



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Frederick W. Hartnett Middle School - Media Center
May 22, 2019
6:00PM

****AR – Action Required / IO - Information Only / DI – Discussion Item****

- I. **Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. **Public Forum**

- III. **Recognition of Retirees**

- IV. **Consent Agenda A**
 - a. Warrants AR
 - b. Minutes of Meeting AR
 - i. May 8, 2019

- V. **School Committee**
 - a. Regional Agreement Update DI

- VI. **Report of the Superintendent**
 - a. Review Student Handbooks DI
 - b. Summer Math and Reading IO
 - c. Reappointment of Superintendent to BICO Board for 2019-2020 School Year AR
 - d. FY' 20 Budget Update DI
 - e. Vote to Approve Director of Learner Support Services AR

- VII. **School Committee Forum**
 - a. Mrs. Jane Reggio
 - b. Mrs. Erin P. Vinacco
 - c. Ms. Tara Larkin
 - d. Mrs. Caryn Vernon
 - e. Mr. Jack R. Keefe
 - f. Mrs. Tammy Lemieux
 - g. Ms. Sarah Williams
 - h. Mrs. Wendy Greenstein

VIII. Upcoming Meetings

- a. School Committee Meeting – June 12, 2019
- b. School Committee Workshop – June 26, 2019

IX. Executive Session

- a. Executive session will be held for the purpose of: M.G.L. chapter 30A, section 21(a) (3) to conduct strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares; and not to return to open session (Educator Association).

X. Adjournment

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Retirees FY19			
Name	Start Date	Positions held	Attending 5/22
Carole Brown	2010	AFM Principal	Yes
Janine Davia	1987	Developmental Learning Teacher Kindergarten Teacher Special Education Teacher	Yes
Diane Morin	1985	Elementary Teacher 4th & 5th grade Resource Room Teacher	Yes
Dottie Santoro	1992	School Nurse HS & MES	No
Pat Soule	2007	Special Education Team Chairperson Reading/Math Instructor Complex	No <i>yes</i>
Deb Latraverse	1985	Para-Professional Elementary	Yes

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT**

MEMO

TO: Blackstone-Millville Regional School Committee
RE: School Committee, Consent Agenda A
DATE: May 22, 2019

1. Warrants

a. Payroll

- i. Move to approve payroll voucher numbers: as submitted by the Superintendent of Schools

b. Payables

- i. Move to approve the payable voucher number: , and as submitted by the Superintendent of Schools

2. Minutes

- i. Move to approve the School Committee Minutes of
 - 1. May 8, 2019

REVISION

High School Student Handbook Changes 2019-2020

Page 5

Updated: School Calendar

Page 8

Updated: District School Committee
District Administration
Sources of Information
Class Advisors/Department Members names and emails

Graduation & Promotion Requirements

Page 20

It read: For Graduation purposes – Students earning 25.5 or more

Changes: For Graduation purposes – Students earning **26** or more

High Honor Requirements

Page 22

It read: Minimum average of 90 with no more than one grade below 90. Not grade below 85. Advanced Placement – minimum average of 90. No grade below 80.

Changes: Minimum average of 90 with no more than one grade below 80.

Honor Roll Requirements

Page 22

It read: Minimum average of 85 with no grade below 80. Advanced Placement - Minimum average of 85. No grade below 75.

Changes: Minimum average of 85 with no grade below 75.

National Honor Society

Page 24 **National Honor Society**

It read: Scholarship: To be eligible for membership, a student must follow a college prep curriculum to include four weighted courses per year and have a cumulative scholastic average of at least 90 percent (partially

weighted)

Changes: Scholarship: To be eligible for membership, a student must follow a college prep curriculum to include four weighted courses per year and have a cumulative scholastic average of at least **95** percent (partially weighted)

Replacement of Class Officers

Page 26

It read: Students class officers and representatives who substantially fail to meet their responsibilities as officers or representatives or who incur repeated disciplinary infractions may be removed from their officer or representative position.

Changes: Students class officers and representatives **who fail** to meet their responsibilities as officers or representatives or who incur repeated disciplinary infractions may be removed from their officer or representative position **as outlined on class officer nomination form.**

Page 26

HIGH SCHOOL FINAL EXAM EXEMPTION INCENTIVE PROGRAM

It read: Final exams will be given in each high school course. To encourage scholarship, good attendance, and good behavior students may earn the opportunity to participate in an exemption incentive program.

To be eligible for participation in the final exemption incentive a student must meet the following **grade, attendance, and behavior standards.**

GRADE AND ATTENDANCE STANDARD:

A student meeting the grade and attendance standard as noted in this section will be eligible for participation in the exam exemption incentive, provided all other criteria are met.

COURSE AVERAGE	MAXIMUM DAYS ABSENT IN 2 nd SEMESTER
90 or above	5 unexcused days absent
85-89	4 unexcused days absent

The final exam grade for students meeting the exemption policy will be the average of 3rd/4th quarter.

Days absent will be determined by official class attendance.
The exemption policy will include semester classes

CONDUCT STANDARD:

A student with more than 1 day of in or out of school suspension during the 2nd semester will not be eligible for participation in exam exemption incentive and will be required to take exams regardless of BMR performance, grades or attendance

EXAM EXEMPTIONS – VALEDICTORIAN/SALUTATORIAN- AP STUDENTS

The two students who are designated as class valedictorian and salutatorian are exempted from all final exams without restrictions.

AP students must take the AP test. AP students will be exempt from their AP level final exams.

EXAMS – Additional Information

1. Students absent during an exam can only make up the Exam if it is an excused absence.
2. There should be no major test/projects given during mid/final exams.
3. Students have the option of taking the exam even though they are eligible for the exemption with the understanding that the teacher will then correct it and average it with the semester average.
4. If a student is eligible for an exemption from an exam and permission is granted by the teacher, the quarterly averages then become the grade on the report card.
5. Missed exams must be rescheduled with teacher upon student return.

Changes: **Summative Evaluation Activities and Assessments**

Reasonable alternatives to traditional end-of-course assessments will be implemented during the 2019-2020 academic year. In order to further promote student learning and create a more authentic means of students demonstrating what they have learned at the higher levels of Bloom’s Taxonomy, students will have the opportunity to show what they know through poster sessions, portfolios, reflective papers, student-proposed projects, and alike.

Students will continue to take paper-based assessments throughout the school year. In addition, students will have the opportunity to demonstrate their understanding of the material through MCAS, PSAT, SAT, and Advanced Placement assessments.

Page 29

Extra Help From Teachers

It read: Teachers generally speaking, will give generously of their time after

school to conscientious students. However, it is the responsibility of the student to request extra help and to make arrangements for it in advance.

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

Lost Books/School Equipment

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

Lost Books/School Equipment/Chrome books

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

Page 30

SECTION I - Attendance Policy Guidelines and Protocols

It read: *Regular attendance at school is essential to school success. Good attendance and punctuality are qualities that will serve each individual to a great advantage, both now and later in life.

*Students are allowed the amount of days absent plus one (1) to make-up work upon their return to school.

Changes: School attendance and participation in class are an essential part of the Educational process. Regular attendance at school is necessary for Students' success and to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present

and prompt. School attendance is the responsibility of parents/caregivers and students. It is our hope that you share this same commitment.

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

Attendance

Addition: School Attendance Policy

The administration and teachers at BMRHS believe that classroom Instruction constitutes the heart of the educational process. Time lost from class can never truly be regained; in particular, the important benefits derived from teacher explanations and from the interaction among students and between teacher and students cannot be replaced. Not surprisingly, studies have shown a correlation between grades and attendance at school. Generally the more class time missed by a student, the lower the grade; therefore, the intent of the following attendance policy is to encourage better student attendance so that each student can acquire the necessary skills for future success.

The High School recognizes that regular and punctual school attendance is essential for success in ensuring that students attend school regularly in Accordance with Massachusetts General Law. Parents or guardians are responsible for ensuring that their children attend school regularly and punctually, and the parents or guardians are responsible for reporting any absence of their child (Ch. 76 §1A). The school is responsible for inquiring about any unreported absences and notifying the parents or guardians of a student who has 5 or more unexcused absences in a school year (Ch. 76 §1A&1B).

The expectation for all students is to achieve a 95% attendance rate. The calculated percentage includes all absences from school including excused absences (medical, personal, funerals). Yearly Progress (AYP) and an acceptable performance level of each school include yearly attendance rate and chronic absenteeism.

Key Points

4th bullet:

It read: Students who are absent from a class more than 6 or more times in a quarterly marking period will be assigned an "administrative 50".

Changes: Students who are absent from a class 4 or more times in a quarterly Marking period will be assigned an "administration 50 – FA".
A FA is an attendance grade that is equivalent to a 50. If a student's

Average is below a 50, he/she will receive the lower grade.

7th bullet:

It read: Written notification for dismissals will be granted prior to 1st period classes. Without a parental note, a parent or authorized emergency contact must Sign the student out in the main office.

Changes: Written notification for dismissals will be granted prior to **2nd** period Classes. Without a parental note, a parent or authorized emergency contact must sign the student out in the main office **and present a valid ID.**

Note: Written notification for students who drive is required from a parent or authorized emergency contact with a telephone number listed. A call will be made from the main office confirming the dismissal note. Without verification, students may not leave.

8th bullet:

Addition: Each teacher will record absences, tardiness and dismissals in order to Determine when a student has exceeded 4 or more absences each quarter. While students and parents/guardians have first-hand knowledge Of how often they are out of school and therefore are responsible for making sure they do not risk losing credit, the school will make reasonable efforts to inform parents/guardians when their child is in danger of receiving a FA.

Page 31

Student's Responsibilities

It read: It is each student's responsibility to be aware of her/his attendance status In class, to make responsible decisions about attending all classes on a Regular basis, and to miss no more than five (5) classes during a quarter.

Changes: It is each student's responsibility to be aware of her/his attendance status in class, to make responsible decisions about attending all classes on a regular basis, and to miss no more than **three (3)** classes during a quarter.

Documented Excused absences

It read: The following absences are considered documented excused and do not count towards the maximum five (5) allowed absences, however documentation must be provided and missed work must be made up:

Changes: The following absences are considered documented excused and do not

count towards the maximum **three (3)** allowed absences, however documentation must be provided and missed work must be made up:

Addition: Excused absences include:

- College School Visits (Juniors/Seniors – 2)
 - Medically documented illness or injury (seen by a physician)
 - Bereavement/family funeral
 - Major religious observances
 - Court date
 - Severe family circumstances (excused at the discretion of the principal)
- Absences for those reasons listed above will be noted when proper documentation has been received. This documentation must be submitted no later than 5 school days after the absence. Illness will only be excused with a note from a doctor after being seen. Families who schedule routine appointments (counseling, dental or medical appointments) during the school day will only have excused absences for the time of appointment. Students are expected to return to school if time permits.

