any staff member in the Blackstone-Millville Public Schools. He/she will notify the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced by the school district investigators in each area, within a reasonable period of time. The building principal will issue his/her decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Title IX Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Ninth Floor, Boston, MA 02110 (June 2005)

PHYSICAL RESTRAINT OF STUDENTS

Maintaining and orderly, safe environment conducive to learning is an expectation of all staff members of the Blackstone-Millville Regional School District. Further, students of the district are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or member or the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm. A member of the School Committee or any teacher or any employees or agent of the school committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

In special circumstances, waivers may be sought from parents of students through the Individual Education Program (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

SEXUAL HARASSMENT

All persons associated with this school district, including, but not necessarily limited to, the committee, the administration, the staff, and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Procedure

1. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance office.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:

The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts.

The grievance officer will then attempt to meet with the charged party in order

to obtain his or her response to the complaint.

The grievance officer will hold as many meetings with the parties as is necessary to gather facts.

- d. On the basis of the grievance officer's perception of the situation he/she may:
 1. Attempt to resolve the matter informally through reconciliation.
 2. Report the incident and transfer the record to the superintendent or his/her designee, and so notify the parties by certified mail.
 3. After reviewing the record made by the grievance officer, the superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the appropriate authority committee for termination or expulsion. All matters involving sexual harassment complaints will remain confidential to the extent possible.

Legal Refs.: Title VII, Section 73, Civil Rights Act of 1964 as amended 45 Federal Regulation 74676 issued by EEO Com.

RESIDENCY REQUIREMENTS

District policy dictates that only those who are residents of one of the two towns may attend district schools. The allowable exceptions are those who are eligible for and have been approved as school choice students or out of state students who have prior approval for tuition payment. Those found in violation will be excluded and will be subject to legal action.

STUDENT ENROLLMENT IN THE DISTRICT

The Blackstone/Millville Regional School District applies M.G.L. c. 76 5 in making determinations of student residency for purposes of enrollment in the District:

Although a student may have only one domicile, the District recognizes that, under M.G.L. c. 76 – 5, a student may have more than one residence and that students may reside or spend time in both residences. In the case where a student's parent resides in two different districts, the student may attend school in the Blackstone/Millville Regional School District as long as one parent remains a resident of the District. The District recognizes that residency is not dependent upon the specific amount of time the student spends in the District, but rather whether one of the student's parents is a resident of the District.

PEST MANAGEMENT PLAN PUBLIC NOTICE

All schools in the Blackstone-Millville Regional School District, in compliance with the Act Protecting Children and Families from Harmful Pesticides, have filed Indoor and Outdoor Pest Management Plans with the Massachusetts Department of Agricultural Resources (MDAR). These plans, about pest management and pesticide use policy, are accessible at the MDAR website, <http://massnrc.org/ipm/>, in the Principal's office of each school and at the District office.

MANAGING SEVERE AND LIFE THREATENING ALLERGIES

The Blackstone-Millville Regional District School Committee recognizes the increasing prevalence of severe and life threatening food allergies among our school population. The committee also recognizes that an effective food allergy program needs the cooperation of parents, teachers, school nurses, food service personnel, administrators, and any staff that might be present where children can be exposed to the food allergens that can trigger their extreme reaction.

The purpose of this policy is to establish a safe environment for students with food allergies and to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The goals for the district policy are:

To maintain the health and protect the safety of children who have life-threatening food allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.

To ensure that interventions and individual health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices.

To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening food allergies across all transitions. (Pre-K-Grade 12)

While this document focuses on food allergies, treatment of anaphylaxis (a life-threatening allergic reaction) is the same whether caused by: insect sting; latex; or exercise induced, etc. For those life threatening allergies triggered by allergens other than food, similar and appropriate measures should be implemented. In all cases, the school principal, in collaboration with the school nurse, may take additional steps and precautions as deemed necessary.

General Guidelines

Each school shall establish a method of ensuring that relevant information is transmitted to all personnel supervising students identified as having potentially life threatening allergies. The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reaction, anaphylaxis.

