

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

Web Address: <http://www.bmrtd.net/>



**2022-2023
Student Handbook**

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

School Officials
2022-2023

Blackstone-Millville Regional District School Committee

Mrs. Erin P. Vinacco, Chair
Mrs. Tammy A. Lemieux, Vice Chair
Mrs. Tara L. Larkin, District Secretary
Mrs. Keri Gaudette, District Treasurer
Mr. Charles Dunton, Member
Mr. Daniel Keefe,, Member
Mr. Ted Novio, Member
Ms. Erin Zimmerman, Member

Dr. Jason DeFalco
Superintendent of Schools 508-876-0137

Mr. Matthew Ehrenworth
Assistant Superintendent of Schools 508-876-0115

Dr. Jenny Chan-Remka
Principal, John F. Kennedy/Augustine F. Maloney Elementary Schools 508-876-0118

Mrs. Christina Shafer
Principal, Millville Elementary School
504 Coordinator 508-876-0177

Mrs. Jill Pilla-Gallerani
Director of Learner Support Services
ELL Coordinator
McKinney Vento Coordinator
Title I 508-876-0142

Mrs. Maureen Goncalves
Director of School Nutrition 508-876-0193
Option 4

Mrs. Martha Vazquez
Title VI
Title IX 508-876-0129

Mrs. Christina Shafer
District 504 Coordinator 508-876-0177

Table of Contents

School Officials	2
School Calendar	5
District Mission Statement	6
Introduction	6
BMRSD Bullying Prevention and Intervention Plan Statement	6
BMRSD Core Values	7
Character and Citizenship	7
Parent and/or guardian-School Communication	8
Parent and/or guardian Emergency Contact Guide	8
Volunteers in School and CORI	9
Classroom Placement	9
School Hours	9
Student Absence	9
Family Vacations	11
Educational Programs	11
Program of Studies	12
Grading System	25
Study Habits and Homework	27
Student Behavior Code for School	28
General Student Rules	29
Disciplinary Measures	29
Bus Issues	30
Transportation after school hours	31
Cafeteria Rules	31
Student Food Service Accounts	32
Blackstone-Millville Elementary Schools Field Trip Guidelines	34
Blackstone-Millville Elementary Schools Field Trip Chaperone Handbook	35
Dismissal of Students from School	36
No School Notices/Emergency Early Dismissal	36
Care of Building and Property	36
Books and Equipment	36
Chromebook/Device Care	37
Labeling of Student Clothing and Property	39
Lost and Found Items	39
Gym Sneakers	39
Non-School Group Material	39
School Insurance	39
Sick or Injured Children	39
Medication Policy	39
Head Lice Policy	40
Toileting Procedure	41
Instrumental Music Policy	41
Student Dress	42
Use of the Telephone	42
Recess Activities	42
Non-essential Items	42
Social Invitations	42
In-School Celebrations	43
Returning to School for Forgotten Items	43
School Searches	43
Standards and Procedures for Suspensions	43
Elementary parent and/or guardians Organizations	43

Parent Advisory Council for Children with Special Needs	43
Appendix A, School Committee Policies	44
Appendix B, State Laws	59
Appendix C, Federal Laws	67
Appendix D, Massachusetts Student Discipline Statutes and Regulations	68
Appendix E, Non-discrimination and anti-harassment procedures except for Title IX	71
Appendix F Blackstone Millville Regional School District Sexual Harassment/Title IX procedures	79
Appendix G Bullying Prevention and Intervention Plan	87
Appendix H COVID 19	104
Parent and/or guardian Sign-off Sheet – Acceptable Use Policy/Student Handbook	104
Parent and/or guardian Sign-off Sheet – Media/Yearbook	105

School Calendar 2022-2023

August 2022

August 29 & 30 - Professional Development Day - No School
August 31 - First Day of School for Students

September 2022

September 2 - Labor Day - No School
September 5 - Labor Day Recess - No School

October 2022

October 10 - Indigenous People Day - No School

November 2022

November 4 - Professional Development Day - No School
November 11 - Veterans Day Observed - No School
November 23 - Early Release Day
November 24, & 25 - Thanksgiving Recess - No School

December 2022

December 23 - Early Release Day
December 25 - Christmas Day - No School
December 26-30 - Holiday Recess - No School

January 2023

January 1 - New Year's Day
January 2 - New Year's Day observed - No School
January 3 - School Opens - All Students/Staff Return
January 16 - Martin Luther King Jr. Day - No School

February 2023

February 20 - 24 Winter Recess - No School

March 2023

March 17 - Professional Development Day - No School

April 2023

April 7 - Good Friday - No School
April 17-21 - Spring Recess - No School

May 2023

May 29 - Memorial Day - No School

June 2023

June 2 - Graduation Class of 2023
June 15 - Last Day - Early Release
June 19 - Juneteenth - No School
June 16, 20, 21, 22, 23 - Snow Days if Needed

District Mission Statement

Our Vision:

The Blackstone-Millville School District embodies an appreciation of life-long learning; excellence in individual and educational programs; and shared accountability among students, staff, parents and/or guardians, and citizens of the community. Everyone works together in an environment founded upon trust, integrity, fairness, open communication, and the belief that all students can learn.

Our Purpose:

To develop happy, healthy, and proficient students who are prepared for college, career, and community.

Our Work in Action:

When we focus on the what, the how, the whole child, and the community, THEN we will develop happy, healthy, and proficient students who are prepared for college, career, and make a positive impact on their lives and the lives of others.

Introduction

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

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

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

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

Blackstone-Millville Bullying Prevention and Intervention Plan Statement (Complete plan can be found in Appendix G)

M.G.L. c. 71, § 370 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, § 370 ("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."

OUR DISTRICT CORE VALUES: Community, Achievement, Respect and Civility

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

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

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

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

Character and Citizenship

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

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

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

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

Parent and/or caregiver-School Communication

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

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

Following these guidelines should address most concerns at the parent and/or caregiver-teacher level. However, if you wish to discuss any matter with the principal in person, it is best to call the school office for an appointment. An in-person meeting with building administration cannot be guaranteed if you arrive at school without an appointment. If you call for an appointment a meeting time will be arranged as soon as possible.

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

Parent and/or caregiver Emergency Contact Guide

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

- Student is ill or injured
- Student is brought back to school as no one was present to pick her/him up from the bus stop. The school makes every effort to contact you or an emergency contact in the event a student is brought back to school at the end of the day. If we are unable to reach you, we may reach out to the police department to go to your house to complete a house check. Your child will remain safely in school until you or a designated adult arrives.
- Concerns regarding parent and/or caregiver pick up
- Up to date parent and/or caregiver emergency contact is critical to ensure that the school has all resources available in the event we cannot contact you.

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

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

Volunteers in the School and CORI

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

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

Classroom Placement

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

School Hours

School hours are as follows:

JFK	8:45am – 3:00pm
AFM	8:45am – 3:00 pm
MES	8:55am – 3:10 pm

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

JFK	8:40am
AFM	8:40am
MES	8:50am

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

Student Absences

Attendance

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 and/or caregivers and students. It is our hope that you share this same commitment.

Regular school attendance is defined as no more than four (4) excused absences during a trimester.