Numbers 4 & 5

It read: 4 - Mid and end of years Exams: Unexcused absences = zero on Exam 5 – Students who are absent during an exam period may make-up their exam if the absence is excused.

Changes: Omit both

Page 31

Section II – Administrative 50's

It read: Students at the Blackstone-Millville Regional Senior High School are required to be present at all scheduled classes. Students who are absent from a class **6 OR MORE TIMES IN A QUARTERLY MARKING PERIOD** will be assigned an administrative grade of 50 percent for that marking period as a maximum grade. (Teachers may assign grades LOWER than 50 percent in cases involving excessive absences and/or flagrant failures to do required work.) Seniors are only allowed 3 unexcused absences during fourth quarter.

Changes: Students at the Blackstone-Millville Regional Senior High School are required to be present at all scheduled classes. Students who are absent from a class **4 OR MORE TIMES IN A QUARTERLY MARKING PERIOD**

will be assigned an administrative grade of 50 percent for that marking period as a maximum grade. (Teachers may assign grades LOWER than 50 percent in cases involving excessive absences and/or flagrant failures to do required work.) Seniors are only allowed 3 unexcused absences during fourth quarter.

Page 32

Tardiness

It read: Tardiness after 8:15 a.m. constitutes extreme tardiness and requires parent verification for entrance to school. If immediate verification cannot be made at the time of student arrival, the student will need to provide parent verification by the beginning of the next school day. If no verification is made by the next school day, the student will be considered truant. Additionally, unexcused tardiness after 8:15 a.m. will count as an absence from classes missed.

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

Page 36

Students Arrival to School

It read: The school building will be opened promptly each day at 7:25 a.m. The only students allowed into the building before that time are those who are attending school activity-meetings, supervised by a teacher/advisor/coach. At 7:32 a.m. the bell will sound, warning students they have three (3) minutes to get to their 1st period class. Students who arrive to class after 7:35 a.m. will be marked tardy. Students must obtain a late slip from the office. The Cafeteria will be open at 7:00 a.m. for breakfast.

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

Page 37

Buses

It read: Riding the bus is a privilege. Improper conduct on the buses will result in the privilege being denied. A school administrator has the authority to suspend a student from riding the school bus for inappropriate behavior.

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

Page 38

Bathroom – Lavatory Use

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

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

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

- Individual stalls are designed to accommodate one person at a time.
- Report all damages to the office.
- The lavatory is not a sick room. Report to the nurse's office if you are ill.
- Keep the lavatory clean at all times.
- No food in the lavatories.
- No loitering in the lavatories.
- "Passport" will need to be with students when using lavatory or during class
- Locker room lavatory only for use during physical education classes.
- **Not to be used 10 minutes prior to or after support period**

Page 41/42

General Policies for all Extracurricular Activities

3rd Paragraph

It read: A student who participates in any extracurricular activities must spend at least ½ a day in school (in by 10:48 or dismissed after 10:48) in order to

be eligible to participate in any activity.

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

Page 43

School Dances

It read: 10. All dances held at Blackstone-Millville Regional will begin at 6:00 p.m. and end at 10:00 p.m. No student will be permitted to leave a dance prior to 9:30 p.m.

Changes: 10. All dances held at Blackstone-Millville Regional will begin at **6:00 p.m. – 9:00 or 7:00** p.m. and end at 10:00 p.m. No student will be permitted to leave a dance prior to ½ **hour of scheduled end time.**

Senior Privileges

Page 44

It read: Seniors who are assigned a study hall first period may arrive late to school but must sign in the main office no later than 8:38 a.m. Occasionally, seniors will be asked by administration to attend “support period” workshops starting at 8:21 a.m.

Changes: Seniors who are assigned a study hall first period may arrive late to school but must sign in the main office no later than **8:35** a.m. Occasionally, seniors will be asked by administration to attend “support period” workshops starting at 8:21 a.m.

Requirements:

It read: No. 2 Students arriving late **MUST** sign in at the main office no earlier than **8:20 a.m.** and no later than 8:35 a.m.

Addition: **DISCIPLINE CONSEQUENCE**

Community Service

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

Central Detention

Central detention will be assigned by an administrator for misconduct of a more serious nature and for repeated misconduct of a minor nature. Central detentions are assigned after school from 2:05 p.m. – 2:50 p.m.

Central detention must be served on the next available school day. Work, travel concerns and other appointments are not excuses to miss an office detention.

Saturday School

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

Social/Extracurricular Suspension

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

In School Suspension

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

Teacher Assigned Detention

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

Online Diversionary Course/Vaping

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

Page 47

Teacher Detention

It read:

Teachers who assign students after-school detention are to give said student a 24-hour notice before designating a day the student must stay after school. The exception to this is if the teacher telephones the parent, and both parties mutually agree that the student can serve the detention on that very day. Direct contact must be made with the parent or guardian. Messages on an answering machine are not acceptable in this case.

Omit: **Messages on an answering machine are not acceptable in this case.**

Central Detention Policy (2:05 p.m. to 3:00 p.m.)

It read **Central Detention will be issued by the administration for certain notable offenses (see Discipline Code). Any student receiving central detention is expected to serve without exception. The penalty for missing central detention is as follows:**

- 1st Offense – 1 hour additional
- 2nd Offense – 2 hours additional
- 3rd Offense – 3 days in-house suspension
- 4th Offense – 5 days In-house.

VIOLATION	PENALTY
Malicious or unlawful use of school computers and/or school computer programs	Suspension, expulsion
❖ Alcohol or Drug Use/Possession/Distribution or Paraphernalia in school or at school functions or on school premises.	1 st Offense: Out of school suspension (O.S.S.) Subject to expulsion. Police notified. Counseling and proof of counseling may be required

Changes:

❖ Alcohol or Drug Use/Possession/Distribution or Paraphernalia in school or at school functions or on school premises.	ANY Offense: Up to 10 days out of school suspension (O.S.S.) Subject to expulsion. Police notified. Counseling and proof of counseling may be required
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It read:

Under the Influence of Drugs/Alcohol, but not in possession of either substance on school property or at school functions

1st Offense: Suspension (O.S.S) for a maximum of 5 days.
2nd Offense: Suspension (O.S.S)

or on school premises.

For 10 days. Subject to expulsion

Changes:

Under the Influence of Drugs/Alcohol, but not in possession of either substance on school property or at school functions or on school premises.

1st Offense: Suspension (O.S.S) **up to 5 days.**

2nd Offense: Suspension (O.S.S) up to 10 days subject to expulsion

Vandalism and/or Theft

It read:

1st Offense: Restitution & 5 days O.S.S. In-house may be offered

Changes:

1st Offense: Restitution **up to 5 Days** O.S.S. In-house may be offered

It read:

Use of personal electronic Devices during unauthorized time

Changes:

Use of personal electronic Devices during unauthorized time **including all smart watches**

It read:

Smoking and/or Tobacco Use/Possession/Electronic Cigarettes/Vaping (All items Confiscated and issued to S.R.O)

Changes:

Smoking and/or Tobacco Use/Possession/Electronic Cigarettes/Vaping (All items Confiscated and issued to S.R.O) **Vaping Diversion Program**

Remove floating schedule (a blank schedule will be provided on the back cover of the agenda for students to complete)

ACADEMIC REGULATIONS

FWHMS Rotating Schedule 2019-2020

Monday	Tuesday	Wednesday	Thursday	Friday
A	B	C	A	H
B	C	H	B	A
C	H	A	C	B
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	A	B	H	C

Under Attendance

Submit a note from a doctor, dentist, or other document (ex. bereavement, legal), within two (2) days of returning to school for the absence(s) to be excused.

Change two (2) days to five (5) days

Under Section IV: Tardiness

Change four (4) times during a marking period to read:

three (3) times during a quarter

Add under School Attendance

School Attendance Policy

The administration and teachers at FWHMS believe that classroom instruction constitutes the heart of the educational process. Time lost from class can never truly be regained; in particular, the important benefits derived from teacher explanations and from the interaction among students and between teacher and students cannot be replaced. Not surprisingly, studies have shown a correlation between grades and attendance at school. Generally the more class time missed by a student, the lower the grade; therefore, the intent of the following attendance policy is to encourage better student attendance so that each student can acquire the necessary skills for future success.

The Middle School recognizes that regular and punctual school attendance is essential for success in ensuring that students attend school regularly in Accordance with Massachusetts General Law. Parents or guardians are responsible for ensuring that their children attend school regularly and punctually, and the parents or guardians are responsible for reporting any absence of their child (Ch. 76 §1A). the school is responsible for inquiring about any unreported absences and notifying the parents or guardians of a student who has 5 or more unexcused absences in a school year (Ch. 76 §1A & 1B).

The expectation for all students is to achieve a minimum 95% attendance rate. The calculated percentage includes all absences from school including excused absences (medical, personal, funerals). Yearly Progress (AYP) and an acceptable performance level of each school include yearly attendance rate and chronic absenteeism.

Regular school attendance is defined as three (3) excused absences during a quarter.

Change the following

Section I: Excused Absences

The following are considered excused absences from school (all others are unexcused):

- Illness, quarantine, doctor or dentist appointment
- Death in family
- Observance of a religious holiday
- Summons to a court of law
- Suspensions
- Severe family emergency

to read

Section I: Excused Absences

The following are considered excused absences from school (all others are unexcused):

- Medically documented illness or injury (seen by physician)
- Bereavement/family funeral

- Major religious observances
- Court Date
- Out of School Suspensions
- Severe family circumstances (excused at the discretion of the Principal)

Changes to Behavioral Codes:

Page 11

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
Cell phones/headphones/ electronic equipment visible during school hours <i>add without adult approval</i>	Item confiscated Parents notified to pick item up in office	Detentions assigned	ISS/Suspension	Suspension

Add to Behavioral Codes (and place after Cellphones in the behavior codes)

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
Misuse of Chromebook / Technology	The mobile computing device will be confiscated until the end of the day, when the student may retrieve it.	The mobile computing device will be confiscated until the end of the day, when the student's parent or guardian may retrieve it.	Loss of mobile computing device privileges for a determined period of time per administrator..	

