

INDEX

A

AGE OF MAJORITY, 28
ALCOHOLIC BEVERAGE
AND OR ILLEGAL
SUBSTANCE, 36
AN ACT TO PROTECT
CHILDREN AND FAMILIES
FROM HARMFUL
PESTICIDES, 73
APPEAL PROCESS FOR
DISCIPLINE
SANCTIONS/SUSPENSION, 60
ASBESTOS MANAGEMENT
PUBLIC NOTICE, 73
ASSEMBLY PROGRAMS, 37
ATTENDANCE, 29

B

BATHROOM - LAVATORY
USE, 39
BEHAVIORAL
SANCTIONS, 46
BLACKSTONE-MILLVILLE
REGIONAL SCHOOL
DISTRICT
COMPUTER/NETWORK
ACCEPTABLE USE POLICY,
74
BLACKSTONE-MILLVILLE
REGIONAL SCHOOL
DISTRICT INTERNET
ACCEPTABLE USE POLICY,
74
BUSES, 38

C

CELL PHONE USAGE, 54

D

CENTRAL DETENTION
POLICY, 48
CHAPTER 71 SECTION 37H.
POLICIES RELATIVE TO
CONDUCT OF STUDENTS, 69
CHAPTER 71 SECTION
37H1/2. FELONY COMPLAINT
OR CONVICTION OF A
STUDENT; SUSPENSION;
EXCLUSION; RIGHT TO
APPEAL., 67
CHAPTER 71 SECTION 37L.
REPORTS OF STUDENTS
POSSESSING OR USING
DANGEROUS WEAPONS ON
SCHOOL PREMISES;
TRANSFERRED STUDENTS'
SCHOOL RECORDS, 67
CHAPTER 76. Section 1.
ATTENDANCE, 64
CHOICE OF TEACHERS, 27
CIVIL RIGHTS LAWS –
Section 504 and Title VI and
Title IX, 89
CLASS ADVISORS, 8
CLASS DUES, 25
CODE OF MASSACHUSETTS
REGULATIONS, 64
COLLEGE VISITATIONS, 34
COMMUNICABLE DISEASES,
75
CORRIDOR COURTESY, 38
COURSE SELECTION
PROCESS, 27
CREDITS AND THE
WEIGHTING OF COURSES, 20
CREDITS, THE WEIGHTING
OF COURSE AND CLASS
RANK, 20

DETENTION, 49
DISCIPLINE SANCTIONS, 46

DISCIPLINE
CONSEQUENCE 48
DISCIPLINING OF STUDENTS
WITH 504S, 77
DISCIPLINING OF STUDENTS
WITH SPECIAL NEEDS, 76
DISTRICT
ADMINISTRATION, 9
DISTRICT CORE
VALUES, 10
DISTRICT MISSION
STATEMENT, 10
DISTRICT SCHOOL
COMMITTEE, 9
DRESS CODE, 41
DUE PROCESS, 47

E

ENGLISH LANGUAGE
LEARNERS (ELL), 61
EXPECTATIONS FOR
STUDENT LEARNING, 11
EXTRA HELP FROM
TEACHERS, 27

F

FAMILY EDUCATIONAL
RIGHTS AND PRIVACY ACT,
95
FAMILY EDUCATIONAL
RIGHTS AND PRIVACY ACT
(FERPA), 95
FEDERAL LAWS, 91
FIELD TRIP POLICY, 79
FIRE DRILLS, 39
FOOD AND BEVERAGES, 38

G

GAMBLING/CARD PLAYING,
39
GENERAL POLICIES, 39
GRADUATION &
PROMOTION
REQUIREMENTS, 18

GRIEVANCE PROCEDURE, 89
GUIDANCE SERVICES, 17

H

HARASSMENT/BULLYING,
55
HATE CRIMES, 59
HAZING, 59
HEAD
INJURY/CONCUSSION
POLICY, 98
HEAD LICE, 106
HIGH HONOR
REQUIREMENTS, 23
HIGH SCHOOL
ADMINISTRATION, 9
HIGH SCHOOL
ASSESSMENTS, 26
HIGH SCHOOL MISSION
STATEMENT, 10
HIGH SCHOOL TRANSCRIPT,
22
HOME HOSPITAL
INSTRUCTION, 63
HOMELESSNESS, 63
HONOR ROLL, 23
HONOR ROLL
REQUIREMENTS, 23

I

IN-SCHOOL SUSPENSION, 46
INSTRUCTIONAL FOCUS, 9
INTERIM PROGRESS
REPORTS, 23

L

LIBRARY MEDIA CENTER, 28
LOCKDOWNS, 60
LOCKERS, 41
LOST BOOKS/SCHOOL
EQUIPMENT/
CHROMEBOOKS, 28

M

MANAGING SEVERE AND
LIFE THREATENING
ALLERGIES, 81
MASSACHUSETTS
SCHOOL NUTRITION
LAW, 96
MEDICATIONS, 40

N

NATIONAL HONOR
SOCIETY, 23
NON-DISCRIMINATION
STATEMENT, 82
NON-RESIDENT STUDENTS,
64
NON-SCHOOL CONDUCT, 60
NOTICE OF EQUAL
OPPORTUNITY, 92

O

OUT-OF-SCHOOL
SUSPENSION, 47

P

PARENT ADVISORY
COUNCIL MISSION
STATEMENT, 17
PARTIES, 41
PERSONAL ELECTRONIC
DEVICES, 54
PEST MANAGEMENT PLAN
PUBLIC NOTICE, 95
PHYSICAL RESTRAINT, 72
PHYSICAL RESTRAINT OF
STUDENTS, 93
PLAGIARISM, 41
POSSESSION OF A WEAPON,
64
PREGNANT STUDENTS, 95
PROGRESS REPORTS, 22
PROGRAMS OF STUDIES, 17

R

REPLACEMENT OF CLASS
OFFICERS, 26
REPORT CARDS, 23
REQUEST FOR SCHEDULE
CHANGE, 21
RESIDENCY
REQUIREMENTS, 94
RESTRAINING ORDER
POLICY, 73

S

SCHEDULE 6
SCHOOL CALENDAR, 5
*SCHOOL COMMITTEE
POLICIES*, 73
SCHOOL DANCES, 43
SCHOOL PUBLICATIONS, 35
SCHOOL SEARCHES, 44
SENIOR EXAM
EXEMPTIONS, 25
SENIOR PRIVILEGES, 45
SEXUAL HARASSMENT, 85
SMOKING-POSSESSION/USE
OF TOBACCO, 66
SOLICITATION, 45
SOURCES OF INFORMATION,
9
STATE AND FEDERAL
REMEDIES, 91
STATE LAWS, 61
STATE LAWS, FEDERAL
LAWS AND SCHOOL
COMMITTEE POLICIES, 61
STUDENT COUNCIL, 25
STUDENT HANDBOOK
SIGNATURE PAGE, 102
STUDENT PARKING
REGULATIONS, 46
STUDENT PASSPORT FEE,
101
STUDENT RECORDS, 23
SUMMER SCHOOL
REGULATIONS, 26

T

THREAT ASSESSMENT
POLICY, 72
THREATS OF VIOLENCE, 60

U

W

WORK PERMITS, 18

SCHOOL CALENDAR

***School Calendar will need to be approved**

2020 - 2021

September 16	Proposed first day of school for students
October 9	Professional Development Day
October 12	Columbus Day – No School
November 11	Veterans Day – No School
November 25	Half Day (10:45)
November 26- 27	Thanksgiving Recess – No School
December 23	One-half day (10:45)
December 24 - 31	Holiday Recess – No School
January 1	New Year’s Day – No School
January 4	School Opens – All Students/Staff
January 18	Martin Luther King Jr. Holiday
February 15 - 19	Winter Recess – No School
March 12	Professional Day - No School
April 2	Good Friday - No School
April 19-23	Spring Recess – No School
May 31	Memorial Day – No School
June 4	Graduation Day
June 22	Last Day of School (1/2 day)
	(180 Student Days)
June 22-28	Snow Make Up Days If Needed

BMRHS MASTER SCHEDULE

***Master schedule may be altered to better meet the needs of the students/staff and specific approved learning models during the 2020-2021 school year.**

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:35 - 8:21 (46 Mins)	F	G	A	B	C	D	E
8:21 – 8:41 <i>Support Period</i> <i>Warning bell at 8:38</i>	<i>SP</i>	<i>SP</i>	<i>SP</i>	<i>SP</i>	<i>SP</i>	<i>SP</i>	<i>SP</i>
8:41 – 9:59 (78 Mins)	A	B	C	D	E	F	G
10:02-10:48 (46 Mins)	B	C	D	E	F	G	A
1st: 10:51-11:21 2nd: 11:23-11:53 3rd: 11:55-12:25 ----- (30 minute lunch) 10:51-12:25	C	D	E	F	G	A	B
12:27-1:13 (46 Mins)	D	E	F	G	A	B	C
1:16-2:02 (46 Mins)	E	F	G	A	B	C	D
Class Dropped	DROP G	DROP A	DROP B	DROP C	DROP D	DROP E	DROP F

DISTRICT SCHOOL COMMITTEE

Jane C. Reggio, Chair	Millville
Erin P. Vinacco, Vice Chair	Millville
Caryn D. Vernon, Treasurer	Millville
Tara L. Larkin, Secretary	Millville

Sarah E. Williams	Blackstone
Jack R. Keefe	Blackstone
Wendy L. Greenstein	Blackstone
Tammy A. Lemieux	Blackstone

▪ **DISTRICT ADMINISTRATION**

Dr. Jason DeFalco	Superintendent
Jill Pilla-Gallerani	Student Services
Dr. Janis Laporte, Ed.D	District 504 Coordinator
Dr. Janis Laporte, Ed.D.	Title VI
Dr. Janis Laporte, Ed.D.	Title IX

▪ **HIGH SCHOOL ADMINISTRATION**

Michael E. Dudek	Principal
Keith A. Ducharme	Assistant Principal

▪ **SCHOOL COUNCIL MEMBERS**

Please check BMRSD website for current list of School Council Members.

SOURCES OF INFORMATION

Fax Number 876-1035
Main Office 883-4400 ext. 1117
Absentee Line 883-4400 press 1 then 2
Nurse 883-0110
Guidance 883-0104
Music 883-0108
Athletic Director 883-4402
Student Services 883-0142

CLASS ADVISORS

Class of 2021 – C. Allen/D. Brienze - callen@bmrds.net/dbrienze@bmrds.net
Class of 2022 – A. M-Harms/U. Hunt amartino-harms@bmrds.net/uhunt@bmrds.net
Class of 2023 - M. Breen/M. Pelland - mbreen@bmrds.net/mpelland@bmrds.net
Class of 2024 - TBD

The BMRSD website, www.bmrds.net, is a versatile and thorough resource of information about our 5 schools. The High School link, in particular, features:

- Scrolling news
- Guidance information
- Library and Media Center Resources

- Parent, Student and Teacher Resources
- Sports Schedules and other calendars
- Club and Activity links
- Newsletters and The Regional Report
- Contact Information for Staff and Administration

The site offers research tools and valuable links to all members of the BMR Community.

○ **DISTRICT MISSION STATEMENT**

School and Community working in Unity.

DISTRICT CORE VALUES

Every member of our school community is treated with dignity and respect.

* All children have a right to a flexible, supportive, and responsive learning environment characterized by high expectations.

* All members of the school community are entitled to intellectual, physical and emotional safety.

* Every member of our school community is committed to professional collaboration and collegiality.

● **HIGH SCHOOL MISSION STATEMENT**

Blackstone-Millville Regional High School provides students with a safe learning environment that promotes academic excellence, personal responsibility, and social development necessary for success in a changing world.

CORE VALUES

Communication, Academic Excellence, Respect, Personal Responsibility

●

●

● **EXPECTATIONS FOR STUDENT ACADEMIC PERFORMANCE**

BMR students will be able to:

1. Communicate using a variety of mediums.
2. Solve problems by researching, organizing and synthesizing information.
3. Use technology effectively
4. Collaborate productively in a variety of learning environments

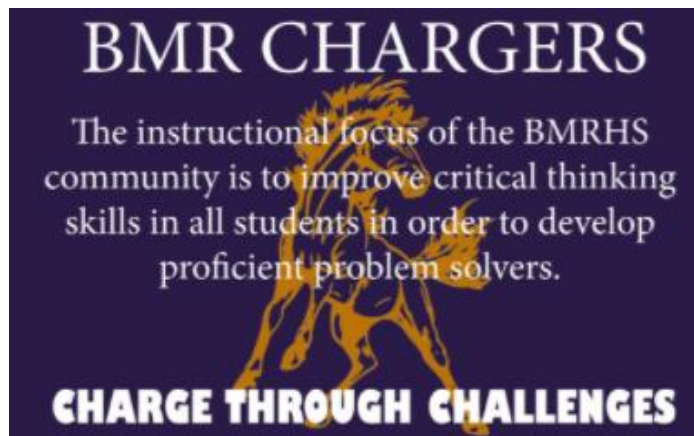
EXPECTATIONS FOR STUDENT CIVIC/SOCIAL PERFORMANCE:

BMR students will be able to:

5. Take personal responsibility in their own learning
6. Exercise responsible citizenship

○ **Our Instructional Focus: Critical Thinking and Problem Solving**

- BMRHS is committed to meeting the needs of ALL learners and has identified an Instructional Focus that we will believe will have the highest impact on student learning outcomes.



PARENT ADVISORY COUNCIL MISSION STATEMENT

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 there of adequately meet the needs of children in the community/school and those who may require such programs. It includes: participation in effectively planning and evaluating special needs programs, provide information for programs designated to address the needs of parents in understanding, advocating for, and supporting their children with special needs, and encourage networking among parents.

ACADEMICS & SCHOOL LIFE

PROGRAM OF STUDIES

Consistent with the educational philosophy of the Blackstone-Millville Regional School Committee, the Program of Studies for grades nine through twelve provides for the common as well as the individual needs of our students. The sequence of courses and the levels of instruction enable each student to progress according to his or her interests, ability, and study habits. Our purpose through course offerings and quality instruction is to provide the best possible education for each student.

A failing grade between 55-64 in subject areas generally may be recovered through participation in approved summer school programs. Adequate safeguards will be provided to ensure fairness and basic accomplishment.