Absentee Call-In and Call-Back Procedure

A telephone call-in and call-back system is used for parents and/or caregivers to report absent or tardy children. Parents and/or caregivers who fail to notify the school will be called at home or at work to verify student absences. The telephone numbers are:

☎ AFM/JFK School 508-876-0118 ☎ Millville Elementary School 508-876-0177

In accordance with **Massachusetts General Laws Chapter 76 Section 1B**, our **Pupil Absence Notification Program** is as follows:

- the parent and/or caregiver of each student will provide the school with a home, work or other emergency telephone numbers where they can be contacted during the school day.
- parent and/or caregiver of each student will ensure that these numbers are updated in the event they change during the school year.
- the parent and/or caregiver of each student will report, via telephone, a student's absence by 8:30 a.m.
- If a student is absent and the school has not been notified by the designated time, the school will call the telephone number or numbers provided to inquire about said absence.
- Should we be unable to make this verification by phone, we will ask the local police to go to the home to confirm that everything is okay.
- In the event a student has missed **5 or more school days unexcused** in a school year, the building principal will contact the parent and/or caregiver by telephone or written letter for the purpose of arranging a meeting to develop action steps for student attendance. The action steps will be developed with the student and the student's parent and/or caregiver and with input from other relevant school personnel and/or outside agencies.
- Excused absences include:
 - Medically documented illness or injury (seen by a physician)
 - Bereavement/family funeral
 - Major religious observances
 - Court date
 - Out of School Suspensions
 - 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.

Tardy Policy

All students who are late for school must report to the office immediately upon entering school. The Elementary School day begins at 8:50 a.m. JFK/AFM and Millville at 9:00 a.m. (Students arriving after this time will be considered tardy. At the elementary level, the parent and/or caregiver must accompany a child who is tardy into the school office. The child will be signed in and issued a late pass. After arriving tardy to school four (4) times within any trimester, a parent and/or caregiver will be required to meet with the school administrator. If the pattern of tardiness continues, further steps will be taken.

Family Vacations/Unexcused Absences

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

- Students will not be provided with assignments prior to the vacation.
- Teachers will compile a list of essential assignments which were given during the time of the student's absence.
- Upon his/her return to school from the vacation, the student will be responsible for completing the missed assignments according to a schedule which will be established by the teacher(s). The student will be provided with a sufficient amount of time to complete the missed assignments in an acceptable manner.
- Any tests or other evaluation instruments which were administered during the student's absence will need to be made up upon the student's return. The teacher will schedule make-up tests in a timely manner and the student will be responsible for preparing himself/herself for the tests.
- Students will be given time to complete missed work equal to the number of unexcused days of absence.

Educational Programs *see COVID appendix

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

Preschool Programs

1. Special Education Integrated Program

Kindergarten Program

1. Integrated Kindergarten

Special Education Programs

1. Integrated Classrooms
2. Resource Room Services

Regular Class Programs, Grades K-5

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

Intervention Service,, Grades K-5

1. Reading Intervention
2. Math Intervervention

School Health Program

1. Physical Examinations (Required by state statute for Grade 4)

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

Guidance

School Adjustment Counselor
School Psychologist

Program of Studies

For updated standards, go to the following website:

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

As we go through the revision process for our curriculum each year, we will continue to update the sections below.

Preschool Programs

The BMRSD has Integrated Preschool Programs in which Special and Regular education students are provided a developmental curriculum with meaningful and concrete experiences. The classes are integrated with up to seven special needs students and eight regular education students; the maximum number of students in each session is 15. Special Need students are eligible at age 3 and they enter the Program throughout the school year on their third birthday. Each classroom is staffed by a Certified Early Childhood Teacher and an Aide. A special needs child's time in the program is determined by the team at the Child's TEAM meeting. A lottery is held to select regular education students for this program. Parent and/or caregiver involvement is encouraged.

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

Depending upon the needs of the special education child and the recommendation of the TEAM, a summer program is offered to those children who would regress substantially.

Kindergarten

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

Grade K Overview | English Language Arts

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

Reading

With prompting and support:

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

Reading: Foundational Skills

- Understand basic print features

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

Writing

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

Speaking and Listening

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

Language

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

Mathematics

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

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups
- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups
- Identify and describe shapes

Science

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

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

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

Social Studies

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

Grade 1

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

Grade 1 Overview | English Language Arts

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

Reading

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

Reading: Foundational Skills

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

Writing

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

Speaking and Listening

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

- Speak in complete sentences

Language

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

Grade 1 Overview | Mathematics

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

- Solve addition and subtraction word problems within 20
- Understand the relationship between addition and subtraction
- Apply the properties of operations

Commutative property of addition:

If you know $8 + 3 = 11$, then you know $3 + 8 = 11$.

Associative property of addition:

To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.

- Add and subtract within 20
- Count to 120, starting at any number
- Understand the meaning of the equal sign
- Understand place value: ones, tens
- Use place value to add and subtract within 100
- Measure lengths and tell the measurement in units
- Tell and write time
- Relate time to events (before/after, shorter/longer, etc.)
- Build and talk about a graph
- Build, describe, extend, and explain a simple pattern.
- Compare shapes by talking about sides, vertices, etc.
- Compare two-dimensional shapes to three-dimensional shapes

Science

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

Social Studies

Develop an understanding of citizenship and cultural heritage, by studying national holidays (e.g., Labor Day, Constitution Day, Columbus Day, Veterans Day, Thanksgiving, Presidents Day, Memorial Day), U.S. symbols (e.g., Statue of Liberty, Liberty Bell, Bald Eagle, American Flag), Presidents and the White House, famous Americans (e.g., Martin Luther King, Jr.) and folk tales (e.g., Paul Bunyan). Introduce the study of economics (goods and services, needs and wants). Introduce the study of geography (basic landforms and map skills, including identifying Massachusetts on a U.S. map). Participate in classroom recycling projects. Increase friendship and cooperation skills through regular class meetings.

Grade 2

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

Grade 2 Overview | English Language Arts

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

Reading

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

Reading: Foundational Skills

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

Writing

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

Speaking and Listening

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

Language

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

Grade 2 Overview | Mathematics

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

- Solve addition and subtraction word problems within 100
- Fluently add and subtract within 20

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

Science

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

Social Studies

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

Grade 3

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

Grade 3 Overview | English Language Arts

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

Reading

- Describe how characters' actions contribute to the events
- Compare and contrast stories
- Independently read and understand grade-level literature
- Describe a series of events, ideas, or concepts
- Discuss a point of view and compare it to that of the author

Reading: Foundational Skills

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

Writing

- Write opinion pieces that include a chart or graph and list reasons that support the opinion
- Write informative pieces that name the topic, supply facts, and use linking words and phrases

- Write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel
- Produce writing that is developed, focused, organized, and edited

Speaking and Listening

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

Language

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

Grade 3 Overview | Mathematics

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

- Solve multiplication and division word problems
- Understand the properties of multiplication
 - o Commutative property of multiplication:
If you know $6 \times 4 = 24$, then you know $4 \times 6 = 24$.
 - o Associative property of multiplication:
 $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$,
or by $5 \times 2 = 10$, then $3 \times 10 = 30$.
 - o Distributive property of multiplication:
If $8 \times 5 = 40$
and $8 \times 2 = 16$,
then 8×7 is:
 $8 \times (5 + 2)$
 $(8 \times 5) + (8 \times 2)$
 $40 + 16 = 56$.
- Fluently multiply and divide within 100
- Know all products of two one-digit numbers
- Solve word problems with addition, subtraction, multiplication, and division
- Understand that multiplication and division are related
- Use place value to round numbers and know the value of each digit in a four-digit number
- Use place value understanding to solve multi-digit
- Estimate reasonable answers using place value knowledge
- Understand fractions as numbers
- Recognize simple equivalent fractions
- Compare two fractions with the same numerator or the same denominator
- Know that 25 cents is $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar and 75 cents is $\frac{3}{4}$ of a dollar
- Tell and write time to the nearest minute

- Estimate and measure time, volume, and weight
- Understand area and perimeter
- Understand that shapes in different categories can also be in a larger category

Science and Technology/Engineering

In Science we will:

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

History and Social Science

In social studies we will:

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

Grade 4

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

Grade 4 Overview | English Language Arts

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

Reading

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

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
 - Roots, prefixes, and suffixes
- Read words with multiple syllables
- Read with accuracy and understanding

Writing

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

Speaking and Listening

- Participate in discussions, carrying out assigned roles
- Paraphrase portions of information presented aloud