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
<i>Stealing/Possession of Stolen Item/Vandalizing</i> <i>Remove Vandalizing and create own line in grid right under this one</i>	Restitution/ISS/ Suspension Police may be notified	Restitution/ Suspension Police will be notified	Restitution/ Suspension/ Possible Expulsion Police notified	Restitution/ Suspension/ Possible Expulsion Police notified

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
<i>Vandalism</i>	Restitution/ISS/ Suspension Police may be notified	Restitution/ Suspension Police will be notified	Restitution/ Suspension/ Possible Expulsion Police notified	Restitution/ Suspension/ Possible Expulsion Police notified

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
<i>Alcohol, Powdered Alcohol, Electronic cigarette or E-cigarette Liquid, Tobacco or Drug Use/Possession or paraphernalia in school, on school grounds or at school functions</i> <i>Separate, see below</i>	Suspension/ Expulsion Police will be notified Remove Expulsion	Suspension/ Expulsion Police will be notified Remove Expulsion	Expulsion	

Frederick W. Hartnett Middle School Student Handbook Revisions 2019/2020

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
<i>Alcohol, Powdered Alcohol, Drug Use/Possession or paraphernalia in school, on school grounds or at school functions</i>	Suspension Police will be notified	Suspension Police will be notified		

Behavior	1st Consequence	2nd Consequence	3rd Consequence	4th Consequence
<i>Electronic cigarette or E-cigarette Liquid, Tobacco or paraphernalia in school, on school grounds or at school functions</i>	Suspension Police will be notified Participation in Vaping Diversion Program	Suspension Police will be notified Participation in Vaping Diversion Program	Suspension Police will be notified Participation in Vaping Diversion Program	

Page 17

Cafeteria Behavior:

- Except for special circumstances (i.e. lunch detention), students are not allowed to take any food or drink out of the cafeteria except for water which must be contained in a clear plastic container.

Remove "except for water which must be contained in a clear plastic container"

Add the word "opened" before food to read

- Except for special circumstances (i.e. lunch detention), students are not allowed to take any opened food or drink out of the cafeteria.

Page 17/18

Dress Code:

The following items of clothing should NOT be worn to school or school activities (including, but not limited, to dances and field trips).

Add at end of sentence "unless permitted by School Administration."

Page 19

Backpacks and book bags:

Note: We are a healthy school; no gum and candy during the school day.

Delete "Note: We are a healthy school; no gum and candy during the school day."

Create new expectation "Food and Beverage"

Add the following

- No gum during the school day.
- Water only in non-glass container.
- Allergy-friendly snacks at teacher's discretion

Textbooks/Materials

Textbooks are furnished for free and they should be regarded as valuable property. **All books should be covered immediately.** The student is responsible for all books, materials and equipment issued to him/her. If the item issued to the student is misplaced, stolen, or damaged, the student will be required to pay for the item before being issued another one. At the end of the year, all students are required to return all school owned resources in good condition. Failure to do so will result in a monetary obligation and potential loss of privileges

Change Title of the paragraph and add in Bold: **“Vandalism of any school-issued equipment is the financial responsibility of the student.”** at the end of the paragraph.

Lost books/School Equipment/Chromebooks

Textbooks are furnished for free and they should be regarded as valuable property. All books should be covered immediately. The student is responsible for all books, materials and equipment issued to him/her. If the item issued to the student is misplaced, stolen, or damaged, the student will be required to pay for the item before being issued another one. At the end of the year, all students are required to return all school owned resources in good condition. Failure to do so will result in a monetary obligation and potential loss of privileges. **Vandalism of any school-issued equipment is the financial responsibility of the student**

Technology Use

- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.

Separate and create two bullets

- I will use technology resources productively and appropriately for school-related purposes.
- I will avoid using any technology resource in such a way that would disrupt the activities of other users.

Consequences of Misuse

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

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

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

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

Add after Consequences of Misuse the words “of Chromebook/Technology”

Delete the following:

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

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

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

Add the following before Technology Use on page 32

Care, Cleaning, and General Use

Students should handle their Chromebook with care and be mindful that the device is fragile. Students are responsible for the general care of the device. Students should make sure the keyboard is cleared of objects before closing. Charge the Chromebook every night to ensure you have a fully charged device and are prepared for the school day. Students should label their device and charger 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.

Lost or Damaged/Broken Chromebooks – Lost Chromebooks need to be reported to the Library Media Center immediately. If a Chromebook is unable to be found, the student will need to borrow a Chromebook from the library during school and will not be allowed to take one home.

Damaged or broken Chromebooks need to be brought to the Library Media Center immediately, so that the problem can be addressed.

Loaner Chromebooks – Loaner Chromebooks will be available for students who are unable to use their Chromebook. Loaner Chromebooks must be returned to the Library Media Center at the end of the day. If a student does not return a loaned device at the end of the day, he/she will need to return it the next morning.

Changes

Update Cover Page - 2019/2020

School Officials

-List new positions/people

Table of Contents : need to be adjusted

School Calendar - insert approved school calendar

General Update - replace Parent/Guardian with Parent/Caregiver where it appears throughout handbook

Student Absences - Page 9

Currently Reads:

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

New Language

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

Regular school attendance is defined as 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 to report absent or tardy children. Parents 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:

- Parents 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.
- Parents or caregiver of each student will ensure that these numbers are updated in the event they change during the school year.
- Parents 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 or caregiver by telephone or written letter for the purpose of arranging a meeting to develop action steps for student attendance. The actions steps will be developed with the student and the student's parent 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.

Add New Language (after Absentee Call in....)

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. Students arriving after this time will be considered tardy. At the elementary level, the parent 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 or guardian will be required to meet with the school administrator. If the pattern of tardiness continues, further steps will be taken.

Page 10 - Current Language: Additional Language Highlighted:

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 the 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.

Page 11- Program of Studies

Add above link under Program of Studies

For updated standards, go to the following website:

Under link add:

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

Page 24- Grading System

Update to reflect standards-based report cards K-5

Remove old language:

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

Currently Reads:

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

Performance Levels

5 - Exceeding Standard

4 - Meeting Standard

3 - Making Acceptable Progress Toward Standard

2 - Working Toward Standard

1 -Below Standard

New Language:

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: (add this as new language)

4 - Exceeding the standard for this reporting period

3 - Meeting the standard for this reporting period

2 - Progressing toward the standard for this report period

1 - Student learning is facilitated/not meeting the standard for this reporting period

*- Standard not addressed at this time

Page 27

Input numbers that are missing

Numbers missing are 4, 5, 7, 9

Page 29

Insert bullets under changing buses section to make points more clearly identified

Also, under examples of bus transfer routes, place bullets on the 2 points.

Page 34

Correct the formatting to move the General Items section to the top of the page.

High School Summer Reading: 2019

[Click here for more details – Summer Assignments](#)

This summer, students and staff can select ONE of the following books that center around the theme of problem solving and overcoming challenges. We believe that when we learn how to appropriately overcome challenges and become problem solvers, our community becomes stronger.

There is an independent proposal option this year as well if students do not like any of the choices. In the fall, all students and staff will participate in a BMR community day that will consist of workshops, activities, and projects that all center around community outreach in some way. Our community day will be scheduled on 9/11/19.

2019 Book Ideas: Problem Solving and Overcoming Challenges Theme

"The Hate U Give"
by Angie Thomas

"Extremely Loud and Incredibly Close"
by Jonathan Foer

"I am Malala"
by Christina Lamb and Malala Yousafzai

Complete an independent proposal (book of your choosing that centers around the theme problem solving and overcoming challenges). **If you want to do an independent proposal, see Mrs. Shaughnessy in B202 before the end of the school year.**

Further Information

We are happy to announce that BMR students, faculty, and staff will be participating in a **One School One Theme** summer reading endeavor. This year's theme is problem solving and overcoming challenges. Through an inclusive process of book selection, and the ultimate decision to give the kids a choice between three highly popular books, we have come up with the options of **The Hate U Give, Extremely Loud and Incredible Close, I am Malala**. This year, students will also have the opportunity to submit an independent proposal for a book of their choosing that centers on the summer theme. To do this, students must submit their proposal to Mrs. Shaughnessy in the English department before the end of the school year.

It is our hope that this approach will generate the greatest possible participation. Upon return to school in the fall, BMR students will participate in a day of workshops devoted to community building at BMR. This experience is intended to be a celebration of the great community here at BMR, and of local outside organizations. Students will also complete an exploratory project in

their assigned English class in the fall. This project will also center around the importance of community in individuals' lives and working together to overcome challenges.

THEME: Problem Solving and Overcoming Challenges

Requirements for students:

- Read **ONE** of the three summer book options or submit an independent proposal to Mrs. Shaughnessy in B202 before the end of the school year. (email: nshaughnessy@bmrds.net)
- Have a good working knowledge of the plot, characters, and theme of community presented in the book.
- Be prepared to participate in discussions, activities, and create an an exploratory project about communities at the beginning of the year in English class.

BMRHS Math Summer Assignment – 2019

Goals and Objectives:

- To review and practice skills that will help you have success in your next math course.
- To demonstrate effective use of technology.

Directions for Honors and CP:

1) Log into your BMR email account.

In case you forgot how to log into your BMR account:

username = first initial, last name, year of graduation @bmrds.net (ex: msmith20@bmrds.net)

password = 000____ (your five digit student ID, aka lunch code)

2) Go to Google Classroom. (Directions if you've never been there: Once you are in your email, click on the google app icon; go all the way down to "more" until you see the "classroom" APP)

3) Use the code listed below to join the google classroom that corresponds to the course you are entering.

Google Classroom Codes:

Algebra I: 1gqm8u

Geometry: 3jx1enh

Algebra II: a2bq7y

Pre-Calculus or FST: hc6n3o0

****Be sure to turn on Google Classroom Notifications**

4) There will be 5 ASSISTments posted. Complete each ASSISTment for the class you are

entering. Completion of these units will help you get off to a good start in the 2019-20 school year. Additional ASSISTments will be posted if anyone would like to extend on their learning this summer.

ASSISTments will be posted on: July 1, 2019

Due Date: September 3, 2019

Scoring: An overall score of 80% or better will get you full credit. Full credit will earn you a 100% on a bonus quiz grade.

Getting Help: There are video lessons for any math topic available at www.khanacademy.org

Directions for AP and Pre-AP:

Use the code below to join the google classroom that corresponds to the course you are entering. All assignments will be posted on the corresponding google classrooms.