Failing below 55 percent requires make-up in a full academic year program.

GUIDANCE SERVICES

The guidance counselors provide individual conferences to include personal, academic and career counseling services to all students, to enable them to evaluate their capacities, their aptitudes, interests and options open to them to make intelligent decisions about their personal, educational, and vocational lives.

Individual conferences with counselors are arranged by appointment during the school year. It is the student's responsibility to respond to these appointments. Conferences may also be scheduled at the student's request.

In addition to counseling assistance, the guidance department provides the following services: testing, college placement, scholarship and vocational information, orientation, career searches, transfer of records, and other services.

"Transfer of Records" of the Student Records Regulations, September 1995, allows school districts to forward all records of a student to their new school system without obtaining parental permission – providing we have given parental notice of doing this.

All Records Include:

Psychological
Discipline
Educational
Attendance

The guidance department is online at www.bmrtd.info. The guidance web page is frequently updated with pertinent college, career, and military information.

WORK PERMITS

Work Permits for persons 14-17 may be obtained in the Guidance Department Monday through Friday from 8:00 a.m. to 3:15 p.m. Proof of age such as Birth Record, a Baptismal Record or passport for verification of your date of birth must be presented in all cases for the issuance of either certificate. Before a student may get working papers, he/she must have the promise of a job. Several forms must be filled out by parents, employer, and physician, and presented by student to the school for completion.

GRADUATION & PROMOTION REQUIREMENTS

Students will be required to pass the Massachusetts Comprehensive Assessment System (MCAS) test, and earn the following number of credits during their high school years in order to be eligible to receive their high school diploma at Blackstone-Millville Regional High School.

In order for a student to participate in graduation exercises the student must have met all Blackstone-Millville Regional High School graduation requirements.

<u>Classes</u>	<u>Number of Credits</u>
English	4
Mathematics	3
Science	3
Social Studies	3
Foreign Languages	2
Wellness	2
Technology/Computer	1
Electives	<u>6</u>
Total:	24

English	4
Mathematics	4
Science	3
Social Studies	3
Foreign Language	2
Wellness	2
Technology/Computer	1
Electives	<u>5</u>
Total:	24

<u>Grade</u>	<u>Cumulative Credit Required</u>
9	5
10	11
11	17
12	24

Students can and are encouraged to select up to a total of seven (7) credits for the school year. Due to the increase in the number of credits required for promotion and graduation, all students are strongly encouraged to select a full schedule of seven courses for the coming school year.

A select number of underclassmen may be placed in an additional remedial English, science, and/or math elective. Identification of students will be based on middle school MCAS scores, previous grades, and teacher recommendations. These courses will be considered an “elective” and not a “core” class.

Students may not be enrolled in more than 1 directed study hall.
For Graduation purposes – Honors and High Honors are determined by averaging the final grades (not weighted) from grade 9-12.

90 and above = High Honors
85 to 89 = Honors
For Graduation purposes – Students earning 26 or more credits will be recognized during graduation exercises.

Attendance at Graduation rehearsals and Awards Night are MANDATORY in order to participate in graduation ceremony. Students who are absent due to extenuating circumstances may appeal to the Principal.

GENERAL TESTING PROGRAM

Grade 10 MCAS tests are in March, April, May, and June,
PSAT's are given in October (for all students)

Regular school tests will not be given to MCAS
testing students on MCAS test days.

Grade 11 PSAT's are given in October for all interested
students. AP'S in May, SAT's in June.

Grade 12 SAT's in October, November and/or December.
AP'S in May.

The PSAT is the Preliminary Scholastic Aptitude Test and provides students with a full range of information on their strengths and weaknesses as measured in Mathematics, English and Writing Skills.

The MCAS is the Massachusetts Comprehensive Assessment System testing mandated by the Department of Education for all freshman and sophomores. Students must reach MCAS competency to receive a high school diploma.

The Scholastic Aptitude Test is used by many colleges and universities as an entrance requirement, and provides information on student performance in Mathematics and English in comparison to State and national percentiles.

CREDITS, THE WEIGHTING OF COURSE AND CLASS RANK

Each full year course at BMR is worth one (1) credit, and semester courses earn one-half (1/2) credit for successful completion.

Courses are also weighted according to their level of difficulty and in recognition of college preparatory levels of work. College prep courses are weighted at 1.5. Honors courses are weighted at 1.1. Pre-Advanced Placement level courses will be weighted at 1.5 level, and Advanced Placement courses will be weighted at the 1.2 level.

DETERMINATION OF CLASS RANK

Class rank is determined at the end of each academic semester and is weighted listed above – HS 1.0, CP 1.05, Honors 1.1, Pre-Advanced Placement 1.15 and Advanced Placement 1.2.

Final class rank for seniors will be determined at the close of their seventh semester.

Students must have attended BMR for their final four (4) semesters to be considered for Valedictorian or Salutatorian honors.

Advanced Placement (AP) courses are far more demanding than standard high school courses, but they offer the student the opportunity to earn college credit(s) while still in high school. AP students are required to take an examination in May and are responsible for the exam fee.

✓ **REQUEST FOR SCHEDULE CHANGE**

During the month of **September**, schedule changes will be considered only under the following conditions:

- First three weeks to address schedule conflicts
- The teacher, parent and student agree that the request is valid.
- If the change involves dropping a class with a summer component, the student must have completed all requirements of the summer assignments.
- If the change involves adding a class with a summer component, the student must make-up all requirements of the summer assignments.
- The teacher, parent and student agree that the request is valid.
As of October 2nd, schedule changes will be considered only if all of the following criteria are met:
 - The student must pick up an application form from the guidance department.
 - The student must complete the application and obtain signatures in order presented on the form.
 - Submission of the application means the teacher's signature verifies that the student has made every attempt toward being successful in the class (after school help sessions, consistent homework performance, active class participation, parent contact etc.). The teacher must also confirm that despite these efforts the student is experiencing extreme difficulty with the subject matter and is unable to grasp the concepts. If a teacher does not agree, a written comment should be provided on the form. Principal's signature required.
 - Once the graduation and promotional credit status has been reviewed and a counselor has communicated with parents, the schedule will be changed if available. If not, the student will be placed in a study for the remainder of first semester and placed in a second semester course, if available.

Upon completion of the 1st quarter and for the remaining school year, a course change will involve an application and proof of a direct parent/teacher communication before final approval by the administration and the understanding that the course the student is requesting to drop will remain on the student's transcript with a WF (withdrew failing).

HIGH SCHOOL TRANSCRIPT

The high school transcript is the official academic record kept on file in the guidance department for all students. This record contains the following information:

- Name
- Date of Birth
- Address
- High School attended
- Year of Graduation
- Class rank
- Subjects, levels and earned grades
- Date of graduation
- Withdrawn classes
- Earned credits
- Membership in NHS
- SAT scores
- AP National exam scores
- MCAS

Please note that colleges may review all of the above information in making decisions about a student's candidacy. The SAT exams are given outside of Blackstone-Millville, therefore, a parent and/or student may request to have SAT score results removed from the transcript. The colleges normally require that official results be sent directly from the testing service. Some colleges, however, will accept the scores from the official high school transcript and we include the scores as a convenience to the student. If you wish to exclude your scores from the transcript, please fill out the form in the back of the book and return it to your counselor.

INTERIM PROGRESS REPORTS

Interim Progress Reports will be published in X2 to all students by teachers at mid-quarter.

REPORT CARDS

Report cards are published in X2 Student & Parent portal at the end of each quarter. Printed copies will be available upon requested.

STUDENT RECORDS

See Code of Massachusetts Regulations.

Any changes to X2 Student Data Verification form needs to be updated and returned to Guidance.

HONOR ROLL

After each quarterly marking period, an honor roll is published. This includes all students taking a full program, who achieve the necessary academic requirements. This list is posted in the guidance office for one week prior to publication in the newspaper. It is the individual student's responsibility to verify whether or not his/her name is properly listed.

HIGH HONOR REQUIREMENTS

Minimum average of 90 with no more than one grade between 89-85. Advanced Placement – minimum average of 90. No grade below 80.

HONOR ROLL REQUIREMENTS

Minimum average of 85 with no grade below 80. Advanced Placement – minimum average of 85. No grade below 75.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization that promotes appropriate recognition for students who reflect outstanding accomplishments in the areas of academics, character, leadership and service. Being a member of the National Honor Society is the highest distinction given to a high school student. A member is expected to serve as a positive role model to the rest of the student body. The Honor Society's Blackstone-Millville Chapter provides individual members the opportunity to share their talents with other students, their school and community. Members are expected to complete 28 hours of community service each year.

Students are selected for membership into the Blackstone-Millville Chapter of the National Honor Society by meeting the following criteria:

Scholarship: To be eligible for membership, a student must follow a college prep curriculum to include four weighted courses per year and have a cumulative scholastic average of at least 95 percent (partially weighted). This does not guarantee membership, but only makes a

student eligible to pick up a student information packet. The student must pick his/her packet up from the advisor by the designated deadline and complete it by the next deadline. Failure to do so makes the student no longer eligible, and the process ends there. All packets that are passed in on time are then given to the NHS faculty council for consideration.

Leadership: Leadership may be overt or silent in nature. The faculty council considers the student's leadership roles in athletics, clubs, organizations, and in the classroom. They look at the student who does not give in to peer pressure, but rather leads others in a positive way. Overall involvement in activities is also an important consideration when selecting new members.

Service: Each candidate must have done some type of service in the school or community. This service must be documented and signed by a sponsor. The service must be more than just baby-sitting or yard work; community-based work is preferred. Work that is required of them for Girl/Boy Scouts, CCD, or other organizations should not be their only source of service for NHS requirements.

Character: A student's character is important! The faculty council receives feedback/comments from the rest of the faculty and staff about each candidate's performance and character to help assist in the selection process. The faculty council looks for those students who demonstrate only positive attributes such as: dependability, trustworthiness, sincerity, friendliness, diligence, helpfulness toward peers and teachers, positive reactions to criticism, etc.

The student packets are read carefully by the five-member faculty council. The student essay portion of the packet is an important piece of information. The student tells what he or she can do for the National Honor Society. This well-written essay must be typed.

The selection process takes place each spring following the third quarter and involves sophomores and juniors. Seniors who have fulfilled all of the above criteria are selected in the fall following the first quarter. Any number of students may be selected; there is not a set amount of "spots" to be filled each year. New members must be inducted into the chapter at a public ceremony to be held in the Molony-Sullivan Auditorium in May. For more information concerning the National Honor Society, log on to our BMR webpage and click on student activities.

STUDENT COUNCIL

The Student Council is an organization whose goals include the following: developing leadership skills; promoting harmonious relationships throughout the school; improving school spirit and morale; providing a forum for student expression; and promoting the general welfare of the school.

To be eligible for membership, a student must meet the requirements as set forth under the general policies of this handbook and the Student Council by-laws. The nomination and election process will be held in May for the following year.

For more information on guidelines & by-laws of the Student Council, log-on to the BMR homepage & click on student activities.

CLASS DUES

The concept of class dues is intended to help the class host events such as semi-formal, prom, as well as help to defray the costs one must incur during the senior year, such as caps and gowns, Senior Banquet, yearbook, class trip, class gift etc. (30.00 per year)

Class dues are nonrefundable and must be paid by check/money order or available on-line. Please make the check payable to:

“BMRHS Class of _____”.

Please include the **first and last name** of the student on the memo line of the check. Students will receive a receipt as proof of payment. Class dues are issued each year!

REPLACEMENT OF CLASS OFFICERS

Student class officers and representatives who fail to meet their responsibilities as officers or representatives or who incur repeated disciplinary infractions may be removed from their officer or representative position as outlined on class officer nomination form. The class advisor may recommend a principal review or the principal may decide to review the situation. The principal will determine if removal from office is warranted. Whenever feasible a warning will be issued prior to removal.

If a student leaves his/her position as a class officer, the next elected officer will take that position for the remainder of the year. When replacing the president, the vice-president takes over as president. No special student election needs to take place. Remaining elected officers

and the faculty advisor will select a replacement for the other open position.

STUDENT ASSESSMENT and PORTFOLIO

As stated in the Blueprint for District Improvement, the high school has embarked in researching, creating, and implementing innovative opportunities for all students to demonstrate their learning. As a school community, we believe that quality assessments and targeted instruction lead to high impact learning.

During the past year, the Instructional Leadership Team, as well as several Learning Committees, have researched and adopted a school-wide individual student portfolio as the assessment framework to examine student progress. When we focus on this framework, we will continue to improve on our instructional focus of developing critical thinking and problem solving skills for ALL students. Specifically, a focus of essential elements including reflection of learning, revision of work, and collaboration between teacher and student will be embedded in this framework.

A portfolio assessment is a collection of artifacts submitted by students to demonstrate proficiency in course requirements. Each artifact authentically represents a standard or skill learned during a specific period. By nature, a portfolio will capture the student's progression of learning throughout the year.

During the course of the year, students will submit portfolio artifacts and will be provided with feedback by their teacher. A specific grade measurement is being developed.

SUMMER SCHOOL REGULATIONS

The subject in which a failing grade has been attained may be retaken in summer school, if the particular subject is offered.

Final grades below 55 percent MAY NOT BE MADE UP IN SUMMER SCHOOL, but must be repeated during the regular academic year.

All students at Blackstone-Millville Regional High School must comply with the following regulations if they plan on enrolling in summer school programs:

1. Courses for which credit toward graduation is given must have the prior approval of the principal, the guidance personnel.
2. If successfully passed, a grade of 65% will be recorded in the student's record.
3. Credit towards graduation for summer school work will be given only if a grade of 75 percent or better is earned.
4. In all cases, it must be clearly understood that all of the above conditions must be adhered to, and that it is the Blackstone-Millville Regional High School which grants the credit for the course and not the school which is offering the subject.

Every student's selection of a course of studies will be reviewed by a guidance counselor in an attempt to ensure that his/her objective is realistic and that the path the student is choosing will lead to admission to the proper type of institution and/or to the desired area of employment. In order to be successful in achieving these goals, students must maintain good grades.

To provide a challenging learning atmosphere, the senior high school will attempt to meet individual differences in the student's abilities, interests, backgrounds and rates of learning. To achieve this goal, the school will be grouping students for the purpose of working at a specific level of instruction in each of the academic areas.

