

**Blackstone-Millville
Regional School District
Elementary Schools**



**2011-2012
Student Handbook**

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

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School Officials
2011-2012

Blackstone-Millville Regional District School Committee

Mr. Charles K. Singleton, Chair
Mr. John J. Eldridge, Vice Chair
Mr. Steven J. Tringali, District Secretary
Mrs. Catherine A. Robinson, District Treasurer
Mrs. Diane Robin, Assistant District Treasurer
Mr. Michael J. Buckley, Member
Mr. Brian T. Faulkner, Member
Mrs. Lisa C. Olivera, Member

Ms. Kimberly Shaver-Hood
Superintendent of Schools 508-883-4400 #9

Mrs. Carol A. Brown
Principal, Augustine F. Maloney Elementary School 508-883-4400 #8
Principal, John F. Kennedy Elementary School 508-883-4400 #7

Mrs. Eileen M. Tetreault
Principal, Millville Elementary School 508-883-4400 #6

Ms. Carol Riccardi-Gahan
Administrator of Special Education 508-883-4400 #2

TBA
Elementary 504 Coordinator 508-883-4400

TBA
District 504 Coordinator 508-883-4400

TBA
Title I Coordinator 508-883-4400

TBA
Title VI Coordinator 508-883-4400

TBA
English Language Learner Coordinator 508-883-4400

Jeanne Sheridan
Food Service Director 508-876-0190

TBA
Homeless Coordinator 508-883-4400

BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT 2010-2011 CALENDAR

SEPTEMBER 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 2010
September 1 - Orientation Day for Staff
September 2 - School Opens/All Students Report
September 3 & 6 - Labor Day Observed - No School

MARCH 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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October 2010
October 11 - Columbus Day - No School
October 12 - Half Day AM/Professional Development Day PM

OCTOBER 2010

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31						

November 2010
November 11 - Veterans Day - No School
November 12 - Half Day AM - Professional Dev. Day PM
Nov. 15 - MES/AFM Parent/Teachers Conf. - 4:30 PM- 7:30 PM
Nov. 16 - FWHMS Parent/Teachers Conf. - 4:30 PM- 7:30 PM
Nov. 17 - BMRHS/JFK Parent Teachers Conf.-4:30 PM-7:30 PM
November 18 - Prof. Dev. Day Teachers - 8:00 AM- 11:00 AM
November 18 - Parent/Teachers Conf. - 12:00 PM- 4:00 PM
November 24 - Half Day
November 25-26 - Thanksgiving Recess - No School

APRIL 2011

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NOVEMBER 2010

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December 2010
December 23 - Half Day
December 24-31 - Holiday Recess - No School
January 2011
January 14 - Half Day AM/Professional Development Day PM
January 17 - Martin Luther King Jr. Day - No School

MAY 2011

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DECEMBER 2010

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February 2011
February 18 - Half Day AM/Professional Development Day PM
February 21-25 - Winter Recess - No School
March 2011
March 11 - Half Day AM/Professional Development Day PM
April 2011
April 22 - Good Friday- No School
April 18-22 Spring Recess - No School
May 2011
May 13 - Half Day AM/Professional Development Day PM
May 30 - Memorial Day- No School
June 2011
June 3 - Graduation Class of 2011
June 17- Last Day
~ Last Day is a Half Day ~

JUNE 2011

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JANUARY 2011

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30	31					

July 2011
July 3 - Graduation Class of 2011
June 17- Last Day

JULY 2011

S	M	T	W	T	F	S
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FEBRUARY 2011

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27	28					

August 2011
JFK - 508-876-0118
AFM - 508-876-0119
MES - 508-876-0152
FWH Middle School - 508-876-0190
BMR High School - 508-876-0117
Superintendent's Office - 508-876-0137

AUGUST 2011

S	M	T	W	T	F	S
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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.

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.

Parent-School Communication

The importance of parent-school communication cannot be overstated. In order to facilitate good communication, the following comments are offered:

If you have a question or problem involving your child's teacher, please contact the teacher directly by phone 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.