Pre AP Alg 2: c56vn5y

Pre-AP Geo is: sofvwn

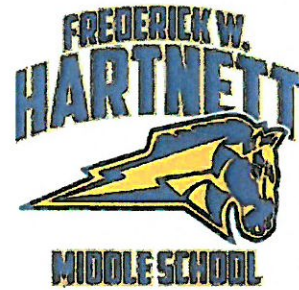
Pre AP Pre Calc: coydam4

AP statistics is: 2h76cg

AP Calculus: 0wae1gj

Name: _____

FWHMS Summer Reading Incoming 6th grade



Score: _____

Directions: As you read, record five (5) interesting/important quotations (sentences) from the novel. Be sure to write a detailed response explaining why you think that quote is interesting/important and make a connection (to self, world, to another text).

Example: pg 7 “You’d be surprised at all I’m capable of, though. Even without arms.” This quote is important because it is already setting up the story for one of the conflicts the main character will have while also gaining my interest to read more on what she is able to do. This reminds me of a video I saw on ESPN of a man who grew up without arms but now designs for a NASCAR racing company.

Quote #1

Page # _____

Why is this quote interesting/important? What is one connection? _____

Quote #2

Page # _____

Why is this quote interesting/important? What is one connection? _____

Quote #3

Page # _____

Why is this quote interesting/important? What is one connection? _____

Quote #4

Page # _____

Why is this quote interesting/important? What is one connection? _____

Quote #5

Page # _____

Why is this quote interesting/important? What is one connection? _____

Name: _____ 5th Grade Teacher: _____

Score: _____

Math Summer Skill Practice

Incoming 6th grade

1) $12,487$ <u>+ 1,456</u>	2) $622,095$ <u>- 8,362</u>	3) 227 <u>x 48</u>
4) $50 \overline{)2275}$	5) Complete each statement with $<$, $>$, or $=$. 6.2 _____ 6.02 3.76 _____ 13.760 25.853 _____ 25.883	6) Order the numbers below from least to greatest. 6.16 6.02 6.1 6.056
7) $1.46 + 2.98$	8) $0.34 + 7 + 1.9$	9) $8.50 - 4.26$

<p>10) $90.5 - 10.24$</p>	<p>11) 6.8×1.55</p>	<p>12) 8.93×7.4</p>
<p>13) $73.5 \div 5$</p>	<p>14) $60.48 \div 12$</p>	<p>15) You buy 11 identical paintbrushes for a total of \$25.19. How much does each paintbrush cost?</p>
<p>16) Last year, Jenna's town recycled 9.85 tons of paper. This year, they recycled 18.5 tons of paper. How much more paper did the town recycle this year than last year?</p>	<p>17) Bartlett pears are on sale for \$0.79 per pound. If you buy 4.8 pounds how much would you pay?</p>	<p>18) You exercise on a treadmill. You walk for 1.2 miles, jog for 3.7 miles and then walk for another 0.9 miles. How much have you exercised in all?</p>

19) Simplify each fraction below.

● $\frac{14}{56}$

● $\frac{55}{75}$

● $\frac{64}{80}$

20) Order each group of fractions from least to greatest.

Group A

$$\frac{16}{13} \quad \frac{2}{13} \quad \frac{11}{13} \quad \frac{4}{13}$$

Group B

$$\frac{5}{8} \quad \frac{1}{2} \quad \frac{2}{5}$$

21) Complete each statement with $<$, $>$, or $=$.

a) $3\frac{3}{7}$ $\frac{\quad}{5}$

b) $\frac{3}{4}$ $\frac{5}{7}$

c) $\frac{5}{9}$ $\frac{10}{18}$

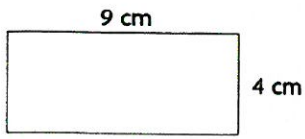
22) $\frac{3}{5} + \frac{9}{5}$

23) $\frac{3}{4} - \frac{1}{8}$

24) $3\frac{4}{5} + 3\frac{3}{4}$

<p>25) $1\frac{2}{3} - \frac{1}{3}$</p>	<p>26) $\frac{2}{4} \times \frac{3}{8}$</p>	<p>27) $1\frac{1}{2} \times 2\frac{4}{5}$</p>
<p>28) List all factors and then find the GCF or greatest common factor:</p> <p>12: _____</p> <p>20: _____</p>	<p>29) List all factors and then find the GCF or greatest common factor:</p> <p>15: _____</p> <p>24: _____</p>	<p>30) List all factors and then find the GCF or greatest common factor:</p> <p>28: _____</p> <p>36: _____</p> <p>16: _____</p>
<p>31) List multiples and then find the LCM or least common multiple:</p> <p>5: _____</p> <p>8: _____</p>	<p>32) List multiples and then find the LCM or least common multiple:</p> <p>12: _____</p> <p>6: _____</p>	<p>33) List multiples and then find the LCM or least common multiple:</p> <p>4: _____</p> <p>5: _____</p> <p>15: _____</p>

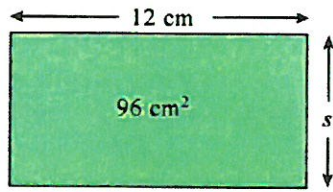
34) Find the area and the perimeter.



Area= _____

Perimeter = _____

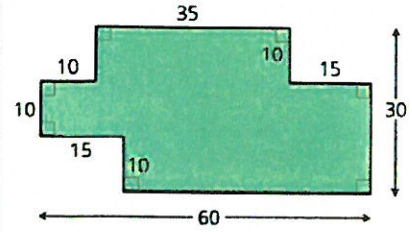
35) Find the missing side s and the perimeter.



Side s = _____

Perimeter = _____

36) Find the perimeter.



Perimeter = _____

Attention incoming 7th graders, you will have a Flipgrid quiz and a novel project presentation worth a test grade based on your summer reading!

Be sure to complete your summer reading prior to the first day of school!

Name: _____

Summer Reading Title: _____

Parent Signature: _____

7th Grade Summer Reading: Think Along

In the space below, fill in the boxes as you read your summer reading book. Use all boxes at various points in the reading. List page numbers in the parenthesis next to your comments.



Summarizing Main Events:

Beginning:

Middle:

End:

Mental pictures/visualizing

(Pg #)

Choose one scene to draw with key details.

Attention incoming 7th graders, you will have a Flipgrid quiz and a novel project presentation worth a test grade based on your summer reading!

Be sure to complete your summer reading prior to the first day of school!

7th Grade Summer Reading Think Along (continued)

<p>Asking Questions 4 – 5 bullet points as your read.</p> <ul style="list-style-type: none">• (pg #)• ()• ()• ()• ()	<p>Making Predictions Stop and do 2 as you read. Make them detailed (3 sentences long)</p> <ul style="list-style-type: none">• (pg #)• ()
<p>Making Connections(Text-Self, Text-Text, Text-World) Make one and explain the comparison with 3 to 4 sentences.</p>	<p>Expressing Opinions or Emotions Support/explain your ideas.</p> <ul style="list-style-type: none">• (pg #)• ()

Final Score _____

Incoming Grade 7 ~ Summer Math Practice

<p>Name:</p> <p>Score:</p>	<p>Directions:</p> <ol style="list-style-type: none"> 1. Show all work. Use extra paper if you need more space to show your work! 2. Simplify all fractions. 3. Circle your answers. 4. Please be neat!
<p>1) Solve the following:</p> $\frac{3}{8} + \frac{5}{8}$	<p>2) Find the sum.</p> $\frac{2}{9} + \frac{1}{4}$
<p>3) Calculate the difference.</p> $4\frac{5}{6} - 3\frac{1}{5}$	<p>4) Karen, Tony, Lisa and Jim made 16 cupcakes. Karen made $\frac{2}{16}$ of the cupcakes, Tony made $\frac{1}{8}$ of the cupcakes, Lisa made $\frac{2}{4}$ of the cupcakes and Jim made $\frac{1}{4}$ of the cupcakes. Who made the most?</p>
<p>5) Lief's desk is divided into several sections. He uses $\frac{3}{5}$ of the desk as a area for writing and $\frac{1}{11}$ of the desk as a space for his lamp. About how much space on the desk do these two areas take up?</p>	<p>6) What is $\frac{3}{4}$ of $1\frac{2}{3}$?</p>
<p>7) Find the product.</p> $2\frac{3}{5} \times 3\frac{1}{2}$	<p>8) A window is $23\frac{3}{4}$ inches wide and $37\frac{1}{2}$ inches long. What is the area of the window? (<i>Area = length x width</i>)</p>
<p>9) Calculate the quotient for the following.</p> $\frac{6}{7} \div \frac{11}{3}$	<p>10) Find the quotient.</p> $5\frac{3}{8} \div 4\frac{1}{3}$

11) What is 91.4452 rounded to the nearest tenth?	12) Compute: $3.62 + 49.1 + 56$
13) Compute: $35.2 - 5.74$	14) Find the difference. $400 - 29.1$
15) Jerry took \$5.00 to the mall. He spent \$0.85 for a pack of gum and \$3.50 for a comic book. How much money did Jerry have left?	16) Find the product. 56.8×12.49
17) Compute the quotient. $55.318 \div 3.4$	18) What is 10.92 divided by 2.6?
19) Turkey cost \$3.99 per pound. If you buy 0.75 pounds of turkey, how much will it cost? Round your answer to the nearest penny.	20) A class of 25 students went to a zoo. The total admission cost for the 25 students was \$56.25. The admission cost was the same for each student. What was the admission cost for one student?

<p>21) Convert 0.91 into a <u>percent</u>.</p>	<p>22) Write the percent as a <u>fraction in simplest form</u>.</p> <p style="text-align: center;">38%</p>
<p>23) Convert 0.86 into a <u>simplified fraction</u>.</p>	<p>24) What is $1\frac{7}{20}$ as a <u>decimal</u>?</p>
<p>25) Compare using <, > or =.</p> <p style="text-align: center;">$0.89 \text{ ____ } \frac{8}{10}$</p>	<p>26) Write the decimal as a <u>percent</u>.</p> <p style="text-align: center;">0.0048</p>
<p>27) Convert 35.3% into a <u>decimal</u>.</p>	<p>28) Simplify the expression.</p> <p style="text-align: center;">6 (4 + 5)</p>
<p>29) Simplify.</p> <p style="text-align: center;">2⁴</p>	<p>30) Simplify the expression.</p> <p style="text-align: center;">12 - 2 • 3</p>

31) Which situation could be represented by the number -7?