COURSE SELECTION PROCESS

All students will have access to their X2 account for course selection purposes. Students will be called to an assembly to review access to X2 accounts, the Program of studies and course selection. When the student window for access opens, students will view teacher recommendations for the following year. At this time, students will input their electives. If a student or parent has a question regarding the schedule, a space will be provided on X2 for comments. When the counselor meets individually with the student, a detailed review of course selection will take place to ensure graduation requirements an alignment with future plans and all comments will be addressed.

CHOICE OF TEACHERS

Students, on occasion, request a change in teachers because they think the assigned teachers are too strict, because they react unfavorably to the assigned teacher, or for other reasons. Invariably, such requests are denied. Teachers at Blackstone-Millville Regional High School are not permitted to choose their students. Conversely, students are not permitted to choose their teachers.

EXTRA HELP FROM TEACHERS

Teachers will generously give of their time after school as well as support time to students. However, it is the responsibility of the student to request extra help and to make arrangements for it in advance.

LOST BOOKS/SCHOOL EQUIPMENT/CHROME BOOKS

A student's failure to return textbooks or equipment is a very costly problem for school districts. In an effort to increase student responsibility in this regard, students will be held accountable for the return of all textbooks/equipment. In the event that textbooks/equipment is not returned, students will be billed. The failure to remit payment for these items will result in loss of student privileges. These activities include school parking permits, senior privileges, attendance at school dances, sporting events, prom, etc. Vandalism of any school issued equipment is the financial responsibility of the student.

LIBRARY MEDIA CENTER

The Library Media Center is located in the B-Wing. The L.M.C. is in existence to service the student body and faculty. We encourage students to utilize its services to the fullest extent.

To provide equal services to everyone, it is expected that students will take pride in the use and maintenance of their Library Media Center. All books should be returned promptly and in the same condition in which they were borrowed.

Students will be admitted to the L.M.C from study halls or classrooms (where applicable) as long as they have Library Media Center admittance passes signed by their teacher. Students who secure permission to sign out to the L.M.C. are not to visit any other area, either on the way to, or returning from the library.

Misuse of the Library Media Center or of Library Media Center passes will result in immediate forfeiture of Library Media Center privileges. Library Media Center hours will be posted inside the Library Media Center door.

AGE OF MAJORITY

BMR recognizes the transition to adult status of a student who becomes 18 years of age during his/her high school career, but 18 or older students are subject to the same regulations as are all other students. Only in cases where a student maintains documented economic independence (housing, food, clothing, etc.) is the student excused from rules governing attendance and other matters requiring parental awareness.

ATTENDANCE *See BMRSD COVID-19 Handbook Appendix

Key Points

- Students should be in school every scheduled day from 7:35am-2:02pm.
- To be eligible to participate in any extracurricular activity offered by the school, students must be in school for ½ of the school day (by 10:48 a.m.). Special circumstances will be reviewed by administration.
- Students are expected to attend every class meeting; attendance records are maintained on a course-by-course basis.
- Students who are absent from a class 4 or more times in a quarterly marking period will be assigned an “administrative 50 – FA”. A “FA” is an attendance grade that is equivalent to a 50. If a student’s average is below a 50, he/she will receive the lower grade.
- Each teacher will record absences, tardiness and dismissals in order to determine when a student has exceeded 4 or more absences each quarter. While students and parents/guardians have first-hand knowledge of how often they are out of school and therefore are responsible for making sure they do not risk losing credit, the school will make reasonable efforts to inform parents/guardians when their child is in danger of receiving a “FA.”
- All absences due to school-sponsored field trips and conferences are considered excused.
- All excused absences need to be supported by a doctor’s note or legal notice within (5) school days upon return to school.
- Written notification for dismissals will be granted prior to 2nd period classes. A parent or authorized emergency contact must sign the student out in the main office and present a valid ID.
Note: Written notification for students who drive is required from a parent or authorized emergency contact with a telephone number listed. A call will be made from the main office confirming the dismissal note. Without verification, students may not leave.

Individual Responsibilities

Student’s Responsibilities

- It is each student's responsibility to be aware of her/his attendance status in class, to make responsible decisions about attending all classes on a regular basis, and to miss no more than three (3) classes during a quarter.
- The student should monitor her/his own attendance and speak with her/his teachers if she/he has any questions about attendance records.
- The student must obtain and make-up class work missed due to absences. It is the student's responsibility to see her/his teachers to obtain missed work.

Parent/Guardian Information and Responsibilities

- The parent/guardian should monitor her/his daughter's/son's attendance in each of her/his classes.
- We encourage parents to discuss the importance of good attendance with their children.
- Parents should regularly communicate with the school regarding their child's attendance.

SECTION I - Attendance Policy Guidelines and Protocols

School attendance and participation in class are an essential part of the Educational process. Regular attendance at school is necessary for Students' success and to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of parents/caregivers and students. It is our hope that you share this same commitment.

Students will be given time to complete missed work equal to the number of unexcused days of absence.

Documented Excused absences

The following absences are considered documented excused and do not count towards the maximum three (3) allowed absences, however documentation must be provided and missed work must be made up:

Excused absences include:

- College School Visits (Juniors and Seniors are allowed 2)

- Medically documented illness or injury (seen by a physician)
- Bereavement/family funeral
- Major religious observances
- Court Date
- Severe family circumstances (excused at the discretion of the principal)

Absences for those reasons listed above will be noted when proper documentation has been received. This documentation must be submitted no later than 5 school days after the absence. Illness will only be excused with a note from a doctor after being seen. Families who schedule routine appointments (counseling, dental or medical appointments) during the school day will only have excused absences for the time of appointment. Students are expected to return to school if time permits.

1. Absences for illnesses or legal reasons supported by a note from a doctor, dentist or legal document, will be excused if the note or document is submitted to the main office within five (5) school days upon return to school. Notes submitted beyond the 5 day limit will not excuse the absence but will be kept on file.

2. Absences caused by extenuating circumstances may be excused by the principal or assistant-principal after conference with parent/guardian.

3. Students are required to make-up all work missed while absent from school, whether the absence is excused or unexcused. Students will be allowed number of consecutive absences plus one (1) to make-up work upon their return to school.

4. Absence from school-wide assemblies/activities during the school day will be considered an unexcused absence from that period unless students follow procedures outlined under Section III.

5. Absences for illnesses or legal reasons supported by a note from a doctor, dentist or other document, will be excused if the note or document is submitted to the main office within five (5) school days upon return to school. Notes submitted beyond the 5 day limit will not excuse the absence but will be kept on file.

6. Absences caused by extenuating circumstances may be excused by the principal or assistant principal after conference with parent/guardian.

7. Students are required to make-up all work missed while absent from school, whether the absence is excused or unexcused. Students will be allowed the number of consecutive absences plus one (1) to make-up work upon their return to school.

8. Students who are absent during an exam period may make-up their exam if the absence is excused.

Routine health professional appointments should be scheduled after school. If this is unavoidable, parents/guardians must notify the main office or submit a note in advance of the appointment. Notification after the fact will not be excused.

(Note: Student vacations during normal school days are not excused.)

SECTION II - Administrative 50's

Students at the Blackstone-Millville Regional Senior High School are required to be present at all scheduled classes. Students who are absent from a class **4 OR MORE TIMES IN A QUARTERLY MARKING PERIOD** will be assigned an administrative grade of 50 percent for that marking period as a maximum grade. (Teachers may assign grades LOWER than 50 percent in cases involving excessive absences and/or flagrant failures to do required work.) Seniors are only allowed 3 unexcused absences during fourth quarter.

Students receiving an administrative failing grade in any quarter may recover their earned grade by successfully adhering to the attendance policy during the quarter immediately following the quarter in which the administrative failing grade was assigned. Students who have excessive absences during the fourth quarter may recover their earned grade at the end of the first term of the next school year. This DOES NOT apply to seniors. (Should a student transfer to another school district prior to the end of the first term, the administrative failure will be used as the official grade.) **It is the student's responsibility to notify the teacher of his/her intent to recover the earned grade and have the administrative failure removed.**

Students who are absent from a regular class for more than ½ the period will receive an absence for that period.

SECTION III - Additional Information

All student absences must be reported to the school on the date of the absence. A telephone call must be made to the school office (876-0114) and a message left indicating the following:

- Name of caller
- The name and grade of the student
- A telephone number where the parent/guardian can be reached for verification.

Any student who was not called in as absent by a parent/guardian and whose absence cannot be verified may be viewed as truant.

TARDINESS

Tardiness after 8:00 a.m. constitutes extreme tardiness and requires parent verification for entrance to school. If immediate verification cannot be made at the time of student arrival, the student will need to provide parent verification by the beginning of the next school day. If no verification is made by the next school day, the student will be considered truant. Additionally, unexcused tardiness after 8:00 a.m. will count as an absence from classes missed.

A dentist's note, a doctor's note, a legal note, a telephone call from the parent, or a note explaining the tardiness (complete with telephone number for immediate verification) are the only accepted forms of parental contact.

DISMISSALS *SEE BMRSD COVID19 Handbook Appendix to

- Written notification for dismissals will be granted prior to 2nd period classes. A parent or authorized emergency contact must sign the student out in the main office and present a valid ID.
- Written notification for students who drive is required from a parent or authorized emergency contact with a telephone number listed. A call will be made from the main office confirming the dismissal note. Without verification, students may not leave.
- No student will be dismissed via a parental telephone call, fax or email without documentation of an authorized excuse.
- In the case of a family emergency, only an administrator can approve the student's dismissal without prior consent and documentation.

COLLEGE VISITATIONS

It is the policy of the Guidance Department that students are encouraged to actively meet with college representatives that visit our school as part of the college selection process. Students should carefully select which school representatives they want to meet with in accordance with their goals. Students should not use the privilege as an excuse to miss a class but should use it as an opportunity to seek information on schools that they have a strong interest in attending. Seniors will be excused from class to meet with up to four

representatives in their senior year. Juniors will be excused from class to meet with up to two (2) representatives in the spring of their junior year.

Students are also encouraged to visit the college campuses of those colleges that are on their short list of schools to which they will be applying. Students are encouraged to accomplish these visits on school vacation time or weekends when possible. However, if it is necessary to visit a campus during school time, a senior may request permission for an excused absence for up to three (3) visits in their senior year. Juniors will be granted two (2) such visits in the spring of their junior year; one of which could be the college fair. College Fair is designed specifically for juniors. Permission must be received from guidance prior to the absence.

In order to take advantage of either of the above opportunities, a student must be in good academic standing and have an overall academic average of at least 75% in all classes. Also, the classroom teacher has the final say in whether to honor a request to leave the classroom to meet with a college representative. These are privileges to be granted, not rights which must be honored.

The administration reserves the right, if circumstances warrant, waiving any and all requests.

Incompletes

Students who are absent for an extended period of time due to an illness or hospitalization and are able to make-up the work may receive an Incomplete (I) for the term. All work must be made-up within two (2) weeks after the end of the quarter. Teachers must change the Incomplete to a grade within two (2) weeks after the end of the quarter.

Medical Exemption

A doctor or nurses practitioner's note will excuse absences for an ongoing, chronic, or long-term illness (long-term illness is defined as four (4) or more consecutive days of absence) provided that the note is written on the doctor's or nurse practitioner's stationary, showing the name of the student and stating that the student was under his/her care for a particular time interval. If the illness impacts the quarterly grade, Administration, in consultation with the guidance counselor, will review his/her situation and determine if the student will receive an Incomplete (I) for a grade.

Skip Days

There are NO sanctioned “skip days” at BMR. Student organized “skip days” undermine the educational process. The school will not accept parental excuses to participate in “skip days”. Students involved in a “skip day” will be considered absent unexcused.

Make-up Work after an Excused Absence

Students are responsible for make-up work associated with excused absences. Students will be allowed the number of consecutive absences plus one (1) to make-up work upon their return to school. In addition to their availability during the school day, faculty members will establish and post times when they are available to assist students with make-up work. If a student is unable to meet with the teacher at the established time, it is the student’s responsibility to contact the teacher and establish a mutually agreeable time for assistance with make-up work. If a student is excused for an extended period, the teacher, in consultation with the parent and/or guidance counselor, shall determine an appropriate and reasonable time period for the completion of make-up work. Teachers will make every reasonable effort to help students make up missed work. However, students and parents must understand that time lost from class is irretrievable.

Tardy to Class

If a student arrives to class without a pass after the bell, he/she is considered tardy. Students should still go to class even if they do not have a pass. Students will receive credit for the work done in the portion of the class during which they are present. Teachers will inform students when they are tardy, and may assign teacher detentions.

Classroom Sign-out Privileges

Students may sign-out of class to use the laboratory, visit the nurse, or meet with the guidance department during class. At no time will students be allowed to roam around the hallways. In order to minimize distractions and maximize time on learning several strategies are practiced within the school day:

- Students may sign-out of class one (1) at a time
- Students must ask for permission to sign-out of class and maintain their hall pass log book

- Parents/Guardians will be contacted if students are abusing their hallway privilege
- Students are asked to utilize non-instructional times to use the facilities (Between periods, during lunch, etc.)
- Utilizing the first 5 minutes or last 5 minutes of class may be used as a strategy
- Visit the school nurse for medical reasons only

Family Vacations and Trips

Parents and students are reminded that Massachusetts's law requires attendance for students. We strongly discourage family vacations while school is in session. Family vacations/personal trips interrupt the educational process. Completion of make-up work does not compensate for the impact of lost instructional time and classroom experience, regardless of the course or course level. Days missed for family vacations or trips will be considered **unexcused absences**.

SCHOOL PUBLICATIONS

UNITAS – The school's yearbook published annually by the senior class.

THE PONY EXPRESS – Student Newspaper.

BEHAVIORAL EXPECTATIONS

ALCOHOLIC BEVERAGE AND OR ILLEGAL SUBSTANCE

UNDER THE INFLUENCE – If a student is found by a teacher, administrator, or staff member, or admits to being under the influence or in possession of drugs or alcohol, including powdered alcohol, he/she will be disciplined in compliance with the school Discipline Code. The administrator and the student may have a conference as soon as possible to determine facts and develop a treatment option.

BREATHALYZER – Although the alcohol testing device measures blood alcohol levels, our purpose is to determine if a student has used alcohol prior to, during, or at any school sponsored activity.