Please respond to any written correspondence or phone calls you may receive. If we require your signature on any paper, it is asked for so that we know you have received it. It is our responsibility to keep you informed. It is your responsibility to let us know that you have been informed.

Parent-teacher conferences are encouraged throughout the school year. The elementary staff does a fine job in encouraging parental contact with the school. Remember, the better your understanding of your child's capabilities and needs, the better we can mutually meet those needs.

In fairness to everyone, please give us the benefit of the doubt and hear our side of a question or problem before coming to a conclusion. It is understandable that a parent has a heavy emotional interest in his/her child's well-being. It is also understandable that a child's version of an event will most often place him/her in the best possible light. Wait to get the response from your child's teacher or the principal before you complete your judgment of the issue.

If you wish to speak to the building principal regarding any matter concerning your child, please contact the school office at any time. If your question centers itself on matters that the principal can handle directly, this will be done. If the situation is one in which your child's teacher is the main source of information, the principal will request that you contact the teacher directly. If you wish to discuss any matter with the principal in person, it is best that you call the school office for an appointment. An in-person meeting with the principal 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.

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.bmrtd.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	8:55 A.M. – 3:05 P.M.
AFM	8:55 A.M. – 3:05 P.M.
MES	8:50 A.M. – 3:00 P.M.

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	8:40 A.M
AFM	8:40 A.M
MES	8:35 A.M.

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

If your child is to be absent from school on a given day, please call the school. An automated answering service is available at each school to record the information you give regarding your child's absence. 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 seven (7) or less absences during a six (6) month period.

Medical reasons that cause a child to be absent beyond that number of days are acceptable. Absences caused by other reasons are generally not acceptable. 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.

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

Special Education Integrated Preschool

Kindergarten Program

Special Education Integrated Kindergarten
Full-day Kindergarten for all students

Special Education Programs

Integrated Classrooms
Resource Room Services

Regular Class Programs, Grades 1-5

1. Art
2. Health, grade 5
3. Library
4. Music
5. Physical Education
6. Supportive Reading Instruction
7. Technology Instruction

School Health Program

1. Physical Examinations (Required by state statute for Grade 4)
2. Vision and Hearing Screening (Required by state statute for all elementary grades)
3. Health Education Program (Grades 5)
4. Postural Screening (Required by state statute for Grades 5)
5. Body-Mass Index (Required by state statute for Grades 1 and 4)

Guidance

1. School Adjustment Counselor
2. School Psychologist

Program of Studies

Preschool Programs

The BMRSD has two 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. There are currently 32 Regular Education and 19 Special Education Students. 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.

The District also has an Intensive Early Childhood Program for students who require intensive services within the public early childhood classroom. The Program services children ages 3-6. The children attend the Program from 9:00 am to 3:00 pm. All of the children currently in the class will attend a summer school program as recommended by the TEAM at each child's IEP Meeting. The Program addresses the following Skill Areas: Self-Help (eating, bathroom, self-care, activities of daily living); Communication (PECS, Individualized Communication Book, Requesting, functional language, receptive language and requesting); Play/Social (independent, interactive, generalizations, pro-social behavior and receptive and expressive language); Pre-Academic (attending, imitation, matching and receptive knowledge).

Kindergarten

All Kindergarten students attend school for a full-day. 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.

English Language Arts

Phonemic Awareness—discriminating and producing rhyming words, giving sound for letter symbols, identifying beginning/middle/ending sound in a word, blending sounds into words

Listening/comprehension skills—Listen attentively and respond appropriately in group discussions; retell and sequence simple stories and poems; follow directions; Identify details of a story such as character setting and simple plot.

Reading and Literature—Understand concepts of print; identify and name upper and lower case letters; read sight words

Writing Skills—Focus on letter and number formation; use left-to-right format; communicate ideas with pictures, letters and phonetic spelling.