- a. A gain of 7 yards on a football play
- b. An increase of 7 points
- c. A temperature of 7 degrees below zero
- d. A climb of 7 flights of stairs

32) The lowest elevations (feet above sea level) for five states are recorded in the table below.

State	Lowest Elevation
Arkansas	55
California	-282
Louisiana	-8
Massachusetts	0
Texas	-2

Order the elevations in the table from least to greatest.

33) Simplify the following:

$$|5|$$

34) Simplify the following:

$$|-2|$$

35) Evaluate if $a = 7$, $b = 9$, $c = 2$ and $d = 5$.

$$a + b - (c + d)$$

36) Evaluate if $x = 4$, $y = 6$, and $z = 3$.

$$3x + y$$

37) Andrew has 6 bananas. Bob has "x" fewer bananas than Andrew. Write an expression to represent the number of bananas Bob has.

38) Mary has 95 blueberries. Mike has "d" fewer blueberries than Mary. Write an expression to represent the number of blueberries Mike has.

39) Solve the one-step equation. Be sure to show how you balance your equation.

$$x + 7 = 12$$

40) Solve the one-step equation. Be sure to show how you balance your equation.

$$x - 4 = 10$$

Name: _____

**FWHMS Summer Reading
Incoming 8th Grade**



Score: _____

Directions:

Task:	Choose two quote from the beginning, middle, and end that tracks a main character's evolution with support from indirect(inferred through context) and direct(stated directly by a character or narrator) characterization with textual evidence (quotes). For a listing of character traits go to: https://bit.ly/1oeqLjV
Audience:	Academic
Purpose:	Analyze a main character's development and maturation (growth/maturing)

Novel Chosen: _____

Main Character Chosen: _____

Beginning:

Indirect Trait: _____

Quote: _____

Direct Trait: _____

Quote: _____

Middle:

Indirect Trait: _____

Quote: _____

Direct Trait: _____

Quote: _____

End:

Indirect Trait: _____

Quote: _____

Direct Trait: _____

Quote: _____

Explain how your six quotes show the growth and development of your character. _____

Name: _____

Incoming 8th Grade Summer Work

SCORE: _____

Directions: Make sure to show your work for each problem!

1. Evaluate each expression if $a = 2$, $b = 3$ and $c = 4$

a. $2a + 4b - c$

b.) $6(a + c) - b$

2. Which is colder -3° or -14° ? How much colder is that degree?

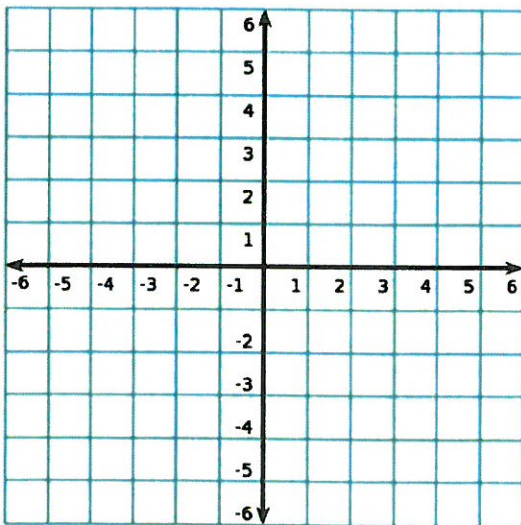
3. Find the value of the following:

a.) 2^4

b.) 4^3

c.) 6^2

4. Graph the ordered pairs. $(-3, -1)$ $(1, -1)$ $(1, 5)$. Connect these points and find the area of the figure.



5. Write and solve an inequality that means a number plus four is greater than or equal to twelve.

6. An aquarium's dimensions are $3\frac{1}{4}$ ft. x 2ft. x $1\frac{3}{4}$ ft. What is the volume of the aquarium?

7. Evaluate each expression

a.) $16 + 3^2 \times 2$

b.) $2^3 \div 4 + 12$

8. Solve for each variable.

a.) $m - 64 = 7$

b.) $3r + 2 = 35$

9. Circle the expression (or expressions) equivalent to $9x + 36$.

- a.) $3(x + 9)$
- b.) $9(x + 4)$
- c.) $3(3x + 12)$
- d.) $9(9x + 4)$

10. a.) What is the opposite of -7?

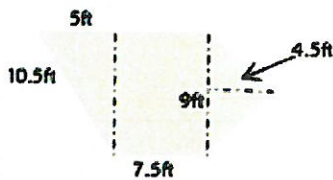
b.) How many units are -7 and its opposite from zero?

11. Which expression is equivalent to $56x - 28y + 42$?

- a.) $8(7x - 3y + 6)$
- b.) $7(8x + 4y + 6z)$
- c.) $7(8x - 4y + 6)$

12. Anna bought a sweater at 40% off the original price. If she paid \$12, what was the original price of the sweater?

13. Find the area of the figure below:



14. The area of the garden is $2 \frac{2}{5} \text{ yd}^2$. If the length is $1 \frac{1}{2} \text{ yd}$, find the width.

15. A pencil costs \$0.27 and a pen costs \$0.32. You buy six pencils and the total cost is \$4.18. How many pens did you buy?

16. Solve

$$-0.25a + 3.8 = 4.6$$

17. Compute:

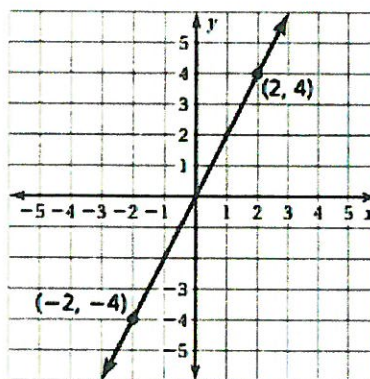
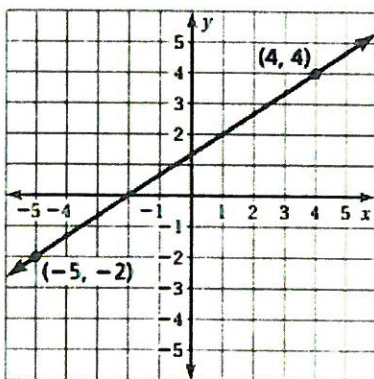
a.) $-12.88 \div 2.8$

b.) $-\frac{2}{5} + \frac{7}{10}$

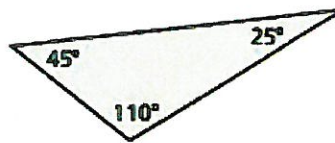
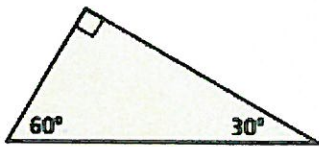
18. On an exam you get two points for each question answered correctly, zero points for each question left blank, and lose one point for each question answered incorrectly. What is your total score on the exam if you answer 22 questions correctly, leave 7 questions blank, and answer 5 questions incorrectly?

19. You and two friends are making a gift basket. You want to keep the cost below \$15 per person. Write and solve an inequality that represents the total cost of the gift basket.

20. Find the slope of the lines below.



21. Classify the triangles:

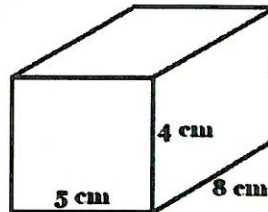


22. Classify the angle pairs as complementary, supplementary, or neither.

a.) 18.5° , 71.5°

b.) 134.2° , 55.8°

23. Find the surface area of the rectangular prism below:



24. Tell whether the ratios form a proportion:

$$\frac{3}{8} \quad \frac{13}{40}$$

$$\frac{7}{9} \quad \frac{28}{36}$$

25. Write an algebraic expression for each verbal phrase:

a.) 8 times a number

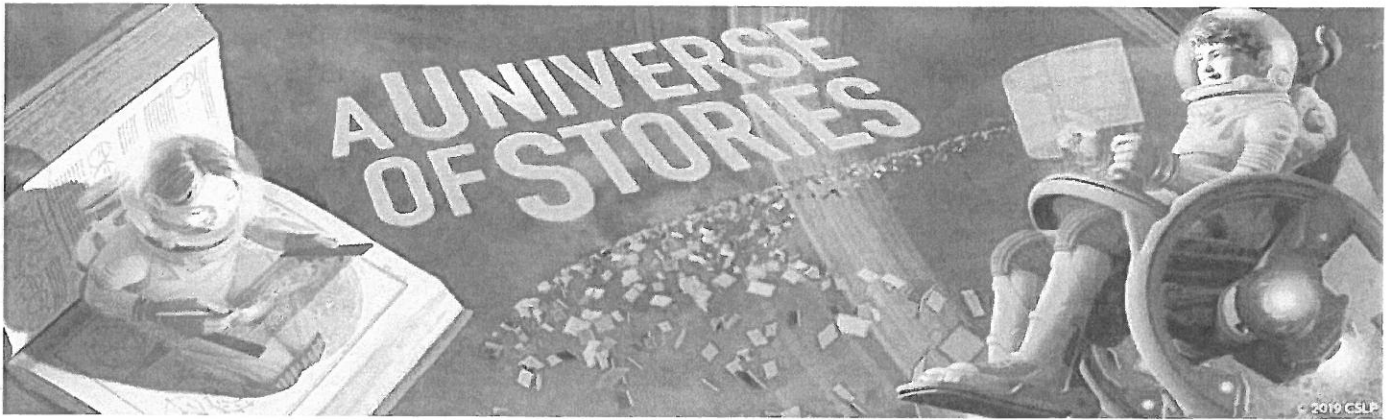
b.) 5 more than the quotient of a number and 2

c.) 4 times the sum of 3 and m

26. A car is traveling at a steady rate of speed. The points $(1, 40)$ and $(3, y)$ appear on a graph of the car's distance over time. What is the value of y ?

27. Lena traveled 79.47 miles on Monday, 54.28 miles on Tuesday, 65.5 miles on Wednesday, and 98.43 miles on Thursday. What was the average number of miles that Lena traveled?

28. Beth wants to paint her rectangular night stand that is 42 inches long and 28 inches wide. A quart of paint covers about 350 square inches. How many quarts of paint will Beth need to cover the entire night stand?