NOTE: Students at any school-sponsored activity may be tested by school administrators only. Testing will be done on a systematic basis unless a student shows overt signs of inconsistent behavior that might give administrators reasonable suspicion that the student is under the influence. Reasonable suspicion includes, but is not limited to; erratic behavior, slurred speech, strong foreign odor on clothing or breath, glazed and glassy eyes, unsteady gait, angry agitated state, information

offered by students, faculty, staff, or anyone wishing to remain anonymous, leaving school grounds or returning to school grounds during scheduled hours.

The failure or refusal to submit to alcohol testing when instructed to do so by an administrator will be reported as “failure to submit to alcohol testing” on the student’s record with the consequences equal to an under the influence offense.

Any student violating any part of the above shall be subject to disciplinary actions as described in the Discipline Code.

CLASSROOM PROCEDURES AND PROTOCOLS

*See BMRSD COVID 19 Handbook Appendedex

No food in classrooms without teacher/administration permission.

ASSEMBLY PROGRAMS

When assemblies are scheduled, groups are to proceed to the auditorium accompanied by their teachers. All classes are to remain seated together as a group, and teachers are to stay with them throughout the program.

STUDENTS ARRIVAL TO SCHOOL

*See BMRSD COVID 19 Handbook Appendedex

The school building will be opened promptly each day at 6:45 a.m. Students can access the building prior to 7:25 via the auditorium doors. At 7:32 a.m. the bell will sound, warning students they have three (3) minutes to get to their 1st period class. Students who arrive to class after 7:35 a.m. will be marked tardy. Students must obtain a late slip from the office. The Cafeteria will be open at 7:00 a.m. for breakfast.

DISPLAYING AFFECTION

Public displays of affection represent inappropriate behaviors that have no place in our school. Violators will be reminded once and then face consequences for insubordination behavior. While we will do everything possible to avoid student embarrassment, this issue must be addressed. Penalties will range from detention to suspension depending on the nature, severity, and frequency of event.

STUDENT/PARENT CONCERNS REGARDING TEACHERS

When there is a question or concern regarding students and class work, it is important that parents contact the individual teacher to discuss the

situation as soon as possible. If there is no resolution at the teacher/parent level, the parents should contact the Guidance department to discuss the situation. If the issue remains unresolved after discussing it with Guidance, parents are urged to contact the principal to discuss the situation.

BUSES *See BMRSD COVID19 Handbook Appendix

Riding the bus is a privilege. Improper conduct on the buses will result in the privilege being denied. A school administrator has the authority to suspend a student from riding the school bus for inappropriate behavior. **You are only allowed to ride your assigned bus.**

CORRIDOR COURTESY

Students must use reasonable caution when passing from one class to another. Running is not allowed in the building. Use the most direct route, in order to avoid being late to class.

1. Keep corridors open to traffic by walking to the RIGHT. Do not block traffic by standing in groups.
2. Pass quietly. Be considerate of others in the halls and classrooms.
3. Discard trash in containers provided. Keep the school clean by picking up paper from the floor.
4. Immature behavior, such as yelling, hooting and whistling is not allowed.

BATHROOM – LAVATORY USE

*** SEE BMRSD COVID19 Handbook Appendix**

Every effort is made by the school to keep the lavatories clean and sanitary. The staff monitors the lavatories. For your convenience and health we ask that you follow these simple rules:

- Individual stalls are designed to accommodate one person at a time.
- Report all damages to the office.
- The lavatory is not a sick room. Report to the nurse's office if you are ill.
- Keep the lavatory clean at all times.
- No food in the lavatories.
- No loitering in the lavatories.

- “Passport” will need to be with students when using lavatory or during classes
- Locker room lavatory only for use during physical education classes.
- **Not to be used 10 minutes prior to or after support period**

FIRE DRILLS

A printed card on the bulletin board in each teaching area indicates the exit for that area when the fire alarm sounds.

Fire drills are serious business and are designed to protect your lives in the event of a real fire.

Students are to pass silently in double lines, from all rooms to the exits assigned. Outside the building, students are to remain in line with their class until the signal is given to return to classes. The return is to be conducted in an orderly manner.

GAMBLING/CARD PLAYING

Gambling, card playing and other games of chance will not be permitted at any time at Blackstone-Millville Regional High School.

GENERAL POLICIES FOR ALL EXTRACURRICULAR ACTIVITIES

A student must pass four courses each term to be eligible.

All students must maintain an academic load of at least five major subjects, passing four, from one quarter to the next, in order to be eligible to participate in extra curricular activities at BMR. The quarter preceding the activity determines eligibility for that activity.

Students participating in extracurricular activities (including sports, band, etc.) shall be required to adhere to the rules of the Massachusetts Interscholastic Athletic Association, (specifically including the chemical health rules and academic eligibility rules) the rules of the Dual Valley Conferences, and regulations established by the Blackstone-Millville Regional School Districts.

Prior to participation in any and all sports, each student is required to have at least one physical examination each year. This may be completed by the school physician or the family doctor. Parental permission slips, available from the school nurse, must be filed prior to the exam.

A student who participates in any extracurricular activities must spend at least ½ a day in school (in by 10:48 or dismissed after 10:48) in order to be eligible to participate in any activity unless it is excused.

Any documented excused absence allows participants to be eligible. Students with unexcused absences or suspensions are ineligible.

Students enrolled in physical education must participate in class in order to participate in any extracurricular activity on that day.

MEDICATIONS

Students who become ill are to report to the nurse's office after clearing it with their classroom teacher. Students, who are ill will be sent home at the nurse's discretion, provided that:

1. Parent/Guardian is at home.
2. Safe and suitable transportation arrangements can be made.
3. Any student sent home from school would not be permitted to participate in any after-school activities.
4. At the Nurses discretion, students sent home would be officially listed as an excused absence.
5. Students are not permitted to carry any medication or drug without written permission from a licensed prescriber and notification of the school nurse. All medications administered during the school day must be brought to the school nurse, by an adult, accompanied by a physician's order.

❖ Students are excused from physical education classes only if they present a signed and dated note from their physician, clearly explaining the nature of their illness. Any student who is well enough to come to school should be able to participate in physical activity. The gym instructor, school nurse or the principal may grant exceptions.

LOCKERS *SEE BMRSD COVID19 Handbook Appendix

Students who choose to get a locker/lock must see the Assistant Principal during support period to be issued a lock/locker. This is the only locker a student is to use. Students are responsible for the condition and contents of their locker at all times. It is important that students do not share their combination with anyone.

Lockers are school property and are used by students for the school year. They may be searched at anytime by school administration.

PARTIES

The school's policy is distinctly opposed to the practice of conducting student parties on school time. Christmas, birthdays and the like are occasions not to be celebrated on school time.

Dress Code/Proper Attire: *SEE BMRSD COVID19 HANDBOOK APPENDIX

BMRHS respects individual rights of expression, however it is expected that students will dress appropriately in school with consideration for public sensibility. The basic guidelines of decency, modesty, good taste, cleanliness and practicality should prevail.

Inappropriate dress includes, but is not limited to:

- clothing that is uncomfortably revealing; no undergarments should be visible; tops and bottoms should meet
- clothing or accessories that display offensive images or language
- Clothing or accessories including hats, bandanas or other head covering
- clothing or accessories that display tobacco, alcohol, or substance-related symbols or advertising

If an administrator determines that a student has violated the dress code, the student will be expected to change their attire to meet the dress code or will be sent home from school until she or he conforms to the dress code.

*Administration will make the final determination on dress-code issues.

Academic Behavior / Plagiarism and Cheating:

It is expected that all students will perform their responsibilities in an honorable fashion. Cheating, unauthorized assistance on an exam, paper, project, etc., will not be tolerated.

Submitting a piece of work as your own, but which borrows ideas, organization, wording or any other aspect from another source without appropriate reference to the contributing source is plagiarism.

Plagiarism/Cheating Includes (but is not limited to)

* Unauthorized sharing or learning of specific questions on an exercise before it is given.

- * The submission of an assignment, which in whole or in part has been copied from a published source, which has not been properly cited.
- * Stealing quizzes or tests.
- * Having someone else complete an assignment, which is then submitted as one's own work.
- * Inappropriately using technology to receive, record or disseminate information about tests, quizzes or other assignments.

Consequences for plagiarism/cheating (which are cumulative from class to class and year to year):

1. First Cheating Offense:

- A. The teacher will notify the Assistant Principal who will keep a record of the event.
- B. The student will receive a "0" on the exercise. The teacher and administrator will determine if the student will have the opportunity to redo assignment and receive no grade higher than a "65".
- C. The parent(s)/guardian(s) will be notified.
- D. Teacher/administrator will review the policy and consequences of another potential offense.

2. Second and Subsequent Cheating Offense: (In addition to the above)

- A. The student will be ineligible for awards and leadership roles.
- B. A conference, either in person or by telephone with the student, teachers, parent(s)/guardian(s), and Assistant Principal will be held.
- C. The student will receive a "0" on the exercise with no chance of earning a higher grade.
- D. The incident will become part of the student's disciplinary record.

APPROPRIATE BEHAVIOR

*See BMRSD COVID 19 Handbook Appendedex

All members of the Blackstone Millville Regional High School community are expected to demonstrate respect for themselves and for others. This includes respect for another's individuality, their right to learn and work in a safe and supportive environment. In addition, students are expected to comply with teacher's directives. Insubordination occurs when a student is defiant, disrespectful or disruptive while at school or at school sponsored activities.

SCHOOL DANCES

The following rules govern the conduct and admission policy related to dances sponsored by Blackstone-Millville Regional High School:

1. In order to attend a school dance students must; purchase tickets during the allotted time, sign and have parents sign the dance attendance form.
2. Students absent from school or dismissed by the nurse on the day of a school dance will not be allowed to attend. Including O.S.S. and In-house students.
3. All in attendance will be expected to observe the standard regulations regarding arrival and departure times, good conduct, propriety, etc. There will be no grinding, bumping or dirty dancing allowed. "No movements or gestures that simulate sexual activities." Hands must remain above the waist.
4. All students must arrive within the first hour of the scheduled time of the school dance. Students may leave ½ hour prior to the end of the dance.
5. **Middle school students will not be permitted to attend any of the high school dances and high school students will not attend middle school dances.**
6. At the Junior-Senior prom, the Underclassmen Semi-Formal, Homecoming and the Winter Ball at least one member of each couple must be a current student at BMR. All non-BMR students must have a completed and approved (administration) guest form. The guests must be registered on the guest list which will be in the possession of the class advisor in charge of the dance. It is the responsibility of the student partner to attend to this registration at least twenty-four hours in advance of the scheduled dance. **YOU MUST BE AT LEAST A NINTH GRADE STUDENT TO ATTEND THE JUNIOR/SENIOR PROM.**
7. All outsiders attending the prom must conform to regulations regarding conduct, propriety, smoking, etc. It is the obligation of the student partner to familiarize the non-student with these regulations.
8. All activities at all dances are pre-approved and participation is totally voluntary.
9. A police officer will be in attendance at all school dances.
10. All dances held at the Blackstone-Millville Regional will begin at 6:00 p.m. and end at 9:00p.m. Or 7:00 p.m. and end at 10:00 p.m. No student will be permitted to leave a dance prior to ½ hour of scheduled end time.
11. Scheduled dances will be cancelled if we do not have a reasonable amount of students sign-up.

In the interest of safety, the administration reserves the right to limit attendance at any school-sponsored dances.

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.

SENIOR PRIVILEGES

Seniors who are assigned a study hall first period may arrive late to school but must sign in the main office prior to the start of 2nd period. Occasionally, seniors will be asked by administration to attend "support period" workshops starting at 8:21 a.m.

Seniors who are assigned a study hall last period of the day may leave school upon completion of announcements.

At the beginning of the school year all seniors are eligible as soon as their permission form is returned to the Assistant Principal.

Requirements:

1. Students must return signed permission slip to the Assistant Principal before privilege is allowed.
2. Students leaving early MUST sign out of the main office upon completion of announcements.
3. Parent permission form must be signed and returned to the Assistant Principal.
4. Student must have a study hall first or last period of the day.
5. Student must be passing (65 or better) ALL classes at the end of each term. If not privilege will be revoked for the entire next quarter.
6. Student must provide his or her own transportation.
7. Student may NOT exceed the unexcused absence or tardy policy.
8. Students may not have more than 2 hours of central detention per quarter.
9. Students may not have in-house or out-of-school suspensions in a quarter.
10. Seniors with more than one study must choose one for this privilege. He/she may not alternate between studies for any reason.
11. Students using this privilege must not be in the building or on campus at times other than specified. If a student wishes to use the LMC or computer lab or any other facility available for student use he/she must arrive to school on time, attend homeroom and report to study

Any violation of the requirements/rules will result in privilege being lost for the remainder of the quarter and the entire next quarter if the violation occurs within the last two weeks of any quarter.

STUDENT PARKING REGULATIONS

1. Permission to use the school parking facilities MUST be secured from the main office. Students who are licensed drivers are permitted to park on the school premises as a matter of privilege, not a right.
2. Students must leave their vehicle and enter school immediately after parking. No smoking or loitering in cars or parking lots will be allowed.
3. The speed limit on school property is 15 MPH, and will be rigidly enforced. Any student found speeding will lose his/her privilege to park on school property.
4. Cars will be parked in the areas assigned. Vehicles parked in unauthorized areas will be towed.
5. All parking rules and regulations established by school officials must be obeyed. Students who repeatedly break school rules will have parking privileges taken away as deemed necessary by the school principal/vice-principal.

6. Excessive tardiness can result in parking privileges suspended.
7. Vehicles parked on campus are subject to search at all times.

ANY VIOLATIONS OF PARKING REGULATIONS MAY RESULT IN THE LOSS OF PARKING ON SCHOOL PROPERTY.

SOLICITATION

Students are not allowed to sell, pass out, or display non-school materials or commercial products during school, on school property, or at school functions.

BEHAVIORAL SANCTIONS DISCIPLINE SANCTIONS

TYPES OF SUSPENSION

IN-HOUSE SUSPENSION

1. In-school suspension will be held from 7:35 a.m. to 3:00 p.m.
2. Only school work will be done while assigned to in-house suspension.
3. The student must complete assigned school work while present in in-house. If a student performs well, his/her absences from class will be excused and will not be countered as an administrative failure (unexcused absence).
4. Disruptive behavior (ex. fighting, open defiance, or vulgar language or action) or failure to abide by the supervisor's rules will result in removal from in-house suspension.
5. If a student is sent from in-house suspension, he/she will be suspended out-of-school for the rest of the day and must return the next day with parent/guardian and then complete the remaining time during in-house.