- Plan and deliver a presentation based on a personal experience
- Speak clearly, in complete sentences, and at an appropriate pace

Language

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

Grade 4 Overview | Mathematics

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

- Use addition, subtraction, multiplication, and division with whole numbers to solve word problems
- Learn about factors and multiples
 - o Factors of 24: 1, 2, 3, 4, 6, 8, 12
 - o Multiples of 4: 4, 8, 12, 16, 20
- Make and describe patterns with objects and numbers
- Understand and use place value to generalize to 1,000,000
 - o Expanded form: $6783 = 6000 + 700 + 80 + 3$
- Compute with multi-digit numbers
- Solve problems involving using multiplication of multi-digit by two-digit numbers
- Divide multi-digit numbers by one-digit divisor
- Round multi-digit numbers to any place
- Build understanding of equivalent fractions and ordering fractions
- Compare two fractions with different numerators and different denominators by making common denominators
- Add and subtract fractions and mixed numbers with like denominators
- Understand the decimal notation for fractions
- Compare decimals
- Solve problems using measurement conversions
- Apply area and perimeter formulas for rectangles
- Organize and explain data using a line plot
- Understand and measure angles
- Draw and identify lines and angles
- Describe and sort shapes by their lines and angles
- Recognize lines of symmetry

Science and Technology /Engineering

In Life Science we will experience:

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

In Physical Science we will experience:

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

History and Social Science

In History and Social Science we will experience:

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

Grade 5

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

Grade 5 Overview | English Language Arts

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

Reading

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

Reading: Foundational Skills

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

Writing

- Write opinion pieces that support a point of view with reasons and information
- Write informative texts that share ideas and information
- Write narratives that use related descriptive details and a clear sequences of events
- Write clearly and with a purpose; keep the audience in mind
- Use technology to publish writing; type two pages in a single sitting

Speaking and Listening

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

Language

- Use correct grammar
- Use verb tenses correctly
 - Yesterday I walked
 - Today I walk
 - Tomorrow I will walk
- Use correct capitalization, punctuation, and spelling

- Use punctuation to separate items in a series/list
- Use underlining, quotation marks, or italics in a title
- Vary sentence length and style
- Compare and contrast styles used in literature
- Use a variety of methods to determine the meaning of an unknown word

Grade 5 Overview | Mathematics

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

- Write and interpret numerical expressions using parent and/or caregiver brackets, or braces
 - “Add 8 and 7, then multiply by 2” is $2(8 + 7)$
- Express a whole number (2 – 50) as a product of its prime factors
- Describe more complex patterns by seeing the change
- Understand the place value system from thousandths to millions
- Fluently multiply multi-digit numbers using the standard algorithm
- Divide multi-digit numbers by two-digit divisors
- Read, write, and compare decimals to the thousandths
- Round decimals to any place
- Compute with multi-digit whole numbers and numbers with decimals to the hundredths
- Add and subtract fractions with unlike denominators
- Multiply fractions and mixed numbers
- Divide unit fractions by whole numbers and whole numbers by unit fractions
- Convert measurements and use in problem solving
 - 0.05 m = 5 cm or 2.5 feet = 30 inches
- Organize and explain data using a line plot
- Understand and find the volume of rectangular prisms
- Analyze number patterns
- Graph points on a coordinate graph
- Show a graph with an x and y axis with several points labeled by their coordinates
- Sort two-dimensional shapes into categories based on their properties
- Know what makes rectangles, parallelograms, and trapezoids different
- Know the inside sum of the angles of a triangle (180 degrees) and a quadrilateral (360 degrees)
- Be able to find the area of a triangle and parallelogram by knowing and understanding
 - the formula for area of these shapes

Science

In Science, we will experience:

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

Social Studies

In Social Studies, we will experience:

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

Special Subject Areas *see COVID appendix

Art

Kindergarten - Students will learn basic elements of design; motor skills, visual skills used while developing fine motor skills. Students will learn basic shapes and colors understanding differences in media. Students write reflections about their art in a grade appropriate form.

Grade 1 – Students continue to strengthen understanding of basic elements of design as well as being introduced to a few artists (Monet, Picasso). Students write reflections about their art in a grade appropriate form.

Grade 2 – Basic Elements of Design will include 2 and 3 dimensional shapes. Use of varied media will include textiles and plasticine. Additional artists will be introduced and art will be integrated into other academic areas. Students write reflections about their art in a grade appropriate form.

Grade 3 – Basic elements of design expand to study light and use of shadow. Balance and symmetry will be introduced with continued introduction to a variety of media. Computer graphics will be introduced. Students write reflections about their art in a grade appropriate form.

Grade 4 – Students are encouraged to use their own creativity incorporating basic elements of design. Students will become familiar with a variety of materials and tools. Students will be introduced to Art of Middle Ages. Students write reflections about their art in a grade appropriate form.

Grade 5 – Students are encouraged to use their own creativity incorporating basic elements of design. Students will become familiar with a variety of materials and tools. Students will be introduced to Art of Middle Ages. Students are also introduced to the art principles and we keep an art portfolio. Students write reflections about their art in a grade appropriate form.

Health

Grade 5 - Students will begin the year learning about the 3 parts of health and foundational skills in proper hygiene and self care. The next unit will focus upon body systems (skeletal, muscular, digestive, endocrine, respiratory, circulatory, excretory, and nervous). The final unit will explore key aspects of nutrition and healthy eating habits.

Library

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

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

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

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

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

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

Music

Pre K- Kindergarten

All students are introduced to the concepts of beat and rhythm, loud and soft, fast and slow, solo and group singing. Students are also introduced to playing instruments, using their singing voice, responding creatively to music, recognizing themes in music and learning audience etiquette.

Grade 1 and Grade 2

Students continue to practice previous skills while learning to identify basic elements in familiar songs (including tempo, dynamics, rhythm, melody). Students also are learning to categorize musical works by feeling or mood, identifying different genres and styles of music, and identifying instrument families.

Grade 3 and Grade 4

Students continue to build upon previous skills learned. Students will also begin to sing or play original musical ideas that explore more complex rhythmic and melodic concepts (including, syncopation, three-four time signature, form and minor keys). They will also be able to read rhythms and melodies (quarter notes and half notes, pentatonic and diatonic tonalities) in standard notation on the treble clef. Students will also begin to identify how the elements of music (e.g., tempo, dynamics, rhythm, melody, harmony) can be used to support the artist's purpose.

Grade 5

Students will continue reading and playing rhythms, reading music on the staff and compose music using the appropriate symbols. Students will be introduced to syncopation and chord progressions as well as exploring different genres of music. Students will use specific vocabulary to identify details about a musical work and be able to describe and demonstrate one's personal musical style and preferences.

Grade 5 Band

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

Physical Education

Kindergarten – All students are given instruction in basic locomotor skills, such as running and jumping. All are provided opportunities to strengthen eye-hand and eye-foot coordination by being introduced to basic ball handling skills using a variety of equipment

Grade 1 – Basic locomotor skills are strengthened as well as ball handling skills as students continue to improve their eye-hand and eye-foot coordination. Students are introduced to rules of fair play through low organization games.

Grade 2 – Basic locomotor skill and ball handling skills are refined. Students will continue to play a variety of low organized games and use a variety of equipment while strengthening these skills along with working on sportsmanship.

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

Grade 4 – All students participate in activities that improve physical fitness, sportsmanship, competition and cooperation. Students learn to correlate physical fitness to good health as well as learning more in-depth sport skills.

Grade 5 – All students participate in activities that improve physical fitness, sportsmanship, competition and cooperation. Students learn to correlate physical fitness to good health while improving a variety of sports skills.

STEM

Pre-K - 1st Grade

Students develop foundational skills needed in STEM learning like spatial reasoning, sequence & correspondence, and creative problem solving— all of which are prerequisite for a lifetime of STEM learning. While many students learn these fluencies at home, this program helps fill in critical gaps that may exist, especially for underserved and underrepresented students.