THE BLACKSTONE PUBLIC LIBRARY PRESENTS:

YOUNG ADULT SUMMER READING 2019

Open to patrons 10-17 years old

(10 and 11 year olds must choose between the Young Adult or Children's Summer Reading Program, and may not be enrolled in both)

REGISTRATION FOR BLACKSTONE RESIDENTS BEGINS ON JUNE 3RD

NON-RESIDENTS MAY REGISTER BEGINNING ON JUNE 10TH

REGISTRATIONS WILL CLOSE ON JUNE 29TH

**PARTICIPATION IN THE YOUNG ADULT SUMMER READING PROGRAM AND
ADVANCE REGISTRATION IS REQUIRED FOR ALL EVENTS.**

Blackstone Public Library - 86 Main Street - Blackstone, MA 01504 - 508-883-1931

www.blackstonepubliclibrary.org

CALENDAR OF EVENTS

Thursday, June 20th

7:00 p.m.

Summer Reading Kick-Off: Urban Lunchmeat

Forget that old tired story of libraries being quiet spaces! Kick off Summer Reading by making some noise with Urban Lunchmeat, a teen rock band from Easton, MA that plays classic and alternative rock.

This event is supported in part by a grant from the Blackstone Cultural Council, a local agency which is supported by the Massachusetts Cultural Council, a state agency and also by a generous donation from the Library's Gift Account as authorized by the Library Board of Trustees.

Monday, June 24th

6:00 p.m.

Nebula Bottle Craft

Nebulas are colorful, spectacular, and beautiful clouds of dust and gas in space. We'll make a sparkly version you can take home and enjoy for light years to come!

This program is funded by a generous donation from the Friends of the Blackstone Library and can accommodate 20 participants.

Tuesday, July 9th

Session One: 3:00 p.m. & Session Two: 4:15 p.m.

The Museum of Science Traveling Program: Rockets There and Back Again

Explore the physics behind how rockets work, go through the engineering process of building a rocket and explore wind resistance of a falling body!

This is a hands-on program and latex balloons will be used.

This program is funded by UniBank. Each session can accommodate 25 participants.

Thursday, July 11th

5:30 p.m.

Taco Night

Taco Thursday?! Join your friends to build your own tacos from a variety of offerings at our toppings bar.

Also sample varying types of hot sauce during our Atomic Challenge, if you dare!

This program is funded by a generous donation from the Friends of the Blackstone Library and can accommodate 25 participants.

Thursday, July 18th

6:00 p.m.

Create Your Own Video Game with SCRATCH

Put down your game controllers and make your own games! Join a representative from the Rhode Island Computer Museum to learn about the history of early video games. Then team-up to form “gaming studios” and learn how to create animations and games with the popular SCRATCH program.

This event is supported in part by a grant from the Blackstone Cultural Council, a local agency which is supported by the Massachusetts Cultural Council, a state agency and can accommodate 16 participants.

Friday, July 19th

11:00 a.m.

Science Fiction Story Prompts

The Universe is made up of as many stories as it is atoms. Join Amanda to learn about tips and tricks for writing Science Fiction. After, see how *alkynes* of people bond by using Sci-Fi prompts to create astronomical one-sentence story chains.

This program can accommodate 20 participants

Thursday, July 25th

6:00 p.m.

Stars and Cards: Astrology, Tarot & Aromatherapy

Learn more about what makes your astrological sign tick! Match celebrities and famous world leaders to see the zodiac in action. Unleash your creative side and make a zodiac aromatherapy roll-on blend to take home! Finally, learn to harness your intuition and pull tarot cards to reflect on your unique dreams!

This program is funded by UniBank and can accommodate 15 participants.

Monday, July 29th

6:30 p.m.

Chocolate Party

It is all about chocolate, all evening! Join Director Lisa Cheever and your friends to learn from where chocolate originated and how it's made. Make some candy and dip fun items to eat. This program is a combined Adult and Young Adult Summer Reading Celebration!

We apologize but are unable to accommodate allergies.

Summer Reading logs must be signed at least four (4) times by a staff member to attend.

This program is funded by UniBank and can accommodate 20 participants.

Friday, August 2nd

11:00 a.m.

Astrological Art

Acrylic paint on canvas board will be used to create a unique interpretation of your astrological sign. The stars are the limit as you unleash your creative side!

Please dress accordingly.

This program is funded by a generous donation from the Friends of the Blackstone Library and can accommodate 20 participants.

Monday, August 5th

6:00 p.m.

Stained Glass Galaxy Art

A few basic supplies will help you tap into your inner artist and create a masterpiece that is out of this world!

This program is funded by a generous donation from the Friends of the Blackstone Library and can accommodate 20 participants.

Tuesday, August 13th

6:00 p.m.

Young Adult Summer Reading Finale: Playful Engineers

Mechanical doodads! Ping pong catapults! Exploding popsicle stick snakes! Domino pyramids, walls and rallies! Flying fantasticators and much more! Join us as we end the Young Adult Summer Reading "A Universe of Stories" season with a Traveling Makerspace!

Certificates and prizes will be distributed at this event.

Summer Reading logs must be signed at least five (5) times by a staff member to attend.

This event is supported in part by a grant from the Blackstone Cultural Council, a local agency which is supported by the Massachusetts Cultural Council, a state agency and also by a generous donation from the Library's Gift Account as authorized by the Library Board of Trustees.

Drop-In Magic: The Gathering Tournaments

Select Saturdays in July and August

11:00 a.m. to 1 p.m.

July 13th

July 27th

August 10th



Welcome!

Starting school is a big step. While many children are excited and can't wait for school to begin, it's perfectly normal for children to feel anxious before and during the first couple of weeks of school. Here are a few ideas to help ease those fears and make for an easier transition:

- Talk to your child in positive terms about what to expect in school.
- Praise your child for accomplishing tasks independently, such as riding the bus, eating lunch, or sharing, etc.
- Discuss transportation to and from school and after-school arrangements with your child in advance. But be sure to put any changes in writing and send in with your child so that it can be verified.
- Be sure your child is aware of all notes, monies, and snacks that are in their back pack to give to the teacher.
- Back packs should be checked DAILY for notes and school work.
- Don't overwhelm your child with too many activities after school.
- Make sure your child has a reasonable bedtime to ensure that they are well-rested and able to get up and dressed to get to the bus stop on time.
- If you anticipate that your child will have a difficult time separating from you, it may be helpful to provide them with a family picture or note from home to keep in their back pack or lunch box.

Information for Parents of In-coming Kindergarteners

In general, a child going into Kindergarten should be able to:

- ❖ Follow spoken directions and obey rules
- ❖ Listen without interrupting
- ❖ Use words to express feelings and needs
- ❖ Get along with others
- ❖ Say his or her name and address
- ❖ Use the bathroom without help
- ❖ Put on (and take off) shoes and coats without help
- ❖ Name basic colors
- ❖ Count to 5 or 10
- ❖ Use crayons and scissors
- ❖ Recite some familiar nursery rhymes

Each child develops at a different rate so avoid comparing him or her to others.

Many children going into Kindergarten don't have all the skills listed above but most will develop them either during the summer before school starts or the first few weeks or months of Kindergarten.

Volunteering in the Classroom

We welcome volunteers in the classroom! If you are interested in volunteering, please be aware that all volunteers must complete a CORI form and return it in person with photo identification to the school office prior to scheduling any volunteer work with the classroom teacher.

Handwriting

Included in this packet are samples of the handwriting style that is taught and used at JFK. Our program is called "Foundations". If you have your child practice writing their name over the summer, and we hope you do, it will be less confusing if you use the letter formations that we will use in school.



Things TO bring to School

- Notes, money and paperwork in an envelope labeled with child's name, grade and teacher's name or room number
- Pair of sneakers with child's name on inside or sole (to remain at school for PE)
- Lunch or lunch/milk money
- Snack and drink - spoon/fork if needed to eat with snack
- If lunch and snack are packed in the same lunchbox, please tell your child which item is intended for snack
- Your smile!



Things NOT to bring to School:

- Toys, jewelry, valuable items
- Money not intended for a specific, school-related purpose
- Nuts/Peanuts/peanut butter - the Kindergarten wing is designated as a nut-free area

Fine Motor and Letter Practice for Home and Activities to Develop Handwriting Skills

The following activities involve the use of manipulatives which will support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately. These activities should be done frequently to increase postural muscle strength and endurance. They also strengthen the child's awareness of his/her hands.

Scissor Activities

- Cut junk mail, particularly the kind of paper used in magazine subscription cards
- Make fringe on the edge of a piece of construction paper
- Cut play dough with scissors
- Cut straws or shredded paper

Sensory Activities

- Wheelbarrow walking, crab walking
- Clapping games (loud/quiet, on knees, hands together)
- Catch (clap) bubbles between hands.
- Pull off pieces of silly putty with fingers and thumb.
- Draw in a tactile medium such as wet sand, salt, rice or "goop" ("goop" can be made by adding water to cornstarch until you have a mixture similar in consistency to toothpaste). The "drag" of this mixture provides feedback to the muscle and joint receptors, thus facilitating visual motor control.
- Pick out small objects like pegs, beads, coins, etc, from a tray of salt, sand, rice or putty. Try it with eyes closed too. This helps develop sensory awareness in the hands.

Fine Motor Activities

- Mold and roll play dough into balls using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Roll play dough into tiny balls using only the finger tips.
- Use pegs or toothpicks to make designs in play dough.
- Tear newspaper into strips and then crumple them into balls. Use to stuff a scarecrow or other are creation

Information from our Occupational Therapist



Scissor Skills

The thumb goes through the small hole. The index finger is placed as a guide on the outside of the big hole with the middle and ring fingers in the large hole. The thumb should always face up when cutting. Turn the paper with the opposite hand rather than crossing in front of the body with the scissors. Keep an upright orientation with the thumb pointing up.



Pencil Grasp

Our pencil is held with our "busy" or "working" fingers. Those are our thumb, index, and middle fingers. All the fingers should be on our pencil or thumb and index on pencil with pencil resting on our middle finger. Make sure the thumb is on the pencil rather than overlapping then pencil or index finger.

Hold the Pencil

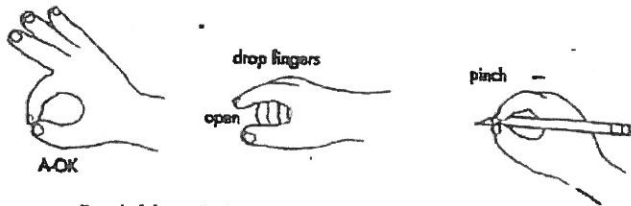
There are too many children with awkward, even fisted pencil grips. You want your students to be able to use the pencil with the right combination of mobility and control. Children are "plastic"—they can be molded gently into good habits. While you may not be successful in every case, with some simple strategies you'll find most children holding and using the pencil with a good grip.