OUT-OF-SCHOOL SUSPENSION (O.S.S.)

1. If a student's behavior warrants a suspension, the suspension may be for one to ten actual school days (snow days excluded) according to the infraction. An administrator will notify the student prior to the suspension and will provide an opportunity for the student to state his/her side of the story. Students unsatisfied with the discipline sanctions may appeal to the principal. Suspensions/expulsions imposed by the Principal may be appealed to the Superintendent of schools. A suspended student has as many days as suspended plus one

(1) to make-up work upon return. Teachers, per parent request, will send make-up work home through guidance.

2. All Out-of-School Suspensions (O.S.S.) are considered unexcused absences.

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.

DISCIPLINE CONSEQUENCE

Community Service

A donated service or activity that in some cases may be given as a consequence. Time and placement of service will vary based on the infraction.

Restorative Time:

This specific model provides each student with an opportunity for deeper behavioral reflection while still holding the students accountable. Students will be responsible for completing a reflection exercise that leads them through the process of identifying their behavioral missteps and determine what changes they can make moving forward.

Any student receiving this consequence is expected to serve the time on the specific date provided by the administration.

Saturday School

Saturday School is an assigned period of three hours on Saturday morning. Students must report to the designated room by 8:00 a.m. Students arriving late will be assigned an office detention. Students arriving more than 30 minutes late will not be allowed to enter, and will be considered a Saturday School cut. Students may have the option to earn credit recover (due to attendance) while attending Saturday School.

Social/Extracurricular Suspension

A student is not permitted to participate in extracurricular activities for a predetermined periods, including all proms, dances, athletic events, or club activities. A student may also forfeit a position of leadership or have his/her privileges revoked, either temporarily or permanently, based on the infraction and per conference with administration.

In School Suspension

The student will report to the school and participate in activities in a predetermined location, with reflection on the conduct that led to the behavior/consequence. The consequence is supervised.

Teacher Assigned Detention

All teachers will handle their own detention for minor incidents occurring within the teacher's jurisdiction. If a student does not report for a teacher detention, the teacher will confer with the student and notify administration to issue a central detention.

Online Diversionary Course/Vaping

This Blackstone Millville Regional High School Online Diversionary Course offers certain eligible high school offenders an alternative to a lengthy out-of-school suspension; in most cases it is a reduced suspension' in most cases it is a reduced suspension and a weekly educational program on the harmful effects of drugs or alcohol. Diversion allows the student the opportunity to participate in a supervised education program. The program seeks to treat students, not as criminals, but as students in need of counseling, encouragement, one-on-one connection with adults within the school, and a targeted educational program about the harmful effects of drugs or alcohol so they may make better choices. The specific activities in the BMRHS Online Diversionary Course are always evolving as new resources emerge.

TEACHER DETENTION

Students assigned detention for below standard work or conduct are expected to accept their restrictions gracefully. **Explanations or exemptions requested of the teacher assigning detention should be made after class period.** All requests for exemptions will be carefully reviewed by your teacher.

VIOLATION	PENALTY
Malicious or unlawful use of school computers and/or school computer programs	Suspension, exclusion
❖ Alcohol or Drug Use/Possession/Distribution or Paraphernalia in school or at school functions or on school premises.	Any Offense: Up to 10 days out of school suspension (O.S.S.) Subject to exclusion. Police notified. Counseling and proof of counseling may be required
Under the Influence of Drugs/Alcohol, but not in possession of either substance on school property or at school functions or on school premises.	1 st Offense: Suspension (O.S.S.) up to 5 days 2 nd Offense: Suspension (O.S.S.) up to 10 days. Subject to exclusion. 3 rd Offense: Recommended for exclusion. Police will be notified for every offense. Counseling and proof of counseling may be required
Threats Any direct or implied threat of violence against the school staff or a student, individually or collectively, will be taken seriously.	1 st Offense: Subject to Suspension/Exclusion. Police will be notified.
Assault/Battery (Teacher or Staff and other students)	1 st Offense: Subject to Suspension (O.S.S)/Exclusion. Police will be notified.
Class Cuts	1 st Offense: 2 detentions 2 nd Offense: 3 detentions 3 rd Offense: 4 detentions 4 th Offense: loss of support period and 1 day In-house
Central Detention Cuts	1 st Offense: 1 Hour added. 2 nd Offense: 2 Hours added.

	3 rd Offense: 3 hours added and loss of support period 4 th Offense: 1 day In-house and loss of support period
Teacher Detention Cuts	1 st Offense: 2 Detentions. 2 nd Offense: 3 Detentions. 3 rd Offense: 4 Detentions 4 th Offense: Loss of support period and 1 day in-house
Vandalism and/or Theft	1 st Offense: Restitution up to 5 days O.S.S. In-house may be offered. 2 nd Offense: Restitution & 10 days O.S.S. Police will be notified. 3 rd Offense: Restitution & Subject to exclusion. Police will be notified.
Harassment/Bullying *As defined on page 52	1 st Offense: Subject to in-house suspension out-of-school suspension/exclusion. Police notified.
Hate Crimes *As defined on page 57	1 st Offense: Subject to suspension/exclusion. Police will be notified.
Possession of a weapon in school, on school grounds or at a school activity	1 st Offense: Subject to O.S.S./Exclusion/Police will be notified.
Use of personal electronic devices during unauthorized time Including all smart watches	1 st Offense: 3 hours central & loss of phone 2 nd Offense: 4 hours central & loss of phone 3 rd Offense: 1 day in-house and loss of support period/parent must pick up phone
<u>Dress Code Policy</u> Wearing of hat, cap, bandanna, chain or any other clothing considered disruptive to the	1 st Offense: WARNING AND OPPORTUNITY TO CORRECT. 2 nd Offense: 2 hours central

educational process or as may be prohibited in the student handbook	3 rd Offense: 4 hours central 4 th or more: results in in-house suspension for insubordination
Fighting	1 st Offense: Minimum of 5 days O.S.S./police will be notified. 2 nd Offense: Minimum of 10 day O.S.S./police will be notified. 3 rd Offense: Subject to O.S.S./exclusion/police will be notified.
Truancy	1 st Offense: 4 hours central/parent notified 2 nd Offense: 1 day In-house Suspension/parent notified 3 rd Offense: 3-days in-house/parent notified
Tardiness – Per Quarter	1 st Offense: Tardy 4 times – 1 hr. Central 2 nd Offense: Tardy 5 times – 2 hrs. Central/parent notified 3 rd Offense: Tardy 6 times – 3 hours central 4 th Offense: Tardy 7 times – 4 hours Central 5 th or more: 5 hours Central/loss of support period
Forgery	1 st Offense: 2 hours central/parent notified 2 nd Offense: 3 hours central/parent notified 3 rd Offense: 4 hours central/parent notified
Cheating/Plagiarism	See Page 41 .
Abusive/Vulgar Language/Gesture/Material	1 st Offense: 1 - 3 days of In-house. 2 nd Offense: 5 days of In-house. 3 rd Offense: 3 days O.S.S. Suspension.

Smoking and/or Tobacco Use/Possession/Electronic cigarettes/Vaping (All items confiscated and issued To S.R.O.) Vaping Diversion Program	1 st Offense: 3 days In-house Suspension. 2 nd Offense: 5 days In-house Suspension (student will be referred to a smoking cessation program – if available.) 3 rd Offense: 3 days O.S.S. Suspension.
Insubordination: Refusal to cooperate, defiant, disrespectful, disruptive.	1 st Offense: Warning & 2 hours central 2 nd Offense: 4 hours central 3 rd Offense: 3 days In-House suspension
Gross Insubordination: Extreme acts of defiance, disrespect, disruptive behavior.	1 st Offense: 3 days O.S.S. Suspension & Parental Conference. 2 nd Offense: 5 days O.S.S. Suspension. 3 rd Offense: 10 days O.S.S. Subject to Exclusion.
Disruption of School Environment	1 st Offense: Subject to O.S.S./Exclusion. Police notified.
Safety Violations – Any behavior that potentially endangers the health and safety of any person.	1 st Offense: Subject to O.S.S./Exclusion. Police notified.
Bus Violations	Inappropriate or unsafe behavior is subject to suspension or revocation of bus riding privilege
Food In Classroom without permission	1 st Offense: Warning and confiscation of item. 2 nd Offense: 2 hours of Central Detention. 3 rd Offense: 4 hours of Central Detention.
Public Display of Affection	1 st Offense: Warning 2 nd Offense: 2 hours central detention. 3 rd Offense: 4 hours central 4 th or more: results in in-house suspension for insubordination

- ❖ A drug is defined as any substance, that changes the way the body or mind functions.
- ◆ During suspensions, students may not participate or attend any extracurricular activities until suspensions, (in-house or out of school/O.S.S.) are complete.
- ◆ Any student who is subject to expulsion by the principal 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.
- ◆ Parents will be notified of all suspensions.
- ◆ Students who receive three out-of-school suspensions may be referred to the Milford District Court as habitual school offenders.
- ◆ Three separate outside school suspensions will result in the loss of all school privileges (extracurricular and activities). A student with three outside school suspensions will have an expulsion hearing with the principal.
- ◆ The Blackstone Police Department and the Millville Police Department will be notified of all student suspensions at the discretion of the Administration.
- ◆ Students charged with any felony violations, related or unrelated to school, may be subject to the provisions of MGL 37H1/2.
- ◆ The local police and BMRHS work closely together to ensure student safety. Information pertaining to students and the school will be jointly shared between school authorities and police. A School Resource office works closely with administration in the district schools.

CELL PHONE USAGE (Additional Information)

Cell phones will be allowed at all times, in all areas of the school **except** during class time. Students may use phones while in the cafeteria, homerooms, study halls, and during passing time from class to class. Cell phones may not be used during class time without permission of a teacher. Violation of this policy will result in discipline per Electronic Device Policy.

PERSONAL ELECTRONIC DEVICES

The use of any personal electronic devices can be disruptive to the educational process and may not be used during class time, without teacher permission Laptops, IPADs, electronic readers and cell phones will be allowed under teacher discretion and school policy. Temporary confiscation will result if this rule is violated. No loud speakers with

Bluetooth. Headsets must be worn for sound in areas where permission is allowed.

HARASSMENT/BULLYING/CYBER BULLYING

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

- The repeated use by one or more students or members of staff, including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that causes physical or emotional harm to the victim or damage to the victim’s property.

Harassment is unwelcome behavior of a physical, written, or verbal nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating and offensive educational environment. Harassment is a form of discrimination.

***New Massachusetts Law will expand the current bullying law and create several new requirements for school districts. Please refer to the anti-bullying addendum attached to the handbook.**

All members of the BMRSD are responsible to assure bullying does not occur for any members of our school community. We recognize it is our charge to provide for the safety and well-being of all members. Our building principals/assistant principals are designated as the reporting agent to receive reports of bullying and bully type behavior at their given school.

*BMRSD priority statement for communicating BMRSD’s vision in creating and implementing its bullying prevention and intervention strategies are as follows:

*BMRSD expects that all members of the school community will treat each other in a civil manner and with respect for difference.

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

*BMRSD understands that members of certain student groups, including but not limited to race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with

a person who has or is perceived to have one or more of these characteristics may be more vulnerable to becoming targets of bullying, harassment, or teasing. BMRSD will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

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

*The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber bullying, and BMRSD is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

**POLICIES AND PROCEDURES FOR
REPORTING AND RESPONDING TO
BULLYING AND RETALIATION**

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT**

Bullying Prevention and Intervention Plan^[1]

M.G.L. c. 71, § 37O requires that school districts develop, adhere to and update a Bullying Prevention and Intervention Plan, in accordance with statutory requirements. The Department of Elementary and Secondary Education (DESE) has created a Model Bullying Prevention and Intervention Plan in accordance with M.G.L. c. 71, § 37O (“Model Plan”), in consultation with state agencies, school personnel, advocacy organizations, and other interested parties.

The Blackstone-Millville Regional School District (BMRSD) has adapted the Model Plan to create the BMRSD Bullying Prevention and Intervention Plan (“BMRSD Plan,” “Plan”). The BMRSD Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, and parents/guardians.

The BMRSD Plan applies to both students and school staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

Please note that the DESE’s Model Plan, DESE Publications, and the BMRSD Plan all use the term "target" instead of "victim" and "aggressor" instead of "perpetrator."

TABLE OF CONTENTS

- I. LEADERSHIP**
- II. TRAINING AND PROFESSIONAL DEVELOPMENT**

- III. ACCESS TO RESOURCES AND SERVICES**
- IV. ACADEMIC AND NONACADEMIC ACTIVITIES**
- V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**
- VI. COLLABORATION WITH FAMILIES**
- VII. PROHIBITION AGAINST BULLYING AND RETALIATION**
- VIII. PROBLEM RESOLUTION SYSTEM**
- IX. DEFINITIONS**
- X. RELATIONSHIP TO OTHER LAWS**

APPENDIX A:

SAMPLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM.

I. LEADERSHIP

Leadership at all levels has played a critical role in developing the BMRSD Plan. Leadership at all levels plays a critical role in implementing the BMRSD Plan in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership is defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in development and implementation of the BMRSD Plan.

A. Assessing needs and resources.

The BMRSD Plan is the school's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have and will continue to assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist BMRSD and individual schools in identifying resource gaps and the most significant areas of need. BMRSD and individual schools have and will revise and develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At a minimum of once every four (4) years, beginning with the 2017-2018 school year, BMRSD will administer a District or DESE-developed student survey to assess school climate and the prevalence, nature and severity of bullying in BMRSD schools. BMRSD will report bullying incident data to DESE annually.