Parents or guardians of children with severe or life threatening allergies must provide the school with documentation from the student's physician detailing the student's specific allergies. The school nurse will develop, in consultation with the parent(s) and/or physician of the student, a written Individual Health Care Plan (IHCP) and an Allergy Action Plan (AAP) for allergen avoidance and response. This IHCP and AAP will establish the specific protocols to help the student avoid food allergens as well as develop emergency response protocols in the event of the student's contact.

In the event that an identified life threatening allergy is a peanut allergy, the student's classroom(s) will be designated as a "Peanut Free Classroom" prohibiting peanuts and foods containing peanut products. A sign will be posted to that effect to ensure the room remains peanut-free throughout the day (before and after normal school hours). Regardless, all pre-school and kindergarten rooms will be designated as "Peanut Free Classrooms" as will shared specialty rooms at the elementary level (i.e. art, music, science, etc.).

The school principal, in collaboration with the school nurse, will determine appropriateness of all field trips which include students with life threatening allergies and will ensure proper protocols are in place to provide for the safety of those students. The school nurse along with personnel supervising the field trip and the parent/guardian will collaborate to ensure proper protocols are implemented.

The school principal, in collaboration with the school nurse, will also work to ensure that all staff in a temporary situation, such as substitute teachers, are aware of, and have access to, the student's IHCP and AAP.

Student management of emergency medication will be governed by separate policy and Massachusetts General Law covering Student Self-Administration of Medication.

Parent/Guardian Responsibilities

Meet with the nurse of the student's assigned school building to develop, review and/or modify the student's IHCP. It is strongly recommended that this meeting happen prior to the student entering the school system.

Provide signed documentation from the student's physician detailing the nature of the student's condition including medication orders and emergency care protocols.

Communicate any changes in condition or status of the student's allergies and/or treatments with the school nurse.

Provide an up-to-date EpiPen® to be maintained by the school along with any other related medications as prescribed by the student's physician.
Provide classroom snack for his/her child.

Student Responsibilities

Avoid trading food with others.
Avoid any food with unknown ingredients or ingredients known to contain any allergen.
Notify an adult immediately if they eat, touch, or inhale something they believe may contain an allergen.
Be proactive in the care and management of their food allergies and reactions based on their developmental level.

School Nurse Responsibilities

Develop and maintain an IHCP based on materials and information supplied by the parent or guardian.
Develop and maintain an AAP which, with the parent's permission, will be distributed to classroom teachers and other adults that will be supervising the student throughout the day.
Complete a medication care plan which identifies individuals trained and approved to administer medication (such as EpiPen®) and plans for storing and maintaining medications.
In collaboration with the school principal, generate a letter home to parents of classmates of the identified food allergic student informing them of conditions and restrictions such as "Peanut Free" classrooms.
In collaboration with classroom teachers, develop the protocols necessary for students participating in field trips. Provide medications and AAP's to those personnel supervising the field trip.
Provide training for district staff on guidelines for managing student allergies (i.e.: in forums such as orientation or professional days).

Classroom Teachers and other supervising staff

Become familiar with the IHCP of students under their supervision and respond to emergencies as per the emergency protocol documented in the AAP.
Work in collaboration with the school nurse to inform parents of classmates of the identified food allergic student informing them of conditions and restrictions such as "Peanut Free" classrooms.
Monitor identified students to help them avoid consuming restricted foods inadvertently brought into the classroom or any baked goods sent to school by anyone other than the student's parent.
Note: School personnel cannot be responsible for determining food allergens and/or those foods or ingredients in foods that are safe for a student with an identified food allergy to consume.
Pay particular attention to the contents of animal feeds for any animals that might be present in the classroom as those feeds often contain peanut products.
Be aware that "bullying" situations which utilize allergen triggers against a student with life threatening allergies represents a serious assault and should be dealt with accordingly.

Food Service Personnel

Food service personnel will be instructed by the Director of Food Services about necessary measures required to prevent cross-contamination during food handling, preparation and serving of food.
Parents/guardians will be encouraged to review/preview menus. Information regarding the ingredients of the school lunch will be provided, upon request, by the Food Services Director to parents/guardians, student and staff.
At least one "allergy free" table will be made available to students with identified food allergies in each school cafeteria. Parents will indicate if their child is to be seated at this table. Friends whose lunches do not contain an offending food may also be seated at this table.
The "allergy free" table will be washed with a hot water and soap solution prior to the first lunch and after each following lunch period.