2nd - 5th Grade

Students begin exploring STEM topics like applied mathematics, mechanical engineering, and robotics. Students in these age groups focus on concepts like how to make things strong, how to make things move, how to measure, and how to design and program robotic systems. As they progress, learners gain confidence in their ability to author with technology, to solve real-world problems, and to design new solutions.

Guidance

Grades PreK-1

All students are introduced to the four main pillars of Choose Love-Courage, Gratitude, Forgiveness, and Compassion in Action. Each year builds upon the previous, but the focus is on feelings identification, coping skills, mindfulness, self-advocacy, problem solving, and empathy.

Kindergarten and Grade 1 students are also taught the Second Step Bullying Curriculum, where they learn to recognize, report, and respond to bullying.

Grades 2-3

All students review the four main pillars of Choose Love - Courage, Gratitude, Forgiveness, and Compassion in Action. In these grades, students explore the latter concepts in more detail than in previous grades. Students further identify feelings and effective coping skills for management, build on and practice previously learned self-advocacy skills, seek to resolve more complex problems involving peers, and gain strength in mindfulness and empathy skills. The Second Step Bullying Curriculum is also utilized in these grades to further explore the 3 R's of Bullying - recognize, report, and refuse.

Grades 4-5

All students continue to build upon skills they learned in previous years using the Choose Love Curriculum. Choose Love is a social emotional curriculum that looks at the areas of Courage, Gratitude, Forgiveness, and Compassion in Action. It incorporates mindfulness, positive psychology as well as neuroscience to teach students how to be better learners as well as to become more adept to deal with everyday stressors making students happier and healthier. The Second Step Bullying Program is also used to teach students how to recognize, report and respond to bullying.

Grading System

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

4 Exceeding the standard for this reporting period

Shows in depth knowledge and understanding

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

3 Meeting the standard for this reporting period

Shows substantial knowledge and understanding
Consistently applies skills with accuracy and quality

2 Progressing toward the standard for this reporting period

Shows basic knowledge and understanding
Making some appropriate progress toward standard

1 Not meeting the standard for this reporting period

Shows little knowledge and understanding
Is not making appropriate progress toward standard

*** Standard not addressed at this time**

Copies of the elementary standards-based report cards are available by request at any elementary school office.

Study Habits and Homework

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

A quiet location free from distractions.

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

Sufficient uninterrupted time to complete assignments.

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

Reasons for Homework:

To reinforce skills which have been taught in school.

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

To help in developing good study skills.

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

Frequency of Homework:

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

Time Allotment for Homework:

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

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

Students may be required to read 15-30 minutes per night in addition to assigned homework. Minutes may vary according to grade level.

Student Responsibilities Regarding Homework:

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

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

Teacher Responsibilities Regarding Homework:

Homework assignments will be clearly explained to the students.

Teachers will notify parents and/or caregivers of children who habitually neglect homework responsibility.

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

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

Parent and/or Caregiver Responsibilities Regarding Homework:

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

Parent and/or Caregiver should make available a time and place that provides an atmosphere conducive to working possible, this atmosphere should be free from outside distractions such as the television, radio and family conversation.

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

Parents and/or Caregivers should feel free to contact their child's teacher(s) regarding homework concerns.

If a Parent and/or Caregiver parent and/or guardian has additional questions, the parent and/or guardian should contact the principal.

Principal Responsibilities Regarding Homework:

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

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

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

Student Behavior Code for School

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

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

General Student Rules

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

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

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

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

Disciplinary Measures

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

- A student is reprimanded by a teacher or other supervising adult.

- Notice of unacceptable behavior is sent to the parent and/or guardian by the teacher, principal or other supervising adult.
- In-school suspension as determined by the Principal. Reported to Massachusetts Department of Education as required by law.
- Out-of-school suspension as determined by the Principal. Reported to Massachusetts Department of Education as required by law.
- Exclusion from school. Reported to Massachusetts Department of Education as required by law.

Discipline of Students with Special Needs

See Policy in Appendix A

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

See Policy in Appendix D

Bus Issues

Rules of Behavior for School Buses and Bus Stops

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

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

Penalties for Misbehavior on the Bus

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

Offense

Penalty

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

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

Changing Buses

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

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

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

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

- Students wishing to visit friends, relatives or acquaintances.
- When parents and/or caregivers are required to be out of town and students are to be supervised by relatives of friends.

Transportation After School Hours

Transportation for any child who remains after school will be the responsibility of the parent and/or caregiver. Students are encouraged to participate in extracurricular activities. Students must be picked up on time. At the discretion of the principal, students may be prohibited from participating in extracurricular activities when parents and/or caregivers are not able to pick them up in a timely manner.

If a child is to walk home, a note stating so should be written by the parent and/or caregiver to the teacher.

Cafeteria Rules

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

Cafeteria Expectations:



Walk at all times



Stay seated with your feet on the floor



Clean up your eating area



Raise your hand for help



Use your inside voice



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, parents and/or caregiver, and district staff to the maximum extent possible.
- To encourage the parent and/or caregiver 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.

Parents and/or caregivers will strongly be encouraged to make payments via the online payment system. By registering for an account, parents and/or caregivers can choose to receive email alerts to low balances, set up automatic deposits to a 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 and/or caregiver for 14 days after first notice.

Student Accounts

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

Blocks on Accounts

Parents and/or caregivers 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 and/or caregiver with a 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 and/or caregiver 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 and/or caregiver 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 students from participation in senior activities and/or graduation exercises.

Blackstone-Millville Elementary Schools

Field Trip Guidelines

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

Field Trip Guidelines:

General:

- All students on the field trip will wear school identification tags with the school name.
- All adults on the field trip will wear identification tags with their name, school name, and date of trip.
- Chaperones may not take any other children or adults with them on the field trip.
- No one without the principal's permission and an official school field trip tag may arrive at the destination and join the group.

Transportation:

- Field trips will not exceed a 50-mile radius from the school.
- Bus drivers must stay on site with the bus at all times.
- All students will be transported to and from the destination by school arranged transportation, unless prior written arrangements have been made with the building principal.

Field Trip Nurse:

- The field trip nurse will be hired by the BMR School District
- The field trip nurse must be CORI approved and have proof of a negative TB test result.
- The field trip nurse will undergo a brief training from the school nurse prior to the field trip.
- The field trip nurse will use a cell phone for the duration of the field trip. This cell phone number will be given to the lead teacher and to all chaperones (including teachers) for use during the field trip only.
- The field trip nurse must remain in one central location, known to all chaperones, while at the site.
- The school nurse will prepare a first aid kit containing an Epi-pen, emergency supplies, and medications and health information forms unique to that group. The field trip nurse will keep this kit in his or her possession at all times during the field trip. It will be returned to the school nurse's office upon return to school.
- Any and all medical interventions, no matter how insignificant, occurring during the field trip will be documented in writing and reported to the principal or school nurse immediately upon returning to the school.
- In the event, on the morning of the trip, there is an unforeseen lack of nursing coverage in the district, the superintendent of schools will determine if the trip should be canceled.

Teachers:

- Chaperones will be selected by teachers.
- One teacher will be appointed as the "lead teacher" on each field trip.
- The lead teacher will provide the school office with a list of cell phone numbers for all teachers, chaperones and the nurse attending the field trip.
- The lead teacher may not be assigned a group of students for whom s/he is responsible since s/he needs to be available to all.

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

Chaperones:

- Chaperones will be selected by teachers.
- Chaperones must be CORI approved.
- Chaperones will secure a cell phone for the day and provide that number to the field trip nurse and lead teacher.
- Chaperones will report any discipline issues or unusual occurrences to the lead teacher immediately. Upon returning to school the chaperone will document the issue(s) in writing, and give the written report to the lead teacher before leaving for the day.