BMRSD plan has done the following to allow for initial and periodic needs assessments: 1) surveyed students, staff, parents, and guardians on school climate and school safety issues; and 2) collected and analyzed building-specific data on the prevalence and characteristics of bullying. BMRSD intends to use this information to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in school support services. BMRSD will use the following methods to conduct needs assessments:

-Develop/select the survey

-Establish the appropriate timelines for administration

-Administer the survey

-Review and analyze results with the District's Leadership Team

-Modify District Blueprint for Improvement and School Improvement Plans with the appropriate goals, strategies and actions based on survey feedback

B. Planning and oversight.

All BMRSD staff is responsible for alerting appropriate personnel about bullying related issues, and taking appropriate steps to prevent, mitigate and eliminate bullying in BMRSD schools, relative to both students and staff. BMRSD recognizes that it is charged with employing best practices to provide for the safety and wellbeing of all students, staff, and members of the school community. Building principals/assistant principals are designated as reporting agents to receive reports of bullying and bully type behavior at their given school.

The role of the building principal:

- 1) Receiving reports on bullying;
- 2) Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- 3) Creating a process for recording and tracking incident reports, and for accessing

information related to targets and aggressors;

- 4) Plan for the ongoing professional development that is required by the law;

- 5) Plan supports that respond to the needs of targets and aggressors;

- 6) Choose and implementing the curricula that the school or district

will use;

7) Develop new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;

8) Amend student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated;

9) Lead the parent or family engagement efforts and drafting parent information materials;

10) Review and update the plans each year, or more frequently.

C. Developing priority statements.

BMRSD priority statements for communicating BMRSD's vision in creating and implementing its bullying prevention and intervention strategies are as follows, and will continue to be developed:

BMRSD expects that all members of the school community will treat each other in a civil manner and with respect for differences.

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

BMRSD recognizes and understands that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression,

physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. BMRSD has identified and will continue to identify and take the specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The District recognizes that students with disabilities are disproportionately affected by bullying. The District has adopted these steps described in the plan to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

BMRSD will ensure that a student with a disability who is a target of bullying behavior continues to receive Free and Appropriate Education (FAPE) in accordance with his/her IEP through the implementation of the following process:

- IEP Team will reconvene to determine whether or not the effects of the bullying resulted in a change in the student's needs to the degree that an amendment or revision to the IEP must be made to ensure FAPE within the least restrictive environment (LRE)
- During the investigation process, the District will inform the parent/guardian that they have the right to request an IEP Team meeting
- IEP Team will exercise caution if it is considering a change in placement of the location of where IEP services are to be delivered to the student with a disability
- Change in placement will be considered when the student can no longer receive FAPE in his/her current LRE placement
- If the student who engaged in the bullying behavior is a student with

a disability, the IEP Team will reconvene to determine if additional supports and/or services are required to address the inappropriate behavior

- A Functional Behavioral Assessment may be proposed and subsequent development and implementation of a Behavioral Intervention Plan may be a result of the IEP Team meeting conducted to address the inappropriate behavior of a student with a disability
- IEP Team along with other school personnel will examine the environment in which the bullying occurred to determine if changes to the environment are warranted.

IEP Teams will carefully consider if a student's disability makes a child vulnerable to bullying, harassment, and teasing and will address the skills and proficiencies needed to avoid and respond to bullying, harassment, and teasing.

BMRSD may, but is not required, to establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter BMRSD obligations to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

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

The BMRSD Plan is a comprehensive approach to addressing bullying and cyber bullying, and BMRSD is committed to working with students, staff, families, law enforcement agencies, and the

community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

BMRSD will provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals, in accordance with M.G.L. c. 71, § 370 requirements. Staff training and ongoing professional development shall be provided to all staff as described herein, and shall address concerns identified by school and district staff.

1. Annual staff training on the BMRSD Plan. Annual training for all school staff on the plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on:

(i) Developmentally (or age-) appropriate strategies to prevent bullying;

Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;

(iii) The complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;

(iv) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;

(v) The incidence and nature of cyber bullying; and

(vi) Internet safety issues as they relate to cyber bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

C. Written notice to staff. BMRSD will provide all staff with an annual written

notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the BMRSD employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The BMRSD Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance BMRSD's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. BMRSD Plans include a strategy for providing counseling or referral

to appropriate services for student aggressors, targets, and family members of those students. These locally established strategies are reflected in the BMRSD Plan.

1. Identifying resources.

Annually, the district will review staffing and counseling services to ensure access for targets, aggressors, and their families. Recommendations may include reorganizing staff, establishing safety planning teams, and identification and partnership with local or community mental health service providers. The safety team will focus on early intervention and intensive services to maintain a positive school environment for all students.

B. Counseling and other services. The local police and safety officers as well as outside consultants will assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Board Certified Behavior Analyst and counseling staff will work with school staff to develop strategies and implement current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with disabilities. As required by M.G.L. c. 718, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services. BMRSD has established a referral protocol for referring students and families to outside services. Clear protocols will help students and families' access appropriate and timely services. Referrals must comply with relevant laws and

policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires that BMRSD provide age-appropriate instruction on bullying prevention in each grade that is incorporated into schools' curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. BMRSD will review, and may utilize as appropriate, other resources made available by DESE.

A. BMRSD bullying prevention approaches may include. Bullying prevention curricula will be informed by current research, which, among other things, emphasizes the following approaches:

- Using scripts and role-plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment

that is respectful of diversity and difference.

B. General teaching approaches that support bullying prevention efforts. The following

approaches are integral to establishing a safe and supportive school environment. These underscore the importance of BMRSD's bullying intervention and prevention initiatives:

-Setting clear expectations for students and establishing school and classroom routines; creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;

-Using appropriate and positive responses and reinforcement, even when students require discipline;

-Using positive behavioral supports;

-Encouraging adults to develop positive relationships with students;

-Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

-Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;

-Using the Internet safely; and

-Supporting students' interest and participation in non-academic and extracurricular

activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, BMRSD has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community- students, parents, and school staff- know what will happen when incidents of bullying occur. These steps are listed below:

BMRSD may establish separate discrimination or harassment policies applicable to certain categories of students; Nothing in this section shall alter BMRSD's obligations to remediate any discrimination or harassment based on a person's membership in a legally protected class (under local, state or federal law).

A. Reporting Bullying or Retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A BMRSD staff member is required to report immediately to the principal or designee, or to the superintendent or designee, when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not BMRSD staff members, may be made anonymously. BMRSD will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form^[2], a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. BMRSD will: 1) include a copy of the Incident Reporting Form in the beginning of

the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, BMRSD will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the BMRSD website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with BMRSD's policies and procedures for behavior management and discipline.

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

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

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

B. Responding to a Report of Bullying or Retaliation -Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or

retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Established student safety planning policies and procedures include:

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally

established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate

C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with BMRSD policies and procedures for investigations. The principal or designee may consult with legal counsel about the investigation, in accordance with BMRSD procedures.

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about DESE's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying

determination.

E. Responses to Bullying. *BMRSD's strategies for building students' skills, and other individualized interventions that BMRSD may take in response to remediate or prevent further bullying and retaliation, include:*

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that BMRSD use a range of responses that balance the need for accountability with the need to teach appropriate behavior. *See M.G.L. c. 71, § 37O(d)(v)*. Skill building approaches that the principal or designee may consider include:

-Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;

-Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;

-Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;

-Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;

-Adopting behavioral plans to include a focus on developing specific social skills; and

-Making a referral for evaluation (academic or social-emotional/behavioral.)

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with BMRSD'S code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which will be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

BMRSD has developed policies and procedures that address how the BMRSD administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures address safety planning, notification to parent or guardians and others, investigation, and response - areas that are addressed when a student is alleged to have bullied another student (see Section V. B-E above). BMRSD may consult with local counsel re. such policies and procedures. BMRSD's policies and procedures emphasize the importance of the investigation, the need for the aggressor, target, and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

VI. COLLABORATION WITH FAMILIES

BMRSD will engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires BMRSD's to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyber bullying. Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. School- or district-specific approaches to collaboration will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

1. Parent Education and Resources BMRSD will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by BMRSD. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

2. Notification Requirements BMRSD will inform parents and guardians of enrolled students, annually, about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. BMRSD will send parents written notice each year about the student related sections of the Plan and the BMRSD Internet Safety Policy. All notices and information will be made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. BMRSD will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

In accordance with M.G.L. c. 71, § 37O, BMRSD's statement prohibiting bullying, cyber bullying, and retaliation is as follows, and is reproduced in the student code of conduct, the student handbook, and the staff handbook.

Acts of bullying, which include cyber bullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or

school, and

(ii) at a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires BMRSD to staff any non-school related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

In accordance with M.G.L. c. 71, § 37O(g)(v), parents and guardians of the target shall be informed about DESE's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs/>. Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyber bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. *See* M.G.L. C. 71, § 37O for the full legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and BMSRD policies, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the BMRSD Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H, M.G.L. c. 71, §§ 41 and 42, M.G.L.C 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

The BMRSD Plan shall afford all students the same protection,

regardless of a student’s legal status. Should any provision of this Plan be deemed to be in conflict with applicable state or federal law or regulation, such law or regulation shall control.

Revised: December 2020

^[1] The Model Plan and the BMRSD Plan have been updated to reflect M.G.L. c. 71, § 37O, as amended by Chapter 38 of the Acts of 2013 and Chapter 86 of the Acts of 2014. The Acts of 2013 changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional,” and made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition. The Acts of 2014 requires districts and schools to “recognize” in their plans that “certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.

[2] See Appendix A for Sample Incident Reporting Form.

HATE CRIMES

Hate crimes are crimes in which the perpetrator’s conduct is motivated, in whole or in part, by hatred, bias, or prejudice against an individual’s

or group's actual or perceived race, color, national origin, ethnicity, religion, sexual orientation, disability, or gender.

Chapter 265: Section 39. Assault or battery for purpose of intimidation; weapons; punishment

Section 29. (a) Whoever commits an assault or battery upon a person or damages the real or personal property of a person with the intent to intimidate such person because of such person's race, color, religion, national origin, sexual orientation, or disability shall be punished by a fine of not more than five thousand dollars or by imprisonment in a house of corrections for not more than two and one-half year, or both such fines and imprisonment.

A person convicted under the provisions of this section shall complete a diversity awareness program designed by the secretary of the executive office of public safety in consultation with the Massachusetts commission against discrimination and approved by the chief justice for administration and management of the trial court. A person so convicted shall complete such program prior to release from incarceration or prior to completion of the terms of probation, whichever is applicable.

THREATS OF VIOLENCE

Any direct or implied threat of violence against the school staff or a student, individually or collectively, will be taken seriously.

**APPEAL PROCESS FOR DISCIPLINE
SANCTIONS/SUSPENSION**

Discipline sanctions imposed by teachers may be appealed to the administration. A discipline sanction/suspension imposed by the assistant principal may be appealed to the principal. Suspensions/expulsions imposed by the principal may be appealed to the superintendent. The superintendent is the final level for appeal.

STAY IN PLACE

Stay in Place will be conducted as an emergency precaution for student safety. Lockdowns will be controlled by school administration. All students and staff are expected to follow the lockdown procedure. Police and the superintendent will be notified in the event of an actual lockdown.

NON-SCHOOL CONDUCT

From time to time there may be issues or incidents that occur out of school that may impact and potentially disrupt the school. School

administrators reserve the right to take whatever steps are necessary including discipline sanctions on the individuals involved in order to maintain a safe orderly school.

STATE LAWS, FEDERAL LAWS AND SCHOOL COMMITTEE POLICIES

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.

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.

Video/Audio Taping of TEAM Meetings

Tape recording¹ of TEAM meetings is not permitted unless tape recording of a TEAM meeting is the only reasonable accommodation for a documented disability of any participant in the TEAM meeting where the documented disability or limited English proficiency prevents that participant from fully understanding or participating in the team process without the use of tape recording. This would apply to the

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

parent/guardian/educational surrogate, student ², a person invited to the team meeting, like a consultant or evaluator, as well as service providers, attorneys for the District or parent/guardian/educational surrogate/student, or advocates for the parent/guardian/educational surrogate/student. The person requesting the accommodation must contact the TEAM chairperson at least two (2) school days prior to the TEAM meeting to request the accommodation. Documentation related to the claimed need for an accommodation must be provided at that time.

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

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

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

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

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

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.

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

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

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. After 30 days physician verification must be renewed.

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.

Dangerous weapon includes, but is not limited to, a gun, bb-gun, paintball gun, air gun, knife, switchblade, ammunition, brass knuckles, a shod foot and any instrument or object which can be used or is used to inflict injury on another person, such as a screwdriver, scissors, heavy jewelry, rope, etc.

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

Non-custodial parents eligible to obtain access to their children's student records unless the school or parent has been given documentation that:

1. the non-custodial parent has been denied legal custody based on a threat to the safety of the student or the custodial parent, or
2. the non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
3. the non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.

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 seven years after the student transfers, graduates, or withdraw 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/ELECTRONIC CIGARETTES/VAPING

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/vaping 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/vaping 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/vaping will be referred to individuals or agencies in an effort to provide them with a smoking cessation program (when available).

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

G. L. Chapter 71, Section 37H

Offenses:

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

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

Consequence:

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

Due Process:

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

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

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

Provision of Education Services:

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

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

Discipline Collection and Reporting:

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate
- Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year
- Create a plan to address disparities if Commissioner determines that school or district discipline data reflect significant disparities by race and ethnicity, or disabilities

See 603 CMR 53.14 for details.

G. L. Chapter 71, Section 37H ½

Offenses:

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

Consequence:

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

Due Process (for either suspension or expulsion):

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

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

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

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

Provision of Education Services:

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

Discipline Collection and Reporting:

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

G. L. Chapter 71, Section 37 H ³/₄

Offenses:

Any offense that is not addressed in 37 H or 37 H ¹/₂

Consequence:

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

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the Principal or his/her designee before suspension takes effect. Consult 603 CMR 53:08 for details on notices
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process

- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate
- Principal or his/her designee must make and document reasonable efforts to include the parent in meeting/hearing with the student
- Principal or his/her designee must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping
- Following hearing, Principal or his/her designee must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate
- Before any out-of-school suspension of a student in preschool or grades K-3, Principal or his/her designee must notify superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

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

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

Provision of Education Services:

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

Discipline Collection and Reporting:

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

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; EXCLUSION; RIGHT TO APPEAL.

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

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

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

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

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

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

Expelled students are not allowed on school grounds nor are they allowed to attend any school events without written permission from the principal.

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.

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.

SCHOOL COMMITTEE POLICIES

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.