The Food Services Director will investigate ingredients and cross contamination issues with vendors. No foods with peanut/tree-nut contents will knowingly be served in the elementary, middle or high schools.

Note: It is important to note that the ingredients in many food products may be changed by the manufacturer without specific notice or indication of such change. While food service personnel should routinely recheck products for known food allergens, not all such situations may be detected.

CROSS REFS. JLCD, BMR Crisis Management Handbook

LEGAL REFS. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.)

The Family Education Rights and Privacy Act of 1974 (FERPA)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

ADOPTED: October 26, 2006

Appendix B STATE LAWS

ENGLISH LANGUAGE LEARNERS (ELL)

In an effort to educate each child individually, it is important to consider how each child can best learn. English language learners (ELL) or limited English proficient students (LEP) are provided with the opportunity to be proficient in English and provided with full access to the academic, non-academic, and extracurricular activities as English speaking students. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. In order to accomplish these goals, English language learners will receive sheltered English instruction in English classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development.

If parents do not want their child to participate in an ELL program, a waiver may be granted. Refer to the Blackstone-Millville Regional District's English Language Learner Handbook for information about programs for English language learners or contact the District's ELL Liaison, listed at the front of this handbook.

HAZING

C.269, S.17.Crime of Hazing: Definition: Penalty

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c.536; amended by St. 1987, c.665.

C.269, S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987.c.665.

C. 269, S.19. Hazing Statutes to Be Provided; Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence or the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, pledges or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985,c.536; amended by St. 1987, c.665.

NON-RESIDENT STUDENTS

A change in the Massachusetts General Laws, Section 5 of CH76 permits a school committee to charge the parent or other persons causing a child to illegally attend a school. Following the advent of the Education Reform Act, tuition was only able to be charged to those coming from another state. Now a child who lives in a community other than that of the residence of his parent or guardian for the purpose of attending school is determined to be illegal and charges can be issued.

CHAPTER 76. Section 1. ATTENDANCE

G.L. c. 76, s 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school, or some other approved school, during the times when public schools are in session. The school committee is charged with the duty to provide for and enforce the school attendance of

all children actually residing in the city or town. Home schooling must be approved by the superintendent. Absences by a student may not exceed 7-day sessions or 14 half-day sessions in any six-month period.

POSSESSION OF A WEAPON

Pursuant to M.G.L. Chapter 269 Section 10(j), the possession of a firearm or other dangerous weapon in any building or on the grounds of a secondary school is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. This is a serious breach of school regulations and will result in suspension, police will be notified, and the person/student will be arrested and prosecuted. Refer to Appendix B, MGL, Section 37H regarding expulsion proceedings. The Superintendent of Schools will be notified.

CODE OF MASSACHUSETTS REGULATIONS

603 CMR 23.00 STUDENT RECORDS

23.07. ACCESS TO STUDENT RECORDS

Inspection of Record

A parent or eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consents to a delay. The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Confidentiality of Record

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student are allowed access to information in the student record without the specific, informed, written consent of the parent or eligible student.

Access Procedures for Non-Custodial Parents

In August 2006, the Board of Education adopted final technical amendments to the Student Records Regulations to make them consistent with G.L. c. 71, §34H, as most recently amended by Chapter 62 of the Acts of 2006. The state statute and regulations expand the categories of non-custodial parents who are eligible to obtain access to their children's student records and are consistent with the federal Family Educational Rights and Privacy Act.

As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:

- the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or

- the parent has been denied visitation, or

- the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or

- there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Access of Third Parties

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4) (a), personally identifiable information from a student record shall only be released to a third party on the

condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L, and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Amendment of Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school district.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates, or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

SMOKING-POSSESSION/USE OF TOBACCO

The possession/use of tobacco products within school buildings, facilities, on school grounds and on school buses is prohibited by any individual by Massachusetts General Law Section 36 of Chapter 71 of the Acts of 1993.

Therefore the possession/use of tobacco products is prohibited within school buildings, school facilities, on school buses and on school grounds under the jurisdiction of the Blackstone-Millville Regional School District.