Permission Slips:

- Permission slips must be completed prior to the field trip indicating contacts and phone numbers, medication needs, and any other pertinent information for each child.
- Parents and/or guardians will be asked on the permission slip if there is any information of a confidential nature (i.e. medical, legal, etc) that they are willing to allow the school to share with their child's chaperone.

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

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

- All chaperones must be CORI approved by the district.
- Chaperones will be selected by teachers and the principal.
- Chaperones must be 21 years of age or older.
- No other children or adults may accompany chaperones on trips.
- No one without the school's official field trip identification tag may arrive at the destination and join the trip.
- Field trips can be physically demanding. Be sure you are up to it!
- Be prompt, arriving at school 15 minutes before the scheduled departure time.
- If you have questions before the trip, be sure to ask the teacher.
- All chaperones will be assigned a group of students, and will be responsible for that group.
- Chaperones must give their full attention to the students they are supervising.
- Children should NEVER be left unattended.
- All children and chaperones are expected to ride the bus to and from the trip.
- Field trips are school functions. As such, all school rules apply.
- Be sure to also adhere to the rules of the venue you are visiting.
- Chaperones must be positive role models. Appropriate language, actions, dress and mannerisms are characteristics students notice. Remember, children see and hear everything!
- Chaperones will report any discipline issues or unusual occurrences to the lead teacher as soon as possible. Upon returning to school, those incidents must be documented in writing.
- All chaperones must carry a personal cell phone which is left on for the duration of the trip. The cell phone number must be provided to school personnel for the day of the trip.

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

General Items

Dismissal of Students from School

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

Parent and/or caregiver Pick-Up

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

Early Dismissal

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

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

No School Notices/Emergency Early Dismissal

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

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

Care of Building and Property

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

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

Chromebook/Device Care

Care, Cleaning, and General Use

- Students will not share their passwords with other students.
- Students should not change any Chromebook setting unless instructed to do so by an administrator or the tech department.
- Students are responsible for the general care of the device the district issued to them
- Do not leave device unattended
- To clean the Chromebook, unplug all cables and turn the device off. Wipe the device with a soft, lint free, dry cloth to clean stains and smudges
- Cables, cords, and accessories should be inserted carefully
- Students should make sure the keyboard is cleared of objects before closing
- No eating or drinking near Chromebooks
- When placing Chromebook on a desk or table, make sure the surface is flat, and place carefully on the middle of the desk or table to avoid the Chromebook slipping off and hitting the floor
- When placing Chromebook in a locker ensure it is secure and won't fall out when you reopen the locker
- Hold and lift the device by the base, not the screen
- Avoid placing heavy items on top of Chromebook
- Avoid exposing your device to extreme hot or cold
- Charge the Chromebook every night to ensure you have a fully charged device and are prepared for the school day
- Store your device and charger in a safe place where it will not be damaged by food, drink, small children, or pets
- Students should label their device using a piece of painter's tape or masking tape. No stickers are allowed on the device
- Do not remove the district stickers on the back of your Chromebook
- It is recommended that students purchase a protective case for the Chromebook

Consequences for Violating the Care Cleaning and General Use Policy: (**neglect** is violating any of the above bullet points, **accidental or vandalism** includes dents in the outer case, cracks or discoloration of the screen, headphones not removed correctly, damage to any ports, and removed keys including any damage that results in the Chromebook needing to be replaced.

First accidental damage - warning

Second accidental damage - loss of Chromebook for 24 hours; student will need to borrow a Chromebook from the office during school and will not be allowed to take one home

Third or more accidental damage - loss of Chromebook for one week; student will need to borrow a Chromebook from the office during school and will not be allowed to take one home

First vandalism - loss of Chromebook for one week; student will need to borrow a Chromebook from the office during school and will not be allowed to take one home

Second vandalism - student will need to borrow a Chromebook from the office during school and will not be allowed to take one home; student will not be issued a new Chromebook

Major vandalism - student will need to borrow a Chromebook from the office during school and will not be allowed to take one home; students will not be issued a new Chromebook. Students will need to pay restitution.

Lost or Damaged/Broken Chromebooks - Lost Chromebooks need to be reported to the office as soon as possible. If a Chromebook is unable to be found, students will need to borrow a Chromebook from the office during school and will not be allowed to take one home; students will not be issued a new Chromebook.

Damaged or broken Chromebooks need to be reported to the office immediately, so that the problem can be addressed, and the Chromebook fixed, if possible. Students should not attempt to fix a Chromebook themselves. Students may borrow a Chromebook while their broken Chromebook is being fixed.

Students are expected to bring their student mobile devices fully charged to school every day. Loaner Chromebooks will be available for students who are unable to use their Chromebook. Students are allowed to borrow a Chromebook from the office if their Chromebook is broken or if they forgot it. If a student's Chromebook is not charged, they should bring it to the office. The student can borrow a loaner Chromebook while their Chromebook is being charged. A student is allowed to borrow a Chromebook because they forgot it or it is not charged three times per trimester without a consequence. For each time after that, students will receive a lunch detention. There is no consequence for borrowing a Chromebook because your device is broken.

Loaner Chromebooks must be returned to the office at the end of the day. If a student does not return a loaned device at the end of the day, he or she will need to return it as soon as possible and will receive a lunch detention.

If a student loses a loaner Chromebook, they will have their Chromebook taken away, and they will have to borrow a Chromebook everyday.

Labeling of Student Clothing and Property

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

Lost and Found Items

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

Gym Sneakers

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

Non-School Group Material

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

School Insurance

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

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

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

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

Medication Policy

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

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

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

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

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

Head Lice Policy

Statement:

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

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

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

Procedure:

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

Information obtained from:

National Association of School Nurses (NASN)

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

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

Toileting Procedure

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

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

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

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

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

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

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

Student Dress

Dress Code/Proper Attire:

BMRSD respects individual rights of expression, however it is expected that students will dress appropriately in school with consideration for public sensibility. Clothing and personal appearance should reflect self-respect and respect for others. The following dress is not meant to be restrictive, but is intended to guide students and their parents/guardians in choosing clothing that is safe and appropriate to wear in school. Students may dress in a manner reflecting current style and fashion; however, manner of dress may not be distracting or disruptive of the educational process.

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 hoodies
- clothing or accessories that display/promote 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.

“At times, in order to protect the health and safety of all students and staff and/or to comply with government mandates or district policy, the use of face masks, face shields, or other protective wear may be required. Students who refuse to comply with these requirements may be subject to the full range of discipline, at the discretion of the building principal or designee.”

Use of the Telephone

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

Recess Activities

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

Non-Essential Items

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

Social Invitations

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

Our parent organization (BMEPTO), collects information for this purpose. Parents should share the information that they would like shared with others to disseminate party invitations or schedule other activities.

In-School Celebrations

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

Returning to School for Forgotten Items

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

School Searches

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

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

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

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

Standards and Procedures for Suspensions

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

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

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

parent and/or caregiver will be notified of all suspensions.

Habitual offenders may be referred to proper juvenile authorities.

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

Elementary parent and/or caregiver Organizations

The Blackston-Millville Elementary Parent Teacher organization (BMEPTO) provided significant support and assistance to the elementary schools for many years. Major strengths of these organizations have included committed membership and strong leadership. Parents and/or caregivers are encouraged to take advantage of the opportunity to be involved in their children's education via the parent and/or caregiver organizations.

Parent Advisory Council for Children with Special Needs

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

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

Appendix A **SCHOOL COMMITTEE POLICIES**

Blackstone-Millville Regional School District Policy Manual

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

ASBESTOS MANAGEMENT PUBLIC NOTICE

GENERAL POLICY STATEMENT AND PURPOSE

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

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

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

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

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

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

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

No user shall engage in activity on-line that will incur financial and/or legal liability on the part of the District.

Users shall adhere to copyright laws when accessing material from the Internet, the citing of references when appropriate, and refraining from transferring commercial software in violation of copyright laws. No user shall copy software onto or from computers owned by the school. This keeps with copyright laws and helps to protect school-owned computers facilities from computer viruses.