Mathematics

Identify and sort objects by a given attribute. Identify/describe and extend simple patterns. Perform simple data collection and graphing. Identify position of objects, identify and describe 2 & 3 dimensional shapes. Recognize and use terms of measurement. Tell time by the hour. Develop number sense by focusing on one to one correspondence when counting; counting by ones to 20; skip counting by 5's and 10's to 20. Match quantities to 20 with numbers. Print numbers in order to 20. Identify and say the value of penny, nickel, dime and quarter. Solve addition and subtraction problems with manipulatives

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.

English Language Arts

Develop phonemic awareness. Encourage automaticity as well as decoding skills. Increase comprehension of basic facts and details, fluency, vocabulary recognition and the use of reading strategies. Provide opportunities for independent reading to develop fluency, self-confidence and a love of reading. Encourage composition skills through frequent writing activities targeting the development of sentences to convey meaning, the use of correct sentence structure, and the application of spelling skills. Develop legible printing skills.

Mathematics

Develop number sense to read and write 2- and 3-digit numbers; use symbols (<,>=); find the value of a collection of coins; solve number stories; construct and solve number sentences using symbols (+,-,=); solve addition/subtraction facts to 10; and solve problems involving place value to 1, 10 and 100. Introduce geometry skills, including the identification of polygons and their characteristics, as well as 2-and 3-

dimensional shapes. Develop measurement skills, including time to the hour and half-hour, and the use of customary and metric measuring tools. Develop an understanding of patterns, as evidenced by pattern completions and skip counting by 2s, 5s and 10s. Introduce the concepts of data and probability by providing opportunities for simple data collection (tally marks, plot-line graphs, etc).

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.

English Language Arts

The components of a balanced literacy program include: literature and thematic units; use of literature as a resource; decoding and recognition of new words; vocabulary enrichment; comprehension of main ideas and details; identification of literature (i.e. genres); identification of story elements (e.g., character, setting); strategies to read fluently; a basic understanding of the writing process; application of spelling skills in writing; writing stories with a beginning, middle and end; the use of correct sentence structure; beginning poetry writing; poetry appreciation.

Mathematics

Number Sense: Computation skills of addition and subtraction through 20; understanding of place value concepts to 1,000; multiple strategies to solve problems; adding and subtracting 2-digit numbers, with regrouping; understanding fractions; geometry skills in describing 2 and 3-dimensional shapes; identifying symmetry in 2-dimensional shapes.

Measurement skills: Telling time to the quarter hour; selecting tools to measure customary and metric units. Pattern skills: Constructing and solving number sentences with variables: writing number sentences using symbols (+, -, >, <, =).

Data and Probability skills: Collecting, recording, and interpreting data; demonstrating and understanding of probability.

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.

English Language Arts

Writing process: various forms of written communication - interviews, poetry, research reports, letters, creative expression, book making, use of themes as “prompts.”

Genres in literature: fables, mystery, realistic fiction, historical fiction, fantasy and nonfiction materials including: biography, and special subject texts.

Knowledge will be presented using various mediums, ways to respond to text will include use of the following: webbing, sequencing, grammar, proofreading, and peer editing. Manuscript writing (print) will transition to cursive writing; spelling will be refined using phonics, word attack, dictionary skills and pronunciation activities, develop vocabulary, acquire fluency, read, comprehend, and critique various materials

Mathematics

In Math we will:

use manipulatives to model concepts, experience the real world application of mathematical approaches, choose the appropriate strategy for problem solving, place value to 10,000, addition and subtraction with and without regrouping, addition, subtraction, multiplication and division facts, multiplies and divides 3 digits by a 1 digit number, compare and order fractions, tell time to the nearest minute, computes elapsed time, measure using customary and metric tools, measure area and perimeter, data analysis and probability, patterns, round off and estimate, locate points on a grid, describe 2 and 3 dimensional figures, identify parallel, perpendicular, and intersecting lines, and lines of symmetry

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.

English Language Arts

In Language Arts we will experience: decoding and word recognition skills* reading silently and orally for fluency* comprehending text using multiple strategies* analyzing story elements such as characters, setting, etc.* summarizing main idea details* analyzing different genres such as non-fiction, fantasy, etc.* communicating clearly using specific language* presenting orally in front of peers* understanding and using new vocabulary* using resources such as the dictionary and thesaurus* identifying parts of speech* writing organized and well-developed compositions* using appropriate language for different audiences and purposes* revising and editing compositions* applying spelling skills in written work* using legible, cursive writing.