A-OK

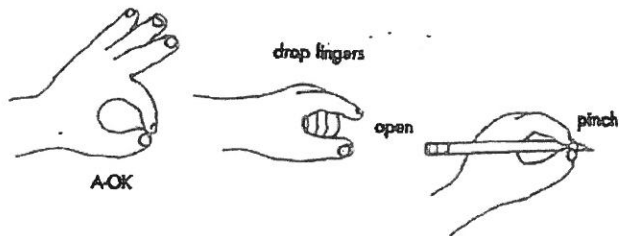
Teach children how to hold the pencil correctly. This is the A-OK way to help children.

1. Make the A-OK sign.
2. Drop the fingers.
Open the A-OK.
3. Pinch the pencil.

For right-handed students:



For left-handed students:



The pencil is pinched between the thumb pad and the index finger pad. The pencil rests on the middle finger.

Alternate Grip

A good alternate grip is a pinch with the thumb and two fingers. The pencil rests on the ring finger.

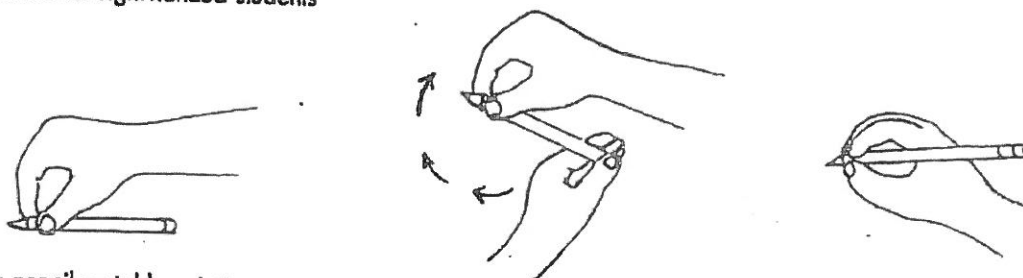
For left-handed students: For right-handed students:



Flip the Pencil Trick

Here is another method. It is a trick that someone (in Buffalo, I think) showed me and I've found it so effective and so much fun I've been sharing it ever since. Children like to do it and it puts the pencil in the correct position.

Illustrated for right-handed students



Place pencil on table pointing away from you. Pinch pencil and pick it up. Pinch the pencil where you should hold it—on the point where the point meets the wood.

Hold the eraser and twirl it around.

Voilà!

What Parents Can Do

- Be a model of literate behavior. Use enriching language.
- Participate in a range of writing and reading activities with your children.
- Provide a place where they can play undisturbed.
- Provide access to writing tools such as paper, pencils, crayons, rubber stamps.
- Engage in and extend pretend play enriching the theme with reading and writing.
- Use language to describe, label and expand.
- Adjust the activity to the level of your child.
- Visit the library regularly.
- Read aloud to your child every day.

Recommended books for Parents

Yardsticks: Chip Wood

Raising Confident Readers: Richard Gentry

Taking back Childhood: Nancy Carlsson-Paige

Reading Magic: Mem Fox

The Scientist in the Crib: Alison Gopnik



Houghton Mifflin Reading

Welcome to Kindergarten

Nursery Rhymes

Margy Clarke
Houghton Mifflin Company
margy_clarke@hmco.com

Bingo

There was a farmer had a dog,
And bingo was his name-O.

B - I - N - G - O,

B - I - N - G - O,

B - I - N - G - O;

And Bingo was his name-O.

Hey, Diddle, Diddle

Hey, diddle, diddle

The cat and the fiddle.

The cow jumped over the moon.

The little dog laughed to see such fun,

And the dish ran away with the spoon.

Dear Family,

This is a copy of a nursery rhyme we have been reciting in our classroom. Please enjoy this rhyme with your child by rereading it to him/her, and inviting your child to chant along. Your child might enjoy drawing a picture on the page to illustrate the rhyme. Please encourage your child to keep this rhyme, and other rhymes and stories that are sent home, in a special place so that it can be reread frequently.

Thank you for all you do to support your child's literacy development.

London Bridge is Falling Down

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My Fair Lady.

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Dear Family,

This is a copy of a nursery rhyme we have been reciting in our classroom. Please enjoy this rhyme with your child by rereading it to him/her, and inviting your child to chant along. Your child might enjoy drawing a picture on the page to illustrate the rhyme. Please encourage your child to keep this rhyme, and other rhymes and stories that are sent home, in a special place so that it can be reread frequently.

Thank you for all you do to support your child's literacy development.

Caterpillar

"Go to sleep, my little babies,"
Mama caterpillar said.
And she tucked her little babies,
In their caterpillar beds.
"Soon, very soon,
you will stretch your wings and fly.
And soon you will be
a pretty butterfly."

Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory, dickory, dock.

Itsy, Bitsy Spider

Itsy, Bitsy Spider
went up the water spout.
Down came the rain
and washed the spider out.
Out came the sun
and dried up all the rain.
Then Itsy, Bitsy Spider
went up the spout again.

Pease Porridge Hot

Pease porridge hot.
Pease porridge cold.
Pease porridge in the pot,
Nine days old.

The Three Little Kittens

Three little kittens they lost their mittens

And they began to cry.

"Oh, mother dear, we sadly fear

That we have lost our mittens."

"What! Lost your mittens!

You naughty kittens.

Then you shall have no pie."

MEOOW! MEOOW! MEOOW!

Dear Family,

This is a copy of a nursery rhyme we have been reciting in our classroom. Please enjoy this rhyme with your child by rereading it to him/her, and inviting your child to chant along. Your child might enjoy drawing a picture on the page to illustrate the rhyme. Please encourage your child to keep this rhyme, and other rhymes and stories that are sent home, in a special place so that it can be reread frequently.

Thank you for all you do to support your child's literacy development.



You are likely wondering, "What is Foundations?"

Research indicates that *systematic* and *explicit phonics instruction* is effective for all children. Foundations provides a *systematic* and *explicit* approach to reading and spelling with phonics. We will combine this instruction with the *reading of good literature*, which is just as important for your child's development.

Foundations is systematic

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

Foundations is explicit

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, "How can I become a successful 'Coach' in this reading program?"

As a 'Coach' you can:

1. Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
2. Set aside time to do the "home activities" with your child.
3. Monitor your child's progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



Help Develop Oral Expression And Vocabulary

You can help your child develop oral language (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer "wonder" statements.

Say such things as "I wonder why a dog barks." Or say, "I wonder if Grandpa likes spinach."

2. Help your child expand his/her vocabulary by rephrasing.

When your child says something such as, "He's scared," you could say, "Yes, the dog barks because he is frightened, you are correct!"

3. Ask open-ended questions.

Do not ask, "Are you raking leaves?" (The child would simply answer, "yes.") Instead, ask, "What are you doing with your rake?" The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children's program, talk about it (see #'s 1, 2, 3).

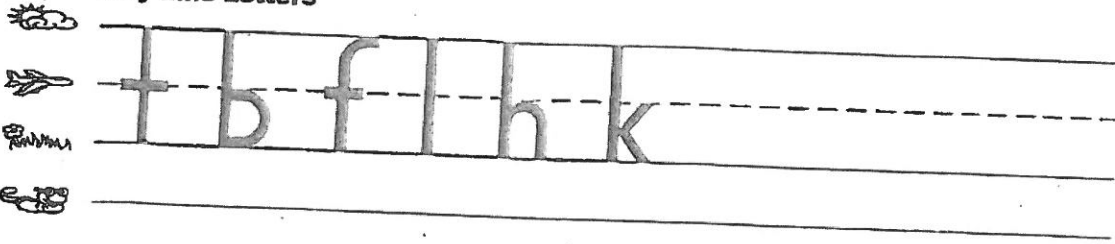
5. Provide household props that encourage pretend play.

Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

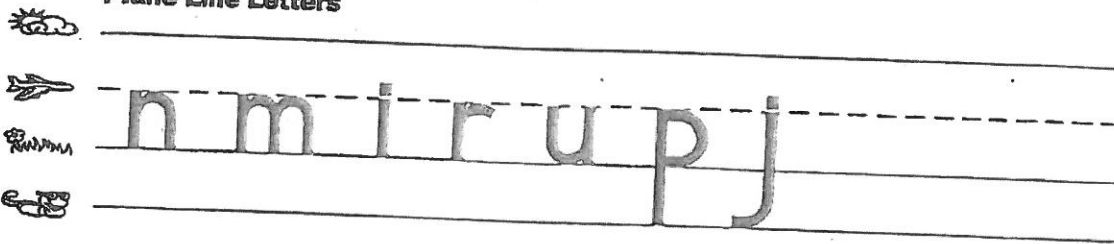
Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive ("do this," "do that,") or negative ("stop hitting," "don't run.") Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.

Fundations Letter Formation

Sky Line Letters

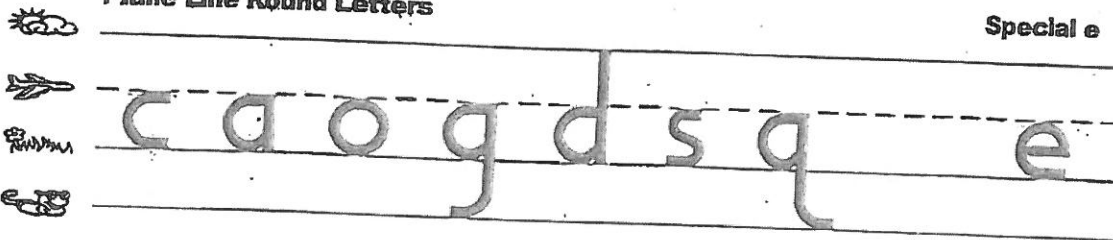


Plane Line Letters

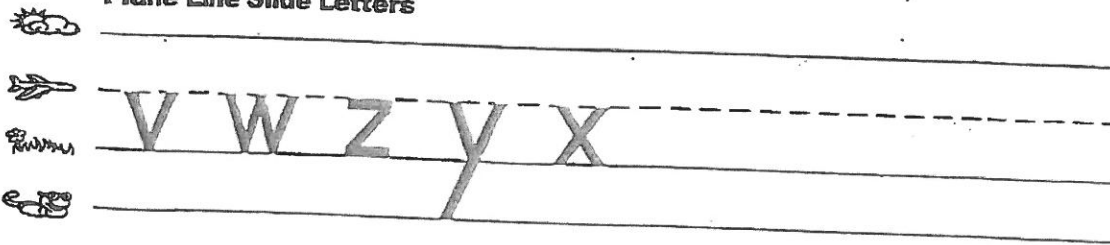


Plane Line Round Letters

Special e



Plane Line Slide Letters

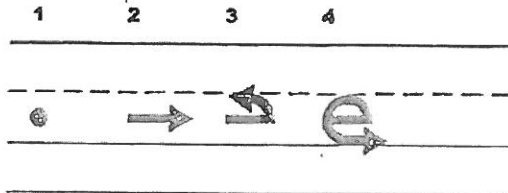


Fundations Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for e

e is a plane line round letter, but it is special.
e starts below the plane line.