The possession/use of tobacco is strictly forbidden in school, on school buses, and at all school functions on or off school grounds (including dances, proms, and class trips). Violators of this regulation will be attended to severely.

Students who violate the Tobacco Products Policy will be referred to individuals or agencies in an effort to provide them with a smoking cessation program (when available).

CHAPTER 71 SECTION 37H. POLICIES RELATIVE TO CONDUCT OF STUDENTS

According to the provisions of Massachusetts General Laws, Chapter 71, Section 37H, the following procedures are in effect for serious disciplinary infractions involving weapons, drugs or assault.

Any student who is found on school premises or at a school-sponsored or school-related event, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, or a controlled substance as defined in chapter ninety-four C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Any student who assaults a principal, assistant principal, teacher, teacher's aide or any other staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.

When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

CHAPTER 71 SECTION 37L. REPORTS OF STUDENTS POSSESSING OR USING DANGEROUS WEAPONS ON SCHOOL PREMISES

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief,

and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

TRANSFERRED STUDENTS' SCHOOL RECORDS

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

CHAPTER 71 SECTION 37H1/2. FELONY COMPLAINT OR CONVICTION OF A STUDENT; SUSPENSION; EXCLUSION; RIGHT TO APPEAL.

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of this request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

PHYSICAL RESTRAINT

603 CMR 46.00: Physical Restraint

See Appendix A, Physical Restraint of Students

THREAT ASSESSMENT POLICY

Overview

With the advent of increased violence in schools comes a corresponding difficulty for school principals in assessing the seriousness and validity of incidents containing threats, be they implied or overt.

The overriding concept in dealing with such incidents/instances must be the overall safety of the students, staff and property of the District. Administrators are placed in the position of determining how best to respond, especially when disciplinary action may be determined to be in conflict with a student's rights as defined by the United States Constitution and Massachusetts General Laws. The Threat Assessment Policy shall be published annually in the individual school handbooks.

The Intervention Process

In light of the complexities of the issues connected to matters of threats, the principal or designee may send the student home, in the custody of a parent, while deliberations are ongoing.

In the event of the receipt of any threat, the building principal shall assemble his/her assessment team, which in addition to himself/herself shall be comprised of, but not limited to, one or more individuals from the group shown below:

- the assistant superintendent of schools
- TEAM Chairperson
- the assistant principal(s)
- another District principal
- the school psychologist
- the school adjustment counselor
- the chief of police
- the district Counsel
- a juvenile probation officer
- an Assistant District Attorney
- a teacher(s)
- the guidance counselor

The principal shall assess the threat and the appropriate response with the assistance of those consulted prior to formulating his/her decision.

Threat assessment will involve determining whether the threat received is of a low, medium or high threat level. This determination will be based upon a four-pronged effort as recommended by the Federal Bureau of Investigation's (FBI's) 1999 report titled, "A Threat Assessment Perspective". It will involve an examination of: (1) the personality of the student, including behavioral characteristics and traits; (2) family dynamics, including patterns of behavior, thinking, values, etc.; (3) school dynamics, including how a student might see himself/herself in relation to the school's culture; (4) social dynamics, including a student's beliefs, choice of friends, attitudes towards drugs, alcohol and weapons.

Once the threat assessment is complete, an evaluation of the threat (high, medium or low) and an appropriate response will be undertaken. The level of the threat shall determine if police intervention is required.

At the conclusion of the process, a debriefing session will be held to review the process and to recommend any steps that ought to be taken to further ensure the safety of the students, staff and property.

During the period of threat existence and assessment, the superintendent of schools shall serve as the sole source of public comment.

Adopted: March 22, 2001
Blackstone-Millville Regional School District

RESTRAINING ORDER POLICY

In the event a student/faculty member obtains a restraining order, the named defendant will be subject to any and all course changes and route changes to comply with said restraining order. The named defendant will meet with a school administrator and the guidance counselor to sign a memorandum of agreement, which states such course and route changes will take place. He/she will be informed of the consequences if the restraining order is violated while on school property.

Violation of a restraining order is a criminal offense and any violation will be immediately reported to the police.