Mathematics

In Number Sense we will experience:

adding/subtracting five digit numbers * place value to 100,000 * problem solving using appropriate operations/strategies * estimating whole numbers to 100,000 * mastering multiplication /division facts to 12 * multiplying 3-digit by 2-digit numbers * dividing single-digit divisor with remainder * fractions and decimals on a number line * decimal equivalents of common fractions * adding/subtracting common fractions

In Geometry we will experience:

2 & 3 dimensional shapes * parallel, intersecting and perpendicular lines * right, acute, and obtuse angles * line symmetry in 2 dimensional shapes

In Measurement we will experience: tools to measure customary and metric units * area, perimeter, and volume * elapsed time

In Patterns we will experience: number patterns * number sentences * unknown variables *

In Data and Probability we will experience: collecting, organizing, displaying, and analyzing data * probability

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.

English Language Arts

In Language Arts we will experience:

Comprehension skills by teaching decoding and word recognition skills * new vocabulary in all curriculum areas and use it in oral and written language * fluent reading behaviors through oral and silent reading of leveled text * multiple reading strategies for understanding fiction, such as cause and effect, comparing and contrasting, sequencing, text connections, questioning, drawing conclusions, and making inferences * figurative language such as idioms, similes, metaphors, hyperbole and alliteration * gaining information from non-fiction through the use of note taking, outlining, chart and map reading and making * the characters, setting, plot and theme of a story through the use of picture books, chapter books and classroom anthologies * analyzing various forms of literature such as fantasy, fables, folktales, poetry, realistic fiction, plays * purposes of various forms of writing such as informational, entertaining, and persuasive text * speaking, writing, and listening activities to facilitate clear/specific language, including oral presentations, literature circles, classroom participation * organizing, revising, editing and publishing our writing to produce 3 to 5 paragraph essays * spelling and grammar concepts and strategies identified through explicit instruction and reading, and applied in written practice * cursive writing procedures.

Mathematics

In the following strands of Mathematics, we will experience:

Number sense in writing and comparing numbers from millions to thousandths * estimating/adding/subtracting/multiplying and dividing whole numbers * choosing appropriate operations/strategies to solve problems * comparing and ordering fractions/decimals/percents * adding/subtracting/multiplying/dividing multi-digit numbers with decimals/fractions & mixed numbers * finding equivalent fractions and mixed numbers * converting between fractions/decimals/percents. Geometry skills in identifying points/lines/planes * locating/labeling/graphing points on a grid using ordered pairs * identifying polygons and 3-dimensional shapes. Measurement skills in selecting appropriate tools to measure customary and metric units * measuring area/perimeter/volume * measuring angles/triangles/quadrilaterals. Patterning skills in analyzing and determining rules for patterns * solving linear equations with one variable * solving problems using proportional relationships. Data and probability skills in collecting/analyzing/organizing/displaying data * calculating mean/median/mode and range * stating possible outcomes of possibility.

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 plasticene. 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 1 – All students are provided instruction in personal health, functions of bones and muscles and the five senses. Instruction in good nutrition, healthy food choices, germs and diseases is provided along with what rules of safety and injury prevention.

Grade 2 – students continue to learn good health habits. Instruction is given to all students to help them better understand emotion and feelings, how to get along with family and friends and the dangers of alcohol, tobacco and drug abuse. Instruction on safety and injury prevention continues.

Grade 3 – All students learn about the human body; heart, lungs, digestive system and the nervous system while continuing to understand the importance of good nutrition, healthy bodies to prevent sickness and disease.

Grade 4 – Students are instructed to know good health for the body including eye, ear, skin, hair and nail care. All students learn how to manage stress, get along with others and understand changing emotions. Continued instruction on drugs, medicines and tobacco are provided along with staying safe and preventing injury. Life skills, communication, decision making, social skills, are a focus at this grade level.

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.