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

No user shall employ the network for any commercial purpose.

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

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

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

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

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

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

COMMUNICABLE DISEASES

The 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.

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/or caregiver 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 exclude 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 parent and/or caregiver 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 a 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 and/or caregiver 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 services or other supervisory personnel.

DISCIPLINING OF STUDENTS WITH 504 PLAN

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits

districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or excluded, they are entitled to oral or written notice of charges and an appeal for the opportunity to tell their side. Exclusion 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 exclusion 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 parent and/or caregiver 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 parent and/or caregiver or guardian, an opportunity for their examination of records, an impartial hearing with the participation of parent and/or caregiver and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parent and/or caregiver disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

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

Video/Audio Taping of team meetings

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

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

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

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

1. The impairment is not a disability, or there is no limited English proficiency, or
2. Taping is not permitted and a different accommodation will be provided, then the person requesting the accommodation of taping the TEAM meeting will be provided a copy of the District's Section 504 statement of procedural rights and/or complaint procedure and civil rights complaint procedure which the person may utilize in order to challenge the determination that taping is not permitted.

DUE PROCESS

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

FIELD TRIP POLICY

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

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

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

The following conditions shall apply:

All field trips shall be governed by school policy and the school policy shall be included in student handbooks.

The Principal shall acquire advanced written permission from the parent and/or caregiver or guardian for each student for each trip.

Field trip permission slips shall contain all information stated on the attached blanket district permission slip form.

The permission slip form approved by the District School Committee shall be used for all field trips. A copy of the completed permission slips shall be provided to all field trip supervisors and shall be taken on the field trip. The signed original of all permission slips shall be retained in the principal's office.

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

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

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

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

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

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

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

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

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

Any student who does not observe rules and regulations while on an overnight field trip shall be sent home at the parent and/or caregiver expense.

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

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

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

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

** (i.e., portable telephones, etc.)

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

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

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

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

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

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

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

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

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

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

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

GRIEVANCE PROCEDURE

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

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

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

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

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

NON-DISCRIMINATION STATEMENT (a complete copy of the policy is in Appendix E)

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

HARASSMENT/DISCRIMINATION POLICY (a complete copy of the policy is in Appendix F)

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 needs 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 the 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/exclusion, 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 Chauncy Street
Boston, MA 02111
(617) 482-3170

Lambda Legal Defense and Education Fund

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

NOTICE OF EQUAL OPPORTUNITY

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

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

PHYSICAL RESTRAINT OF STUDENTS

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

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

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

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm. A member of the School Committee or any teacher or any employee 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 the 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 parent and/or caregiver of students through the Individual Education Program (IEP) process or from parent and/or caregiver 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 individuals.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

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

Procedure

1. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance office.

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
- The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts.
 - The grievance officer will then attempt to meet with the charged party in order to obtain his or her response to the complaint.
 - The grievance officer will hold as many meetings with the parties as is necessary to gather facts.
 - 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 exclusion. 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 and/or caregiver resides in two different districts, the student may attend school in the Blackstone/Millville Regional School District as long as one parent and/or caregiver 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 and/or caregiver 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.

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 and/or caregiver, 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

Americans 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 and/or caregiver, 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 and/or caregiver will collaborate to assure proper protocols are implemented.

Medication:

The most common medication prescribed for anaphylaxis is epinephrine (EpiPen, Auvi-Q, Adrenaclick, generic). Parents and/or caregivers 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 parent and/or caregiver 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 and/or caregiver of a student with life-threatening allergy and develop an *individual health care plan* and/or *anaphylaxis emergency plan* for the student.
- School nurses 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 plans* 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 who 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 parent and/or caregiver 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 a parent and/or caregiver of classmates about the presence and needs of the child with life-threatening allergies in the “allergy aware” classroom.
- Advise parents and/or caregivers 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 nurses prior to field trips and review *anaphylaxis emergency plans*.

Parent and/or caregiver:

- 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.
- The 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 situations 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* if a child is to be seated at this table. Friends whose lunches do not contain 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 devices (e.g., cell phone, two-way radio, walkie-talkie).
- Maintain a 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)

Appendix B

STATE LAWS

ENGLISH LANGUAGE LEARNERS (ELL)

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

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

HAZING

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

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

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage

or drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

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

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

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

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

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

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

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

NON-RESIDENT STUDENTS

A change in the Massachusetts General Laws, Section 5 of CH76 permits a school committee to charge the parent and/or caregiver 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 and/or caregiver 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 exclusion proceedings. The Superintendent of Schools will be notified.

CODE OF MASSACHUSETTS REGULATIONS

603 CMR 23.00 STUDENT RECORDS

23.07. ACCESS TO STUDENT RECORDS

Inspection of Record

A parent and/or caregiver 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 and/or caregiver or student consents to a delay. The parent and/or caregiver 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/or caregiver 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 and/or caregiver, 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 and/or caregiver or eligible student.

Access Procedures for Non-Custodial parent and/or caregiver

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

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

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

- the parent and/or caregiver has been denied visitation, or

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

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

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 and/or caregiver. When granting consent, the eligible student or parent and/or caregiver 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/or caregiver 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 and/or caregiver.

(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 and/or caregiver; 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 parent and/or caregiver a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent and/or caregiver. 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 and/or caregiver 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 parent and/or caregiver; 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 and/or caregiver, 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 and/or caregiver

Amendment of Record

The parent and/or caregiver and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and/or caregiver 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 and/or caregiver or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school district.

Destruction of Records

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

SMOKING-POSSESSION/USE OF TOBACCO

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

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

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

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

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

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

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

Any student who violates 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 exclusion 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 exclude 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 exclusion 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 excluded from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The excluded student shall have ten days from the date of the exclusion 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 excluded 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 exclusion..

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

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

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

TRANSFERRED STUDENTS' SCHOOL RECORDS

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

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

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

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent and/or caregiver 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 a 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 exclusion prior to such exclusion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such exclusion; provided, however, that the exclusion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the exclusion 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 exclusion. The superintendent shall hold a hearing with the student and the student's parent and/or caregiver within three calendar days of the exclusion. 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 a decision shall be the final decision of the city, town or regional school district with regard to the exclusion.

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

PHYSICAL RESTRAINT

603 CMR 46.00: Physical Restraint

See Appendix A, Physical Restraint of Students

THREAT ASSESSMENT POLICY

Overview

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

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

The Intervention Process

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

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

- the assistant superintendent of schools

- TEAM Chairperson

- the assistant principal(s)

- another District principal

- the school psychologist

- the school adjustment counselor

- the chief of police

- the district Counsel

- a juvenile probation officer

an Assistant District Attorney
a teacher(s)
the guidance counselor

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

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

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

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

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

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

RESTRAINING ORDER POLICY

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

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

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

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

AIDS/ACQUIRED IMMUNE DEFICIENCY SYNDROME POLICY

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

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

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

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

AN ACT TO PROTECT CHILDREN AND FAMILIES FROM HARMFUL PESTICIDES

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

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

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

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

Appendix C

FEDERAL LAWS

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

HOMELESSNESS:

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

Appendix D

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

G. L. Chapter 71, Section 37H

Offenses:

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

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

Consequence:

- Exclusion for amount of time up to exclusion;
- Principal or his/her designee may suspend and not excluded 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 hearings

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

- Right to appeal **exclusion** decision to superintendent
- Timeline for requesting appeal: ten days from the date of exclusion
- 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 exclusion, to make up assignments, and earn credits missed. A district that suspends or excludes a student for more than 10 consecutive days must provide the student and the parent and/or caregiver 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 excludes, 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 the district that have the highest percentage of suspensions or exclusions in Massachusetts for more than 10 cumulative days in a school year
- Create a plan to address disparities if the 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 of guilt with respect to such felony.