The onus of the restraining order is on the defendant. A victim cannot violate the restraining order through reasonable behavior. Cooperation is expected from both parties.

Third party contact or written messages through friends or other interested parties are a clear violation of the restraining order.

AIDS/ACQUIRED IMMUNE DEFICIENCY SYNDROME POLICY

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to families who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

All children diagnosed as having AIDS, or with clinical evidence of infection with the AIDS associated virus, (HTLV III) and receiving medical attention are able to attend regular classes.

- A. If a child has cutaneous (skin) eruptions, or weeping lesions that cannot be covered, he/she should not be in school.
- B. If the child exhibits inappropriate behavior, which increases the likelihood of transmission (i.e., biting or frequent incontinence), he/she should not be in school.
- C. Children diagnosed with AIDS, or with clinical evidence of infection with the AIDS associated virus (HTLV III), who are too ill to attend school, should have an appropriate alternative education plan.
- D. Siblings of children diagnosed as having AIDS or clinical evidence of infections with the AIDS associated virus (HTLV III) are able to attend school without any further restrictions.

Since the child diagnosed as having AIDS, or with clinical evidence of infections with the AIDS virus (HTLV III) has a somewhat greater risk of encountering infections in the school setting, the child should be excluded from school if there is an outbreak of a threatening communicable disease, such as chicken pox or measles until he/she is properly treated (possibly with hyper immune gamma globulin) and/or the outbreak has no longer become a threat to the child.

AN ACT TO PROTECT CHILDREN AND FAMILIES FROM HARMFUL PESTICIDES

Pesticides shall not be applied indoors while children are on the property, except for anti-microbial pesticides such as bleach; rodenticides placed in tamper resistant baits; insecticidal baits; ready-to-use dusts, gels, or powder formulations; and certain lower risk pesticides. Until November 1, 2001 other pesticides can be applied indoors when children are NOT present on the property.

Pesticides shall not be applied on the outdoor property of a school, day care center or school age child care program while children are located in, on or adjacent to the area of the pesticide application.

All parents, staff, and children will have to be provided with standard written notification of any pesticide application that is made outdoors on school property. The notification will also have to be posted in a common area. The information to be contained in the standard written notification will be obtained from the licensed pesticide applicator that performs the work.

HOME HOSPITAL INSTRUCTION 603 CMR 28.03 (c) **Educational services in home or hospital.** Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

Appendix C

FEDERAL LAWS

CIVIL RIGHTS LAWS – Section 504 and Title VI and Title IX

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who: has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing hearing, speaking, breathing, learning and working); has a record of such an impairment; or is regarded as having such an impairment

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If there are questions, please feel free to contact the District 504 coordinator, Title VI or Title IX coordinator, listed at the front of this handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Blackstone-Millville Regional School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Blackstone-Millville Regional School District, may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies which publish yearbooks.

If you do not want Blackstone-Millville Regional School District to disclose directory information from your child's education records without prior written consent, you must notify your child's school principal in writing within ten (10) days of your child's first day of school during the current school year.

HOMELESSNESS:

Students who lack fixed, regular, or adequate nighttime housing or have a primary nighttime residence in a supervised shelter are considered homeless. Homeless students are entitled to receive educational and other services for which they are eligible and to have the opportunity to enroll and succeed in school. Contact your child's principal, school counselor, or the district's homeless liaison, listed at the front of this handbook, for assistance.

Appendix D

Massachusetts Student Discipline Statutes and Regulations as of July 1, 2014

G. L. Chapter 71, Section 37H

Offenses:

On school premises or at school-sponsored events or activities:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

Consequence:

- Exclusion for amount of time up to expulsion;
- Principal or his/her designee may suspend and not expel as he or she deems appropriate

Due Process:

- Constitutional due process;
- Prior notice to student of charge and written notice of right to hearing;
- Right to representation at hearing; and to present evidence and witnesses at hearing

Appeal from Principal or his/her designee's Decision:

- Right to appeal **expulsion** decision to superintendent
- Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence

Provision of Education Services:

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to make up assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and the parent with a list of alternative educational services.

See G. L. c. 76, Section 21 and 603 CMR 53.13 for details, including required notice.