All grade 1 students participate in chorus on a weekly basis. The chorus performs two concerts each year, one for their peers and one for parents.

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.

All grade 2 students participate in chorus on a weekly basis. The chorus performs two concerts each year, one for their peers and one for parents.

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.

All grade 4 students participate in chorus on a weekly basis. The chorus performs two concerts each year, one for their peers and one for parents.

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.

All grade 5 students participate in either chorus or in band on a weekly basis. The chorus performs two concerts each year, one for their peers and one for parents. 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.

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.

Supplemental Math (Action Math)

Grade 1- Using hands on explorations, and varied manipulatives, student will enhance and strengthen their understanding to develop number sense as they learn to read and write 2- and 3-digit numbers, use symbols (<, >, =), find the value of a collection of coins, solve number stories, construct and solve number sentences using symbols (+, -, =), solve addition/subtraction facts to 10, and solve problems involving place value to 1, 10 and 100. Geometry skills instruction, including the identification of polygons and their characteristics, as well as 2-and 3-dimensional shapes will be provided. Students will also develop measurement skills, including time to the hour and half-hour and the use of customary/metric measuring tools, develop an understanding of patterns, as evidenced by pattern completions and skip count by 2s, 5s and 10s. Concepts of Data and Probability by providing opportunities for simple data collection (tally marks, plot-line graphs, etc.) will be strengthened.

Grade 2 – Hands on manipulative and explorations will allow students to strengthen their understanding of Number Sense in computation skills of addition and subtraction through, understanding of place value concepts to 1,000, the importance of choosing strategies to solve problems, adding and subtracting 2-digit numbers, with regrouping, understanding fractions. Hands on manipulative and explorations will allow students to strengthen their understanding of Geometry and Measurement skills in describing 2 and 3-dimensional shapes, identifying symmetry in 2-dimensional shapes, telling time to the quarter hour, selecting tools to measure customary and metric units.

Grade 3 - Hands on explorations, varied manipulatives will allow all students to enhance their understanding to use manipulatives to model concepts, experience the real world application of mathematical approaches,

choose the appropriate strategy for problem solving, place value to 10,000, addition and subtraction with and without regrouping, addition, subtraction, multiplication and division facts, multiplies and divides 3 digits by a 1 digit number, compare and order fractions, tell time to the nearest minute, computes elapsed time, measure using customary and metric tools, measure area and perimeter, data analysis and probability, patterns, round off and estimate, locate points on a grid, describe 2 and 3 dimensional figures, identify parallel, perpendicular, and intersecting lines, and lines of symmetry

Supplemental Science (Action Science)

Grade 1 – Hands on explorations and experiments will be provided to enhance their 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.

Grade 2 - Hands on exploration and experiments, using the scientific method, will be provided to enhance the study of 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), the study of states of matter, the study of position, motion and balance of objects.

Grade 3 – Using the Scientific method, students will be using hands on explorations and experiments to enhance their understanding to 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.

Grading System

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.



2011–2012 Schedule for MCAS and MEPA Testing

Grade	Test	Allowable Administration Dates	Number of Sessions	Session Length (Avg. # of Minutes)
Fall 2011 MEPA				
Grades 1–12	MELA-O	October 3–31	NA	NA
	MEPA-R/W	October 24–31	Gr. 1–2: 2 (1 Reading; 1 Writing) Gr. 3–12: 4 (2 each)	45
Spring 2012 MEPA				
Grades K–12	MELA-O	Feb. 13–March 12	NA	NA
	MEPA-R/W	March 5–12	Gr. K–2: 2 (1 Reading; 1 Writing) Gr. 3–12: 4 (2 each)	45 Session 1 & 3: 45 Session 2: 60
March–April 2012 MCAS Tests				
Grade 4	ELA Composition, Sessions A and B	March 20	2	45
	ELA Composition Make-Up	March 29	2	45
Grades 3, 5	ELA Reading Comprehension	March 20– April 2	2	60
Grade 4		March 21– April 2		
May 2012 MCAS Tests				
Grades 3–5	Mathematics	May 7–May 22	2	45
Grade 5	Science and Technology/Engineering (STE)	May 8–May 22	2	45
Grade 5	History and Social Science (HSS)*	May 9–May 22	2	50

* Contingent upon appropriation of sufficient funding for test administration and academic support

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.
- 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.