Consequence:

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by the 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 exclusion (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 exclusion):

- 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 Exclude:

- Timeline for requesting later than 5 calendar days following the effective date of the suspension/exclusion
- Superintendent must hold a 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 exclusion 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 $\frac{3}{4}$

Offenses:

Any offense that is not addressed in 37 H or 37 H $\frac{1}{2}$

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 the student's parent and/or caregiver, 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 and/or caregiver in meeting/hearing with the student
- Principal or his/her designee must audiotape the hearing if requested by the parent and/or caregiver 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 and/or caregiver 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 the 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 the effective date of suspension; parent and/or caregiver can request an extension for up to 7 calendar days, which must be granted
- The superintendent must hold a hearing within 3 calendar days of the parent and/or caregiver's request for a hearing. The student or parent and/or caregiver 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 and/or caregiver if the superintendent has made a good faith effort to include the parent and/or caregiver
- 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

Appendix E

NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES EXCEPT FOR TITLE IX

It is the policy of the Blackstone-Millville Regional School District to maintain a learning environment that is free from harassment or discrimination of any kind, including sex-based harassment. It is a violation of this policy for any member of the school community to harass or discriminate against another individual as outlined in this policy. Sex-based harassment will be addressed through a separate Title IX procedure/policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is substantiated, disciplinary action will be taken. All reports of harassment or discrimination shall be investigated promptly, impartially and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances.

Any employee, student or third party who believes that he or she has experienced harassment or discrimination on the basis of his or her actual or perceived race, color, creed, ethnicity, religion, national origin, homelessness, disability, or age or who has witnessed or learns about the harassment of or discrimination against, another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible. For complaints based on sex/gender, sexual orientation and gender identity, please follow the District's Title IX policies and procedures. The Blackstone-Millville Regional School District further does not deny equal access to or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society

Harassment and discrimination is banned not just at school, during school hours, but also before or after school hours on all school property, including the school bus, school functions, or at school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

Problems and complaints regarding discrimination and harassment should be resolved in a prompt and equitable manner. When possible, such problems and complaints should be resolved in an informal manner.

I. Reporting Responsibilities

Everyone in the school community is responsible for immediately reporting incidents of harassment, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or at a school sponsored event or of which they otherwise learn. Failure to cooperate with an investigation of such an incident will result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the discrimination/harassment complaint official. If a School Guidance or Adjustment Counselor, School Nurse, or any member of the teaching staff, is contacted concerning a complaint or possible complaint, he/she should refer the matter to the principal immediately. Staff who observe conduct which violates this policy are to report the conduct to the principal immediately.

Employees who need help or wish to talk about harassment should contact the school principal, the appropriate discrimination/harassment complaint official, the perpetrator's immediate supervisor or any other school administrator immediately.

If one of the discrimination/harassment complaint officials is the person alleged to be engaged in discrimination/harassment, the complaint may be filed with one of alternate officials or any other school employee the student or employee chooses.

The discrimination/harassment complaint officials for the Blackstone-Millville Regional School District are the following individuals on a district wide level:

Title II/ Section 504 (disability) - Dr. Janis Laporte 508-876-0190

Title VI (race, color, national origin) - Dr. Janis Laporte 508-876-0190

Title VII (employment discrimination based on race, color, religion, sex, national origin) - Matthew Ehrenworth 508-876-0119

Age Discrimination/Boy Scouts - Matthew Ehrenworth 508-876-0119

Homelessness - Ms. Jill Pilla Galerani 508-876-0119

The school principals will serve as the building level coordinators for these categories.

II. Procedures for Investigating

The procedures set forth in this policy may be invoked even if other appeals and adjudication procedures have been provided by state law or federal law. Retaliation in any form for the filing of a complaint or reporting of harassment or discrimination is prohibited and will result in serious disciplinary action.

When a complaint of harassment or discrimination is received by the District, that allegation will be promptly investigated in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and to the extent consistent with the law and collective bargaining agreements. The District will not issue any gag orders against the alleged victim or alleged aggressor. The grievance officer or discrimination/harassment complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

The investigation will include a private interview with the person filing the complaint and with witnesses. The investigation will also include an interview with the person alleged to have committed the harassment or discrimination. Each party will have the opportunity to provide evidence and witnesses.

In certain cases, the harassment of a student may constitute child abuse under state law. The Blackstone-Millville Regional School District will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

The specific procedures to be followed in conducting the investigations are set forth more fully below.

1. Any staff member who receives a complaint verbally or in writing concerning harassment or discrimination or observes conduct which he/she believes may constitute harassment or discrimination is required to document the complaint and refer it to the school principal or discrimination/harassment complaint official immediately. Although the Blackstone-Millville Regional School District encourages a written complaint, use of a formal reporting requirement is not required. Oral reports will be considered complaints as well.
1. If the alleged victim or the alleged perpetrator chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, he or she may proceed to the formal procedure. The informal process is completely voluntary and individuals can opt-out at any time.

1. The informal process will be a voluntary conversation between the alleged victim and the alleged perpetrator, which is facilitated by a school employee or by a designated discrimination/harassment complaint official. If the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.

1. If the alleged victim does not want to deal directly with the alleged perpetrator, or if the matter is not resolved informally, the complainant should immediately notify the school principal or the discrimination/harassment complaint official for formal resolution.

1. For a formal complaint, the alleged victim (or complainant, if not the alleged victim) will be asked to put in writing which begins the formal investigation process conducted by the school principal or the discrimination/harassment complaint official. If the alleged victim is not able to put it into writing or refuses, the principal or discrimination/harassment complaint official will put it into writing and ask the alleged victim to sign it. If requested, a Guidance / Adjustment Counselor, a School Nurse, or a School Psychologist may assist a student in putting it into writing.

1. During the investigation, the school principal or discrimination/harassment complaint official will:

- Keep the investigation group as small as possible to protect the rights of all parties and to prevent the investigation from becoming overly publicized and to protect the alleged victim (in addition to the complainant, if not the alleged victim) from retaliation.
- Complete the investigation as soon as possible from the date that it is reported, but no later than thirty (30) work days from the date of the complaint or report, unless impracticable. The investigation will include interviewing the complainant, the alleged victim (if different than the complainant), the alleged perpetrator and such other person(s) named by the complainant, alleged victim (if different than the complainant), or the alleged perpetrator who may have witnessed or have information pertaining to the incident. An opportunity will be provided for all parties to be heard and present witnesses.
- Throughout the investigation the District will maintain on-going contact with the alleged victim. In determining whether the alleged conduct constitutes a violation of this policy, the school principal or discrimination/harassment complaint official shall consider the age and level of understanding of the student(s) involved, surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing

patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of the District's policy prohibiting discrimination or harassment based on the actual or perceived protected class status of a student, employee or third party, requires a determination based on all of the facts and surrounding circumstances. Given that victims often experience continuing effects of harassment in the educational setting, during the investigative process the District will consider off-campus conduct to determine whether there is a hostile environment on campus.

1. After completing the investigation, the school principal or discrimination/harassment complaint official will conclude whether a violation of the policy has occurred or not; complete the written investigation report and send copies of the report to the discrimination/harassment complaint official, if the school principal is conducting the investigation, the superintendent, the alleged victim (in addition to the complainant, if not the alleged victim) and the alleged perpetrator. The report shall include:

- a statement of the allegations investigated;
- a summary of the steps taken to investigate the allegations;
- the findings of fact based on a preponderance of the evidence gathered;
- the District's conclusion of whether discrimination or harassment did or did not occur;
- the disposition of the complaint;
- the rationale for the disposition of the complaint; and
- if the District concluded discrimination or harassment occurred, a description of the District's response.

The school principal or the discrimination/harassment complaint official shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred.