Discipline Collection and Reporting:

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate

- Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year
- Create a plan to address disparities if Commissioner determines that school or district discipline data reflect significant disparities by race and ethnicity, or disabilities

See 603 CMR 53.14 for details.

G. L. Chapter 71, Section 37H ½

Offenses:

1. A felony charge or felony delinquency complaint against a student.
2. Conviction, adjudication, or admission or guilt with respect to such felony.

Consequence:

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by Principal or his/her designee *if* the Principal or his/her designee determines the student’s continued presence would have a substantial detriment on the general welfare of the school.
2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) *if* the Principal or his/her designee determines that the student’s continued presence would have a substantial detriment on the general welfare of the school.

Due Process (for either suspension or expulsion):

- Constitutional due process;
- Written notice of the charges and of the reasons before the suspension takes effect;
- Principal or his/her designee may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the superintendent;
- Suspension remains in effect pending appeal to the superintendent.

Appeal from Principal or his/her designee’s Decision to Suspend or to Expel:

- Timeline for requesting later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- Superintendent may overturn or alter the decision.

A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.

Provision of Education Services:

Same as in G. L. Chapter 71, Section 37H

Discipline Collection and Reporting:

Same as in G. L. Chapter 71, Section 37H

G. L. Chapter 71, Section 37 H ¾

Offenses:

Any offense that is not addressed in 37 H or 37 H ½

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning
- Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports
- No student may be suspended for more than 90 school days in a school year

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the Principal or his/her designee before suspension takes effect. Consult 603 CMR 53:08 for details on notices
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process
- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate
- Principal or his/her designee must make and document reasonable efforts to include the parent in meeting/hearing with the student
- Principal or his/her designee must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping
- Following hearing, Principal or his/her designee must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate
- Before any out-of-school suspension of a student in preschool or grades K-3, Principal or his/her designee must notify superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

Appeal from Principal or his/her designee's Decision:

- Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted
- The superintendent must hold hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent
- The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing
- The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped
- The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the Principal or his/her designee decided. A written decision is due within 5 calendar days of the hearing.

Provision of Education Services:

Same as in G. L. Chapter 71, Section 37H
Discipline Collection and Reporting:
Same as in G. L. Chapter 71, Section 37H

USER AGREEMENT AND PARENT PERMISSION

I understand and will abide by the Blackstone-Millville Regional School District’s Acceptable User Policy for Computer Network use. I further understand that any violation(s) of the policy may result in disciplinary action, which could include loss of computer access, school disciplinary action, or any appropriate legal action.

Student Name: _____ DOB _____

Student Signature: _____ Date: _____

As the parent or legal guardian of the minor student above, I grant permission for my son or daughter to use the networked computer services of the Blackstone-Millville Regional School District. I understand that this access is intended to be used for educational purposes. I also understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use – setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media, in accordance with the Blackstone-Millville Regional School District’s Acceptable Use Policy.

Parent or Guardian’s Name: (please print)

Parent or Guardian’s Signature:

School: _____ Grade: _____ DOB: _____

STUDENT/PARENT HANDBOOK

We have read and understand the contents of the Blackstone-Millville Regional Elementary School Student/Parent Handbook

I understand that BMRSD is not responsible for any electronic device that my child brings to school which is lost, damaged or stolen.

Student: _____ Grade: _____

Parent/Guardian: _____ Date: _____

MEDIA PERMISSION

_____ I give permission for my child to have his/her photo, video, name, or likeness appear in the following media publications: newspaper articles, radio or television, district publications (including the district website).

_____ I do NOT give permission for my child to have his/her photo, video, name, or likeness appear in the following media publications: newspaper articles, radio or television, district publications (including the district website).

YEARBOOK PERMISSION

_____ I give permission for my child to have his/her phone, name, or likeness appear in the yearbook.

_____ I do not give permission for my child to have his/her phone, name, or likeness appear in the yearbook.

I understand that we will not be notified prior to our child’s photo, name, image or likeness appearing in any of the publications listed above.

By signing this agreement, we are releasing Blackstone-Millville Regional School District of any legal requirements.

This agreement may be terminated at any time through written request.

Student’s Name: _____ Homeroom Teacher: _____

Parent/Guardian Signature: _____ Date: _____