Technology Vision and 1:1 Core Values

The Acceptable Use Policy can be found on the BMRSD website.

The focus of the Technology Program is to help our students continuously grow as independent learners. Successfully integrating technology into the curriculum is essential for students to learn 21st century skills. The program aligns with BMR's core values.

Innovate: Students will be able to imagine and create ideas centered around relevant and authentic learning experiences. Technology will allow students to make meaning through exploration, application, and problem solving.

Communicate: Students communicate with their colleagues, teachers, and virtually anyone they choose in order to share ideas and learning experiences. Multiple forms of media are available to access information, putting them at the center of their own learning.

Appreciate: Students will appreciate and value cross-disciplinary perspectives and collaboration. Students will learn and teach something new every day by working together and modeling their understanding of concepts. They will build courage to take risks and care for those they affect!

Technology Use

At Blackstone Millville Regional Schools, we use technology as one way of enhancing the vision to teach the skills, knowledge, and behaviors students will need to succeed in the global community. These technologies may include, but are not limited to, district-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, and more).

Rules and Conditions

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school district in all my online activities. I understand that what I do on social networking websites should not reflect negatively on my fellow students, teachers, or on the District.
- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly.

- I understand that my school network and my school account are property of BMRSD and anything that I do with my account on the network can be monitored.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in accordance with the laws of the United States and the State of Massachusetts:
- **Criminal acts** – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyber bullying, cyber stalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.
- **Libel laws** - Publicly defaming people through the published material on the Internet, email, etc.
- **Copyright violations** - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using another's words or ideas as your own).

Internet use is governed by BMR School Committee, school rules and codes of conduct and applicable law and regulation. Students may be selected at random to provide their Chrome book for inspection by school administration and/or technology staff. From time to time, the Director of Technology will make determinations on whether specific uses of the network are consistent with the acceptable use practice. Violation of any of these rules could result in loss of computer privileges, detention, suspension, or any punishment deemed appropriate by the school administration.

Consequences of Misuse

If students fail to comply with these guidelines, the following consequences may apply. Student infractions will be documented as a disciplinary referral for each offense. This list is to serve as a guideline and decisions will be made on a case by case basis as decided by the Principal, or other appointed school administrator.

1st offense – The mobile computing device will be confiscated until the end of the day, when the student may retrieve it.

2nd offense – The mobile computing device will be confiscated until the end of the day, when the student’s parent or guardian must retrieve it.

3rd offense – Loss of mobile computing device privileges for an undetermined period of time.

COMMUNICABLE DISEASES

The Blackstone-Millville Regional School 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 BMRSD 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. 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 student with a disability 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.

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. Students are entitled to a hearing where they have opportunity to explain their side.

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'S

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 follow 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.

Toileting Procedure

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

1. If the student is in a classroom with a bathroom in the classroom AND at least two adults in the classroom (i.e. Pre-K and Kindergarten).
 - a.) The adult assisting the student to the bathroom will inform the second classroom staff person that they will be toileting the student.
 - b.) The bathroom door will be left slightly ajar so that the staff may communicate as needed for assistance and safety
 - c.) If the door is not able to be left ajar, or if the staff assisting in the bathroom has a significant safety concern, then a second adult will need to assist in the bathroom.
2. If a student requires a private bathroom, or a bathroom that is not within the classroom setting.
 - a.) Two adults must assist with toileting to ensure student and staff safety.

b.) One adult should lead the toileting protocol, and responsibilities should be discussed prior to entering the bathroom.

c.) One adult may be provide the physical assistance, and the second adult can provide “stand-by” assistance as appropriate.

FIELD TRIP POLICY * SEE BMRSD COVID19 Handbook Appendix

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 (20-25) 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) student as a minimum. For middle school students traveling to such locations, the number of adults shall be increased to one for each (6-8) student as a minimum. For high school students traveling to such locations, the number of adults shall be increased to one for each (9-12) student 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.

MANAGING SEVERE AND LIFE THREATENING ALLERGIES

**Blackstone-Millville Regional School District
Life Threatening Allergy Management Policy**

The Blackstone-Millville Regional School District is committed to providing a safe and nurturing environment for students. Recognizing the increasing prevalence of life-threatening allergies among school populations, Blackstone-Millville Regional School District will work in cooperation with parents, students, and physicians to minimize risks and to provide a safe educational environment for all students. The focus of allergy management will be prevention, education, awareness, communication, and emergency response. This policy and our district protocol will assist students to assume more individual responsibility for their health and safety as they mature and optimize full participation in educational programs and school sponsored activities.

The Blackstone-Millville Regional School District cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies, nor prevent any harm to those students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a risk to those students, to educate the community, and to maintain and regularly update a system-wide protocol for responding to their needs.

Goals:

1. 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.
2. 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.
3. 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, the treatment of anaphylaxis (a potentially life-threatening allergic reaction) is the same whether caused by: insect sting, medication, latex, exercise induced, or unknown causes. For these reactions, 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.

LEGAL REFS.: Managing Life-Threatening Allergies in Schools, DESE, May 2016

Section 504 of the Rehabilitation Act of 1973

American with Disabilities Act (ADA) of 1990

The Family Education Rights and Privacy Act of

1974 (FERPA)

The Individuals with Disabilities Education Act of

1976 (IDEA)

Life Threatening Allergy Management Protocol

Background:

Allergic Reactions can span a wide range of severity of symptoms. The most severe and potentially life-threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly peanut, tree nuts, milk and dairy products, eggs, soy, wheat, shellfish, and fish)
- Insect stings (bees, yellow jackets, wasps, hornets)
- Medications
- Latex

Anaphylaxis can occur immediately or up to 24 hours following allergen exposure, so it is important to:

- Identify student at risk
- Take measures to prevent life-threatening allergic reaction from occurring
- Be educated and prepared to handle an emergency

Purpose and Goals:

The Blackstone-Millville Regional School District cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies, nor prevent any harm to those students in emergencies. The goal is to minimize the risk of exposure to food

allergens that pose a risk to those students, to educate the community, and to maintain and regularly update a system-wide protocol for responding to their needs.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities cannot be spelled out in this protocol.

The goal of the Blackstone-Millville Regional School District regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food-based allergic reactions.
- Prepare for any allergic reactions.
- Respond appropriately to any allergy emergencies that arise.

Allergy Aware Classrooms will be designated by the building administrators and be clearly labeled with appropriate signs to identify them. Additionally, all pre-school and kindergarten rooms will be designated as "Allergy Aware Classrooms", as will shared specialty rooms at the elementary level (i.e. art, music, technology, etc.). An allergy aware classroom is defined as all staff, students, parents/guardians, and visitors to the classroom will be aware of the known allergies in the classroom. To be allergy aware one must understand the basic information about allergies, how to avoid allergens to prevent reactions, the symptoms of a reaction, and what to do when symptoms of a reaction are observed.

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

Medication:

The most common medication prescribed for anaphylaxis is epinephrine (EpiPen, Auvi-Q, Adrenaclik, generic). Parents of students with a life-threatening allergy are encouraged to leave an epinephrine auto-injector at school for use in case of emergency. It is also recommended that students (age/developmentally appropriate) carry another auto-injector in their backpacks, especially if they participate in before or after school activities.

The Blackstone-Millville Regional Schools have stock epinephrine auto-injectors in each school. This will be used by the school nurse in emergencies for students with unknown allergies who develop an

anaphylactic reaction and for students with known allergies as a “back-up”.

There is a standing medication order, issued from the school physician, in place for the emergency administration of epinephrine. Student management of emergency medication will be governed by a separate policy and Massachusetts General Law covering Student Self-Administration of Medication.

Education and Training:

The school nurse will determine the unlicensed school personnel to be trained regarding life-threatening allergies including demonstration of the use of an epinephrine auto-injector. The training program, at a minimum, will include both content standards and a test of competency developed and approved by the Department of Public Health in consultation with the Board of Registration in Nursing. The school nurse shall also provide a training review and informational update at least once a year.

Roles and Responsibilities:

School Administration (or Delegate):

- Include in the school’s emergency response plan a written plan outlining emergency procedures for managing life-threatening allergies. Modify the plan to meet special needs of individual students. Consider risk reduction for life-threatening allergies.
- Participate in the multidisciplinary team to develop and implement the *allergy management and prevention plan*.
- Support faculty, staff, and parents in implementing all aspects of the life-threatening allergy program.
- Ensure adequate time is provided for training and education for faculty and staff regarding: awareness of signs and symptoms of anaphylaxis; foods, insect stings, medications, latex allergies; risk reduction prevention and procedures; emergency procedures; how to administer an epinephrine auto-injector in an emergency.
- Support special training for school nutrition staff.
- Adopt “NO FOOD TRADING/SHARING” and “NO UTENSIL SHARING” procedures in all schools with a particular focus at the elementary school level.

School Nurse:

- Communicate with each parent/guardian of a student with life-threatening allergy and develop an *individual health care plan* and/or *anaphylaxis emergency plan* for the student.
- School nurse will enter each student’s allergy in the Medical Alert field at the beginning of the school year and update as needed.

- Maintain updated *individualized health care plan* in the nurse's office. Maintain updated alerts in X2 with information for teachers and food service.
- Familiarize teachers with their students' *individual health care plans* and other staff members whom have contact on a need-to-know basis.
- Provide training and education for staff regarding life-threatening allergies including the administration of an epinephrine auto-injector.
- Educate new personnel as necessary.
- The school nurse will be responsible for following the Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer an epinephrine auto-injector.
- In the event that there is not a nurse in the building, follow the *Medical Emergency Response Plan*.
- Be available to review the *individual health care plan* as needed.
- Collaborate with school principal and classroom teacher to generate a letter home for parents of classmates of a student(s) with a life-threatening allergy informing them of conditions and restrictions in their child's classroom. Letters will be sent home for all elementary students and as needed for secondary students.

School Physician:

- Consult with the school nurse as needed in the development and implementation of the *allergy management and prevention plan*, *individual health care plans*, education, or other needs as they arise.
- Write a prescription or standing order for non-patient-specific epinephrine for administration by a licensed nurse in the case of anaphylaxis in an undiagnosed individual.

Classroom Teachers/Staff:

- Review with the school nurse the *individual health care plan* and X2 Alerts for any student(s) in your classroom with life-threatening food allergies.
- Work in collaboration with the school nurse to inform parents of classmates about the presence and needs of the child with life-threatening allergies in the "allergy aware" classroom.
- Advise parents of any school related activity that requires the use of food in advance of the project or activity.
- Avoid use of food for instructional lessons.

- Participate in life-threatening allergy training including the use of an epinephrine auto-injector.
- Leave information in an organized, prominent, and accessible format for the substitute teacher.
- Monitor identified student(s) with any food brought in and enforce a NO FOOD TRADING/SHARING rule in the classroom.
 - 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 life-threatening allergy to consume.
- Be aware of how the student with allergies is being treated; enforce school rules about bullying and threats.
- Collaborate with school nurse prior to field trips and review *anaphylaxis emergency plan*.

Parent/Guardian:

- Inform the school nurse of your child's allergies and provide necessary medical documentation/orders from their doctor to enable the development of an *individual health care plan* and *anaphylaxis emergency plan*.
- Provide the school nurse with enough up-to-date emergency medications, including epinephrine auto-injectors for the current school year.
- Complete and submit all required medication forms, including emergency contact information.
- Communicate any changes in condition or status of student's allergies and/or treatments with the school nurse.
- Teach your child in an age-appropriate way to:
 - Recognize the first symptoms of an allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing, bullying, or threats that may relate to the child's life-threatening allergy.
 - Learn to gradually increase developmentally appropriate participation in their food allergy management.

- Provide the school nurse with the licensed provider's statement if the student no longer has life-threatening allergies.
- Provide snacks for your child with safe foods for special occasions.
- Go on field trips and out-of-school activities with your child, whenever possible.

Student:

- Participate in developmentally appropriate ways in allergy management.
- Do not trade or share foods.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older:
 - Communicate to others that they have a food allergy.
 - Avoid food allergens.
 - Recognize symptoms and report/communicate to staff.
 - Read labels.
 - Carry own epinephrine auto-injector.
 - Administer own epinephrine auto-injector and be able to train others on its use.
- Develop a relationship with the school nurse and/or another trusted adult in the school to help identify issues related to management of the life-threatening allergy in school.

School Nutrition Director/Food Service Personnel:

- Consult with the school nurse as needed in the development and implementation of the *allergy management and prevention plan*, *individual health care plans*, or other needs as they arise.
- Food Service Director/Personnel will check the Medical Alert field for each school at the start of the school year and monthly during the year.
- Train all school nutrition staff and substitutes to read product food labels and recognize food allergens.
- Read all food labels and recheck routinely for potential food allergens.
 - It is important to note that ingredients in the 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 situation will be detected.

- Understand the process by which to obtain all product allergen information.
- Food service personnel will be trained by the Director of Food Services regarding necessary measures required to prevent cross-contamination during food handling, preparation, and serving of food.
- The Food Services Director will investigate ingredients and cross-contamination issues with vendors.
- Follow cleaning and sanitation protocols strictly to avoid cross-contact.
- No foods with peanut or tree nut components will knowingly be prepared or served in any school.
- At least one “allergy free” table will be made available to students with identified food allergies in each school cafeteria. It will be indicated on the *individual health care plans* a 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 cleaned per cafeteria cleaning procedures prior to and after breakfast and each lunch period.
- Avoid the use of latex gloves by school nutrition staff. Use non-latex gloves instead.
- Menus will be posted online along with nutrition information. Additional information regarding the school lunch will be provided, upon request, by the Food Services Director.
- At least one person in the cafeteria will be trained in the administration of epinephrine auto-injector.
- Have a functioning intercom, walkie-talkie, or other communication device to support emergencies.

School Bus Company:

- Provide school bus drivers with first aid training including the administration of an epinephrine auto-injector.
- Provide functioning emergency communication device (e.g., cell phone, two-way radio, walkie-talkie).
- Maintain policy of no food eating allowed on school buses.
- Know local EMS procedures.