If the complaint is supported, the report should recommend what action, if any, is required and will identify what steps the District is going to take to prevent recurrence of any discrimination or harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

1. Formal disciplinary actions shall be imposed in the event that the preponderance of the evidence indicates that the alleged conduct occurred. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement. The seriousness of the offense, including the nature and degree of harm caused, shall be considered when deciding the appropriate disciplinary action.

- If the person alleged to have violated this policy is a staff member, possible discipline includes, but is not limited to, letters of reprimand, reassignment, and other disciplinary actions, including suspension or job termination.

- If the person alleged to have violated this policy is a student, possible discipline includes reprimand, classes or instruction on appropriate behavior, counseling, class transfer, detention, suspension or expulsion, consistent with the Student Code of Conduct.
- Any discipline of students will focus on changing behavior and ensuring that students learn about the impact of their behaviors and attitudes. Possible remedial action includes:
 - Interventions for the alleged victim, such as counseling, academic support, health services, assigning an escort to allow the student to move safely between classes, and instruction on how to report other incidents of harassment or discrimination.
 - Training or other interventions for the larger school community to ensure that students, staff and parent and/or caregiver understand the types of behavior that constitute harassment or discrimination, and how to report it.
 - Interventions for the individual who engaged in the conduct, such as parent and/or caregiver notification, counseling, guidance, education about the impact of the conduct, positive behavior support, referral to a student success team, transfer to alternative programs, denial of participation in extracurricular or co-curricular activities or other privileges, and discipline.
- If it is established that the conduct involves a violation of law, report the matter immediately to the appropriate law enforcement authorities.

1. Appeal Procedure

- The alleged victim (or complainant if different from the alleged victim) or alleged perpetrator has the right to appeal the decision of the Superintendent in writing within two (2) school days after the decision is formally made. The Superintendent of Schools will respond in writing to the alleged victim (or complainant if different than the alleged victim) or alleged perpetrator within ten (10) school days.

III. Interim Measures

The Blackstone-Millville Regional School District shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination.

Examples of interim measures include, but are not limited to:

- Providing counseling services via the school adjustment counselor and/or school psychologist for both the alleged victim and the alleged perpetrator;
- Providing academic support services;
- Ensuring no contact between the alleged victim and alleged perpetrator in District programs and activities (e.g., through stay away orders); the District will take care to minimize the burden of such steps on the alleged victim;
- Providing an alternate schedule to ensure that the alleged victim and alleged perpetrator do not attend the same classes;
- Informing the alleged victim of how to report any recurring conduct or retaliation;
- Providing the alleged victim with alternative movement between classes and activities; and
- Making community based referral to medical and counseling services.

If the circumstances suggest a threat to others, the school principal or the discrimination/harassment complaint official will ensure that the District informs relevant members of the school community. This may include, for example, notifying employees of areas where harassment or discrimination frequently occurs.

IV. Referral to Law Enforcement and Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The school principal or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

The school principal or the discrimination/harassment complaint official will follow this procedure regardless of whether the alleged conduct is also being investigated by another agency, unless the fact finding process would impede a law enforcement investigation. In such cases, the school principal or the discrimination/harassment complaint official will determine whether interim measures to protect the well-being of the complainant and the school community and prevent retaliation are needed while the law enforcement agency's fact-gathering is in progress. Once notified that law enforcement has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the school principal or the discrimination/harassment complaint official will promptly resume and complete the investigation.

Additionally, several behaviors listed as harassment may also constitute physical abuse. Thus, under certain circumstances, alleged harassment may also constitute physical abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Children and Families within twenty-four (24) hours of the time the educator becomes aware of the suspected abuse. All school personnel are identified as being mandatory reporters.

V. Conflict of Interest

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

V. Retaliation

Retaliation in any form for the filing of a complaint, the reporting of discrimination, including harassment, or participating in an investigation is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. If retaliation is established, it can be considered grounds for disciplinary action. Any allegations of reprisal will be subject to the same kind of investigation and disciplinary action as described above. The school principal or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the school principal or the discrimination/harassment complaint official.

VII. Right to Alternative Complaint Procedures

In addition to the remedies set forth above, if you believe you have been subjected to harassment or discrimination, you may file a formal complaint with the government agency or agencies set forth below. Using the District complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim.

A. Students

If you believe you have been subjected to harassment or discrimination, you may file a formal complaint with:

Massachusetts Department of Elementary and Secondary Education
Program Quality Assurance Services
75 Pleasant Street, Malden, MA 02148-4906
Phone: (781) 338-3700
FAX: (781) 338-3710
Email: compliance@doe.mass.edu

The time period for filing a claim is one year from the action.

United States Department of Education
Office for Civil Rights("OCR")
5 Post Office Square
Boston, MA 02109

tel. (617) 289-0111

The time period for filing a claim with the United States Department of Education Office for Civil Rights is 180 days.

B. Employees

If you believe you have been subjected to harassment or discrimination, you may file a formal complaint with either or both of the government agencies set forth below:

1. United States Equal Employment
Opportunity Commission ("EEOC")
JFK Federal Building, Room 475
Boston, MA 02203
tel. (800) 669-4000

The time period for filing a claim with the EEOC is 180 days.

2. Massachusetts Commission
Against Discrimination ("MCAD")

Boston Office

One Ashburton Place, Rm. 601
Boston, MA 02108
(617) 994-6000

Springfield Office

436 Dwight Street, Rm. 220
Springfield, MA 01103
(413) 739-2145

The time period for filing a claim with the MCAD is 300 days.

1213218v1

Appendix F

**BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT
SEXUAL HARASSMENT/ TITLE IX PROCEDURES**

The Blackstone-Millville Regional School District ("District") deems that harassment and discrimination within the workplace/schools is unlawful and prohibits any harassment or discrimination on the basis of sex, sexual orientation or gender identity in the educational programs, services, 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 every student and employee is free to pursue his/her needs and fulfill his/her 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 who cooperated in the investigation of such complaint.

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on

administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or exclusion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment. There is no required form to file a written complaint.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality

would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

Dr. Janis Laporte
Frederick W. Hartnett Middle School
35 Federal Street
Blackstone, MA 01504
508-876-0190

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent and/or caregiver, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good causes may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an

employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district

will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:
Superintendent.

External Grievance Procedure

Any student, parent and/or caregiver or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TTY: 617-994-6196

For complaints related to discrimination/harassment of parent and/or caregiver:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor

Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TTY: 617-994-6196

OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT **Bullying Prevention and Intervention Plan1**

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**

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.

- 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 3 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 are 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 cyberbullying. 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) 5
- 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 promptly investigate 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 cyberbullying, 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, § 37O 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.

A. 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;
- (ii) 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: 7

- 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 support 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.

A. 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 evidencebased. 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 cyberbullying, 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 9 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 Form², 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. ² See Appendix A for Sample Incident Reporting Form. ¹¹ 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; predetermining 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. 12 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 promptly investigate 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 13 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 curriculum;

- 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 prosocial ways to achieve their goals; 14

- 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 15 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 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 cyberbullying. 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.

A. **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.

B. **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 cyberbullying 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 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, 16 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 nonschool 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 cyberbullying.

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 18 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

Appendix H **COVID-19**

See the attached link to the BMSD district COVID-19 policy
<https://www.bmrtd.net/o/bmrtd/page/covid-19-information--57>

USER AGREEMENT AND PARENT/CAREGIVER PERMISSION

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

Student Name: _____ DOB _____

Student Signature: _____ Date: _____

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

Parent and/or caregiver's Name: (please print)

Parent and/or caregiver's Signature:

School: _____ Grade: _____ DOB: _____

STUDENT HANDBOOK

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

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

Student: _____ Grade: _____

Parent and/or guardian/Caregiver: _____

Date: _____

MEDIA PERMISSION

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

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

YEARBOOK PERMISSION

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

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

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

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

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

Student's Name: _____ Homeroom Teacher: _____

Parent and/or caregiver Signature: _____

Date: _____