Homework is any assignment, whether written or otherwise, that is given to the student by his/her teacher(s), which is to be fully completed by the student either at home on the student's own time, or during any free time s/he may have during the school day.

Reasons for Homework:

- To reinforce skills that 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.

Student Responsibilities Regarding Homework:

- Students are responsible for completing and submitting homework assignments by the date and time they are due.
- Homework assignments that are submitted after the due date may be significantly penalized. An exception to the latter 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 any aspect of the homework policy. If a parent is not satisfied with the result of that contact, or 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. 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.
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.
4. Extortion.
5. Damaging school property or the property of others.
6. Harassment
7. Truancy. State law requires regular school attendance.
8. Possession or use of smoking materials on school grounds or school buses.
9. 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:

1. Student is reprimanded by teacher or other supervising adult.
2. Notice of unacceptable behavior is sent to parent by teacher, principal or other supervising adult.
3. Student loses recess privileges for periods of time as determined by teacher or principal.
4. After-school detention as determined by teacher or principal.
5. In-school suspension as determined by principal. Reported to Massachusetts Department of Education as required by law.
6. Out-of-school suspension as determined by principal. Reported to Massachusetts Department of Education as required by law.
7. Expulsion from school. Reported to Massachusetts Department of Education as required by law.

Discipline of Students with Special Needs

See Policy in Appendix A

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.

- Pupils 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.
- No changing of seats is allowed during the trip unless directed by the bus driver.
- Pupils must keep the bus aisle free of books and other personal items.
- Pupils must not extend their arms out of bus windows nor extend their legs into the aisle.
- 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	One (1) day suspension of bus privileges
Third	Three (3) day suspension of bus privileges
Fourth	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:

1. Students with daily employment responsibilities as verified by the receipt of written notification by the employer.
2. 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).
3. A death or serious illness in the family.
4. 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:

1. Students wishing to visit friends, relatives or acquaintances.
2. 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:

- Enter the cafeteria in an orderly manner.
- Walk at all times.
- Use classroom level voices.
- Use appropriate language, behavior and conversational topics.
- Keep hands, feet and objects to one's self.
- Respect lunchroom aides, cafeteria staff and classmates.
- Raise their hands for help.
- Be responsible for helping to maintain their area in an acceptable condition.

- Become silent when lights are turned off so that they may hear and respond to adult instructions.
- Refrain from bringing glass containers to the cafeteria or anywhere else at school.

Consequences are intended to teach students that they are responsible for their actions. Inappropriate behavior will result in the student being kept in for recess. Loss of recess for the third time will result in a letter being sent home informing parents of the problem. A fourth incident will result in the student being referred to the principal.

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 and compensated by the elementary parent association.
- 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 have use of a school provided 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 and the building principal.
- One teacher will be appointed as the “lead teacher” on each field trip.
- The lead teacher will be provided a school cell phone for the field trip so s/he can be contacted if necessary. This school cell phone number will be given to the field trip nurse and to all chaperones, including other teachers, for use during the field trip only.
- 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 will 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 and the building principal.
- Chaperones must be CORI approved.
- Chaperones will secure a personal 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

- Parents may arrange for dismissal of their child prior to the end of the school day by submitting a written note to the principal.
- In cases of emergency, parents may telephone the school requesting early dismissal.
- Children will be released only from the office of the Principal to a parent or person designated by the parent in writing. No student will be dismissed directly from any other area of the school building or grounds.
- Office personnel may ask for photo identification prior to releasing a child.

No School Notices/Emergency Early Dismissal

On days when school is closed, or the opening of school is delayed due to inclement weather or any other emergency, such announcements will be made over local radio stations WNRI (1380AM) and WOON (1240AM), as well as the local cable access channel. Such announcements are also made over Boston and Providence television stations. In addition, the District uses the One-Call Now system to place a telephone call to each family when there is a change in the daily operating schedule.