LEGAL REFS: Managing Life-Threatening Allergies in Schools, DESE, May 2016

Section 504 of the Rehabilitation Act of 1973
 American with Disabilities Act (ADA) of 1990

The Family Education Rights and Privacy Act of
1974 (FERPA)
The Individuals with Disabilities Education Act of
1976 (IDEA)

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

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

NON-DISCRIMINATION STATEMENT NON-DISCRIMINATION STATEMENT It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, sex, gender, religion, national origin, sexual orientation, disability or homelessness, in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net 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 the Title IX Coordinator. The Title IX Coordinator has been designated to respond to your inquiries and to be the district's Title IX Coordinator. The Title IX Coordinator can

be reached at (508) 876-0190. 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 of 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.

PREGNANT STUDENTS

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant students are encouraged to continue in school. The student and her physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services; as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided. Adoption Date: July 12, 2001.

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 Dr. Janis Laporte, Ed.D. Title VI and Title IX coordinator @ (508) 876-0190.

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.

Massachusetts School Nutrition Law – Effective August 2012

Our School District wants to provide a healthy school environment for all students. That means offering nourishing food and drink choices that will promote students' growth and development, learning, and healthy life-long habits.

As part of the effort to improve children's health in Massachusetts, the State Legislature asked the Massachusetts Departments of Public Health and Elementary and Secondary Education to develop nutrition standards for our public schools. These standards will be applied in your child's school beginning August, 2012. The nutrition standards support our goals for student health and academic achievement by concentrating on serving nutrient-rich, minimally processed foods, such as fruits, vegetables, whole grains, lean protein and low-fat dairy products.

The new law will result in changes to many of the current practices our schools have involving food sold or provided in the buildings. It will be in effect from 30 minutes before the beginning of the school day until 30 minutes after the school day ends.

The new standards will apply to:

- School cafeteria a la carte items & vending machines
- School stores, snack bars, and concession stands
- School booster sales, fund-raising activities and other school-sponsored or school-related events (*includes but not limited to bake sales, incentive prizes such as pizza parties, food given for participation in classroom activities & clubs and food rewards*)
- School buildings and any other location on school property, including classrooms and hallways (*includes but not limited to: birthdays, holiday celebrations, grade level snack sales, MCAS snacks and food-based incentives*)

All food items used in any of the above must meet the nutrition standards of the law. In order to simplify the process of what items are acceptable, a link to the new standards &

list of food items that meet these standards is available on the Food Service site, which is accessible on the District website, under the “Foodservice” Tab
We welcome your ideas and support in creating a healthier school environment for our students. Please feel free to contact the Food Service office with any questions and ideas you may have.

Blackstone Millville Regional School District

Policy

Student Food Services Accounts

The Blackstone Millville Regional School Committee establishes the following goals:

- To establish a consistent district policy regarding the method of payment for meals, charge availability and collection methods for charges in the district’s meal program.

- To treat all students with dignity at all times.

- To support positive interactions with students, parent(s)/guardian(s), and district staff to the maximum extent possible.
- To encourage the parent(s)/guardian(s) to assume the responsibility of payments and to promote self-responsibility of the student.

Administration of Policy

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

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

Definitions

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

Student Accounts

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

Blocks on Accounts

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

Refunds

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

Remaining Balances

Any positive balance may:

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

Deficit Accounts

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

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

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

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

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

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

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

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

Blackstone-Millville Regional School District

Head Injury/Concussion Policy

Purpose

This policy provides for the implementation of MA 105 CMR 201.000, *Head Injuries and Concussions in Extracurricular Athletic Activities* which applies to all public middle and high school students who participate in any extracurricular athletic activity. This policy provides the procedures and protocols for Blackstone-Millville Regional School

District (BMRSD) in the management and prevention of sports-related head injuries within the district or school.

Policies and procedures must address sports-related head injuries occurring in interscholastic and extracurricular athletic activities but may be applied to all head injuries in students. Review and revision of such policies and procedures shall occur as needed but at least every two years.

Participation Requirements and Training

A. Concussion training is a pre-participation requirement for all students and must be completed prior to practice or competition. This training applies to one school year and must be repeated for every subsequent year. The following persons shall complete one of the head injury safety training programs approved by the Department of Public Health (DPH) as found on DPH's website:

- Coaches or Supervisor of extracurricular athletic activity
- Licensed athletic trainers
- Trainers
- Volunteers
- School and team physicians
- School nurses
- Athletic Directors
- Directors responsible for a school marching band, whether or not employed by a school or school district or serving in such capacity as a volunteer
- Parents/Guardians of a student who participates in an extracurricular athletic activity
- Students who participate in an extracurricular athletic activity

The student and parent shall submit to the Athletic Director as a pre-requisite to participation, a certification of completion from any DPH approved on-line course, a signed acknowledgement that they have read and understand DPH-approved written materials or an attendance roster from a session using DPH-approved training.

B. Participation Requirements for Students and Parents

Before the start of every sports season, the student and parent shall complete and submit a current Pre-participation Form, signed by both

student and parent, which provides a comprehensive history with up-to-date information relative to concussion history, any head, face or cervical spine injury; and any history of co-existent concussive injuries. At the required pre-season meeting for every season, the school shall provide current DPH-approved materials to all students who plan to participate in extracurricular athletic activities and their parents in advance of the student's participation. Such materials shall be posted on the district's website and shall at a minimum include a summary of DPH's rules relative to safety including but not limited to recognition of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.

Annually, students participating in MIAA sports are required to provide a physical exam to the school nurse's office consistent.

The school nurse will review pre-participation forms and physical exams prior to athletic participation. Students will not be considered eligible to participate until these forms are submitted. The school nurse shall consult with the school physician as necessary regarding a student's medical history and or eligibility. BMRSD may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

C. Documentation of a Head Injury/Concussion

If a student sustains a head injury or concussion during the season, the Report of Head Injury Form must be completed (a) by the coach, band director, or supervisor, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent if the injury occurs during the season but not while participating in an extracurricular athletic activity and submit said form to coach, band director, supervisor or school nurse.

The Athletic Director or Band Director shall ensure that these forms are reviewed and provided to the school nurse.

Exclusion from Play

A. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a

concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

B. The student shall not return to play unless and until the student provides medical clearance and authorization.

C. The coach or band director shall communicate the nature of the injury directly to the parent in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The coach or band director must also provide this information to the parent in writing (paper or electronic) by the end of the next business day.

D. The coach or band director shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury, suspected concussion or any loss of consciousness.

Return to Academics/Extracurricular Activities

Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities.

- The plan shall be developed by a multidisciplinary team that may include: the student's teachers, the student's guidance counselor, school nurse, athletic director, parents, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
- The plan shall include but not be limited to:
 - Physical and cognitive rest as appropriate;
 - Graduated return to classroom studies as appropriate, including accommodations or modifications as needed;
 - Estimated time intervals for resumption of activities;
 - Frequent assessments by the school nurse as appropriate; and
 - A plan for communication and coordination between and among school personnel and between the school, parent, and the student's physician.
- The student must be completely symptom free, have returned to full academics and be medically cleared in order to begin graduated reentry to extracurricular athletic activities.
- The student must complete the five (5) step graduated return to play protocol prior to resuming full participation in the extracurricular activity.

Medical Clearance and Authorization to Return to Play

Each student who is removed from practice or competition for a head injury, suspected concussion, or any loss of consciousness, shall obtain and present to the Athletic Director or school nurse a Post Sports-Related Head Injury Medical Clearance and Authorization Form (Medical Clearance and Authorization Form) prior to resuming full participation in the extracurricular athletic activity. This medical clearance should only be provided after a graduated return to play plan has been completed and the student has been symptoms free at all stages. The student must be completely symptom free at rest and during exertion prior to returning to full participation in extracurricular activities. The ultimate decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

Only the following individuals, who have received DPH-approved training in post-traumatic head injury assessment and management or have received equivalent training as part of their licensure or continuing education, may authorize a student to return to play:

- A duly licensed physician;
- A duly licensed athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician;
- A duly licensed physician assistant under the supervision of a licensed physician; or
- A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

If a situation arises such that the student has been cleared to participate and school personnel noted that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination whether a student may safely participate in a given extracurricular athletic activity. Participation is a privilege that may be permitted or withheld by school personnel based on individual circumstances. If these situations arise, the school personnel will communicate to the health care provider who provided the clearance, the specific symptoms and reason for the concern and that the student is not symptom free.

Responsibilities of the Athletic Director

A. The Athletic Director shall participate in the development and biannual review of the policies and procedures for the prevention and management of sports-related head injuries within the school district or school.

B. The Athletic Director shall complete the annual training.

C. The Athletic Director, unless school policies and procedures provide otherwise, shall be responsible for:

- Ensuring that the training requirements for staff, parents, volunteers, coaches and students are met, recorded, and records are maintained;
- Ensuring that all students meet the physical examination requirements consistent with 105 CMR 200.000: *Physical Examination of School Children* prior to participation in any extracurricular athletic activity;
- Ensuring that all students participating in extracurricular athletic activities have completed and submitted Pre-participation Forms, or school-based equivalents, prior to participation each season;
- Ensuring that student Pre-participation Forms, or school-based equivalents, are reviewed);
- Ensuring that Report of Head Injury Forms, or school-based equivalents, are completed by the parent or coach and reviewed by the coach, school nurse, certified athletic trainer and school physician;
- Ensuring that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon; and
- Reporting annual statistics to the Department.

Responsibilities of Coaches

A. Coaches shall be responsible for:

- Completing the annual training;
- Reviewing Pre-participation Forms, or school-based equivalents, so as to identify those athletes who are at greater risk for repeated head injuries;
- Completing a Report of Head Injury Form, or school-based equivalent, upon identification of a student with a head injury or suspected concussion that occurs during practice or competition;
- Receiving, unless otherwise specified in school policies and procedures, and reviewing forms that are completed by a parent which

report a head injury during the sports season, but outside of an extracurricular athletic activity, so as to identify those athletes who are at greater risk for repeated head injuries;

- Transmitting promptly forms to the school nurse for review and maintenance in the student's health record, unless otherwise specified in school policies and procedures;
- Teaching techniques aimed at minimizing sports-related head injury;
- Discouraging and prohibiting athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon; and
- Identifying athletes with head injuries or suspected concussions that occur in practice or competition and removing them from play.

B. Coaches are responsible for communicating promptly with the parent of any student removed from practice or competition and with the Athletic Director and school nurse.

Responsibilities of the School Nurse

The School Nurse shall be responsible for:

A. Participating in the development and biannual review of the policies and procedures for the prevention and management of sports-related head injuries within the school district or school;

B. Completing the annual training;

C. Reviewing, or arranging for the school physician to review, completed Pre-participation Forms, or school-based equivalents, that indicate a history of head injury and following up with parents as needed prior to the student's participation in extracurricular athletic activities;

D. Reviewing, or arranging for the school physician to review, Report of Head Injury Forms, or school-based equivalents, and following up with the coach and parent as needed;

E. Maintaining:

- Pre-participation Forms, or school-based equivalents; and
- Report of Head Injury Forms, or school-based equivalents, in the student's health record;

F. Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing, scheduling and other aspects of school activities consistent with a graduated reentry plan for return to full academic and extracurricular athletic activities after a head injury and revising the health care plan as needed;

G. Monitoring recuperating students with head injuries and collaborating with teachers to ensure that the graduated reentry plan for return to full academic and extracurricular athletic activities is being followed; and

H. Providing ongoing educational materials on head injury and concussion to teachers, staff and students.

Record Maintenance

The school, consistent with any applicable state and federal law, shall maintain the following records for three years or at a minimum until the student graduates.

- Verifications of completion of annual training and receipt of materials;
- Pre-participation Forms;
- Report of Head Injury Forms;
- Medical Clearance and Authorization Forms; and
- Graduated re-entry plans for return to full academic and extracurricular athletic activities.

The school shall make these records available to DPH and the Department of Elementary and Secondary Education (DESE), upon request or in connection with any inspection or program review.

Reporting

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a DPH form or electronic format that at a minimum report:

- The total number of Report of Head injury Forms received by the school; and
- The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

Penalties

BMRSD takes the safety of students seriously. All members of the school staff are expected to follow these policies and protocols to support the health and safety of student athletes/band members. The underlying philosophy of these policies is “when in doubt, sit them out”. Failure to comply with the letter or the spirit of these policies could result in progressive discipline for the staff and/or forfeiture of games/competitions. If students or parents have concerns that the policies are being violated, they should place their concerns in writing with the Building/School Principal.

LEGAL REFS: M.G.L. 111:222, 105 CMR 201.000, 105 CMR 200.000

Parent/Legal Guardian Responsibilities Head Injury/Suspected Concussion Procedures

- Complete Pre-participation Form (athletics – online form) and submit copy of student’s current physical exam. Student is **not** allowed to participate until both are submitted and reviewed by school nurse (Form 1)
- Complete concussion training ([Center for Disease Control and Prevention Heads Up Concussion in Youth Sports On-Line Training Program](#) or [National Federation of State High School Associations Concussion in Sports - What you Need to Know](#) available online and free of charge)
- If student is injured during practice/competition – coach/band director will complete Report of Head Injury Form and give to parent/legal guardian to sign. If student is injured outside of school activity, parent/legal guardian will complete form and submit to the school nurse (Form 2)
- If concussion suspected, the student must be seen by a physician
- If diagnosed with a head injury/concussion, communicate and work with physician, school nurse, guidance, teachers, Athletic Director regarding treatment and Academic Recovery Plan and Accommodations (Form 3 - must be signed by the physician)
- Provide additional medical documentation if student is not medically cleared within 2-3 weeks
- When fully returned to academics and symptom free, sign Graduated Return to Play Protocol Form (Form 4 - must be signed by the physician to begin the protocol)
- The student must be seen by his/her physician and the physician must medically clear and sign the Medical Clearance and Authorization Form for the student to return to full participation (State Form)

HEAD LICE Statement:

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

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

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

Procedure:

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

Information obtained from:

National Association of School Nurses (NASN)

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

Massachusetts Department of Public Health

<http://www.mass.gov/eohhs/docs/dph/cdc/factsheets/head-lice.pdf>

Parent/Student Forms:

***See BMRSD COVID19 Handbook Appendix**

Students and parents are asked to submit forms within the first two weeks of school.

The following forms will need to be completed on-line:

User Agreement and Parent Permission
Student Handbook Signature Page
Family Educational Rights and Privacy Act Signature Page
Military Opt-Out Form

BLANK PAGE