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, Equipment and Supplies

The school system provides all books, equipment and supplies that a student will need for all his/her schoolwork. 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 have a separate pair of sneakers for use in their physical education classes in the school gymnasiums. These sneakers will be kept in school for use in the gym only.

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. 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.**

1. **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.
2. **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.
3. **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.

Instrumental/Choral Music Policy

This policy is designed to address the attendance of students in grade 5 at small group instrumental music lessons and students in grades 4 and 5 at weekly band and chorus 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

No clothing or adornments (make up, hair color, rub on tattoos, etc) are to be worn which are considered disruptive to the educational process. This determination is at the sole discretion of the building principal. Wheeled footwear is dangerous and destructive to our buildings, and is not allowed at school.

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. 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.

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.

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:

1. 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.
2. No user shall engage in activity on-line that will incur financial and/or legal liability on the part of the District.
 3. 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.
 4. No user shall alter desktop settings or trespass into another's files, folders, or work.
 5. No user shall employ the network for any commercial purpose.
 6. Users shall exercise good judgment and good manners when dealing with others via the Internet.
 7. 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.
 8. 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.
 9. 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.
 10. 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.
 11. 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.

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:

1. All field trips shall be governed by school policy and the school policy shall be included in student handbooks.
2. The Principal shall acquire advanced written permission from the parent or guardian for each student for each trip.
3. Field trip permission slips shall contain all information stated on the attached blanket district permission slip form.
4. 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.
5. Written notification of proposed field trip shall not be initiated prior to obtaining approval of the trip at the appropriate administrative level.
6. (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.
7. (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.
8. (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.
9. EXTENDED OVERNIGHT TRIPS may require more than the minimum number of chaperones. The approving authority shall determine the number of chaperones required.
10. 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.
11. Any school-approved field trip, as deemed necessary by the appropriate administrative level, must have a building administrator in attendance.
12. Any alcohol/drug or tobacco use/possession while on a field trip will result in the same disciplinary action as when on school grounds.
13. 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.

14. Any student who does not observe rules and regulations while on an overnight field trip shall be sent home at the parents' expense.
15. 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.
16. Adults supervising students on field trips may not bring their child's sibling(s) along. Their focus must be as chaperone during field trips.
17. No "guests" are allowed to accompany field trips. All adults are to be acting chaperones.
18. 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.)
19. 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.
20. 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.
21. The eligibility requirements for students participating in field trips shall be determined by the building principal.
22. A carrier that has been approved by the district shall transport students.
23. 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.
24. Fundraising and/or collection of student payment for proposed field trip shall not commence until approval of trip at the appropriate Administrative level.
25. Overnight trips shall not be scheduled during the semester and final exam weeks.
26. 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:

1. 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.
2. 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.
3. 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.
4. 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, sex, religion, national origin, sexual orientation or disability in its education programs, activities, or employment policies. This is in accordance with the Title IX of the Education Amendments of 1972 and Chapter 622 of the Acts of 1971.

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

The Blackstone-Millville Regional School District reaffirms that they do not discriminate on the basis of race, color, religion, sex, national origin, age, disability or sexual orientation in admission to, access to treatment in or employment in its programs or activities. Consistent with M.G.L. Chapter 76, Section 5, the Blackstone-Millville Regional School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability or sexual orientation. Any harassment on the basis of sex, race, national origin, religion, age, disability or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

If you should have any questions about the district's policy, please feel free to contact Mr. John Carroll. He has been designated to respond to your inquiries and to be the district's Title IX Coordinator. Mr. Carroll can be reached at (508) 876-0117. If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

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 an 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:
 - a) The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts.
 - b) The grievance officer will then attempt to meet with the charged party in order to obtain his or her response to the complaint.
 - c) 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:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

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; TRANSFERRED STUDENTS' SCHOOL RECORDS

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.

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; EXPLUSION; 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.

1. 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.
2. 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.

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

Student: _____ Grade: _____

Parent: _____

Date: _____