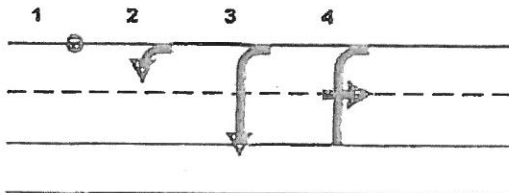


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass.

Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

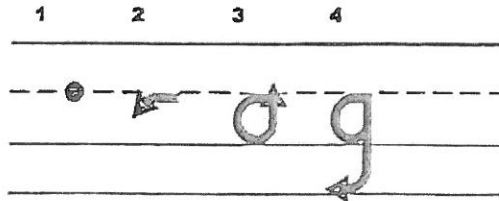


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line

Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

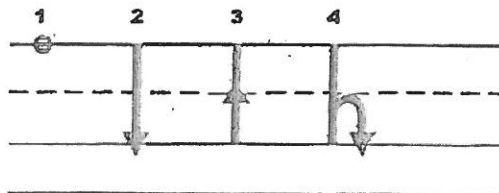


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

Letter Formation for h

h is a sky line letter.

It starts on the (sky line).



1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

Fundations Letter Formation Guide

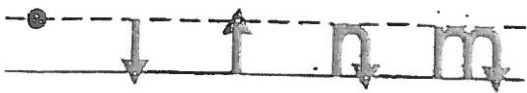
Use the following verbalization to direct students in proper letter formation.

Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

1 2 3 4 5



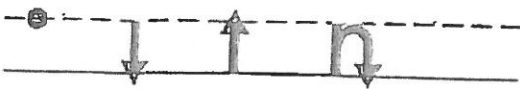
1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

1 2 3 4



1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

Letter Formation for o

o is a plane line round letter.

It starts on the (plane line) just like a c.

1 2 3



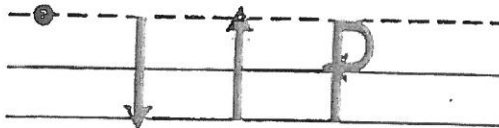
1. Point to the plane line.
2. Trace back; then down to the grass line,
3. and around back up to the plane line.

Letter Formation for p

p is a plane line round letter.

It starts on the (plane line).

1 2 3 4



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.

Fundations Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for U

u is a plane line round letter.

It starts on the (plane line).

1 2 3 4



1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass.

Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).

1 2 3



1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

Letter Formation for W

w is a plane line slide letter.

It starts on the (plane line) and (slides).

1 2 3 4 5



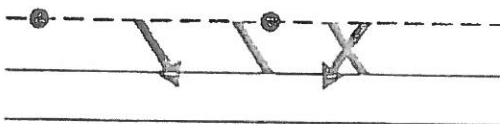
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

1 2 3 4



1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.

Kindergarten Sight/High Frequency Words

I	a	the	and	is
go	you	see	like	it
to	yes	in	on	we
me	no	can	am	my
are	have	will	said	look
his	as	has	was	be
for	she	here	he	play
they	or	of	from	by
do	one	friend	went	house
with	her	love	there	red
blue	yellow	green	orange	purple
black	gray	brown	white	pink

updated 1-2014



BMRSD Elementary School Summer Reading and Math Packets

Grade 5

The research is clear that children who don't read during the summer can lose up to three months of reading progress and that loss has a cumulative, long-term effect

~readingrockets.org

Children typically forget some of what they learned during the school year if they don't engage in learning activities over the summer. This is particularly true in math. A study by researchers at the University of Missouri shows that on average students lost about 2.6 months of math learned over the summer.

~greatschools.org

At BMRSD we are committed to promoting and supporting success for our students. Research shows that without ongoing practice over the summer months, regression occurs.

This packet provides a structured, systematic approach with common core-based learning activities. Parents are encouraged to set up a schedule to ensure that all work is completed by the first day of school.

We value the importance of time during the summer months to relax and have fun. Our students have worked very hard this past year and certainly deserve a break. As you know your child the best, please create a schedule that will not disrupt your summer routine. Keep in mind these packets are for review and will not be graded. We will acknowledge those students who return completed packets on the first day of school.

Please refer to the attached math summer practice for details. Special thanks to Cambridge Public Schools for providing the model for our math packets.

Tips for Success

- You may assist your child when needed, but please encourage independent work completion.
- Provide a quiet and comfortable place for your child to work.
- Ask your child questions about what he or she is reading.
- If you have any questions, please do not hesitate to call the school.
- Your child is encouraged to read as many books as possible. Each book should be recorded in the book log.
- Your child should select at least two books to read and complete the Remarkable Book Reviewer handout.

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

Level K

*-Highly recommended

- Bread and Jam for Frances (and others of the Frances series) -- Russell Hoban
Caps for Sale -- Esphyr Slobodkina
*The Day Jimmy's Boa Ate the Wash -- Trinka Hakes Noble
*Frog and Toad Together (and others of the Frog and Toad series) -- Arnold Lobel
How Big Is a Foot? -- Rolf Myler
Mercy Watson to the Rescue (and others of the Mercy Watson series) -- Kate DiCamillo
The Moon -- Martha E. H. Rustad
*Nate the Great and the Missing Key (and others of the Nate the Great series) -- Marjorie
Wellman Sharmat
One Hundred Hungry Ants -- Elinor J. Pinczes
Strega Nona: Her Story -- Tomie DePaola

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

Level L

*-Highly recommended

- *Amelia Bedelia (and others of the Amelia Bedelia series) -- Peggy Parish
Big Al -- Andrew Elborn
Dear Mr. Blueberry -- Simon James
*George and Martha Encore (and others of the George and Martha series) -- James Marshall
The Golden Goose -- Dick King-Smith
*Gregory, the Terrible Eater -- Mitchell Sharmat
Horrible Harry and the Ant Invasion (and others of the Horrible Harry series) -- Suzy Kline
Hungry, Hungry Sharks -- Joanna Cole
*Miss Nelson is Missing! (and others of the Miss Nelson series) -- Harry Allard
The Perfect Pumpkin Pie -- Denys Cazet
The Tale of Peter Rabbit -- Beatrix Potter
Tales of Oliver Pig (and others of the Amanda and Oliver Pig series) -- Jean Van Leeuwen
Tales from the Waterhole -- Bob Graham
*Upstairs Mouse, Downstairs Mole -- Wong Herbert Yee
Wemberly Worried -- Kevin Henkes
*What a Trip, Amber Brown -- Paula Danzinger

Level Q

*-Highly recommended

- Back to School Mallory (and others of the Mallory series) – Laurie B. Friedman
Beezus and Ramona (and others of the Ramona Quimby series) – Beverly Cleary
The Dinosaur Alphabet Book -- Jerry Palotta
Hair, Scary, Ordinary: What is an Adjective? – Brian Cleary
*The Hidden Stairs and the Magic Carpet (and others of the Secrets of Droon series) – Tony Abbott
*The Mouse and the Motorcycle (and others of the Ralph S. Mouse series) – Beverly Cleary
The Mystery Bookstore (and others of the Boxcar Children Mysteries series) – Gertrude Chandler Warner
Pippi Longstocking (and others of the Pippi Longstocking series) – Astrid Lindgren
Rats! – Jane Cutler
Utterly Me, Clarice Bean – Lauren Child

Level P

*-Highly recommended

- *97 Ways to Train a Dragon (and others of the Dragon Slayers' Academy series) – Kate McMullan
100 Days and 99 Nights: A Novel – Alan Madison
2095 (and others of the Time-Warp Trio series) -- Jon Scieszka
The Battle for the Castle – Elizabeth Winthrop
The Best School Year Ever – Barbara Robinson
Calvin Coconut: Trouble Magnet – Graham Salisbury
Confetti Girl – Diana Lopez
The Diamond Champs -- Matt Christopher
Encyclopedia Brown Boy Detective (and others of the Encyclopedia Brown series) – Donald J. Sobel
The Hundred Dresses – Eleanor Estes
Justin and the Best Biscuits In the World – Mildred Pitts Walter
Sam Samurai (and others of the Time Warp Trio series) – Jon Scieszka
The School Mouse – Dick King-Smith
Snot Stew – Bill Wallace,
Stone Fox – John Reynolds Gardiner
Thank you, Jackie Robinson -- Barbara Cohen
Who Stole the Wizard of Oz? – Avi

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

Level R

*-Highly recommended

- *The 16th Emergency – Betsy Cromer Byars
- *Attack of the Tagger – Wendelin Van Draanen
- *Because of Winn-Dixie – Kate DiCamillo
- Black Gold – Marguerite Henry
- Caddie Woodlawn – Carol Ryrie Brink
- *The Castle in the Attic – Elizabeth Winthrop
- *The Celery Stalks at Midnight – James Howe
- The Chameleon Wore Chartreuse: From the Tattered Casebook of Chet Gecko, Private Eye (and others of the Chet Gecko Mystery series) -- Bruce Hale
- *Charlie and the Chocolate Factory – Roald Dahl
- *Charlie and the Great Glass Elevator – Roald Dahl
- *Charlotte's Web – E. B. White
- Danger on Panther Peak – Bill Wallace
- *Day of the Iguana (and others of the Hank Zipzer, the World's Greatest Underachiever series) – Henry Winkler
- *Frindle – Andrew Clements
- *Hatchet – Gary Paulsen
- *The Homework Machine – Dan Gutman
- *How to Eat Fried Worms – Thomas Rockwell
- *The Indian in the Cupboard – Lynne Reid Banks
- *The Monster's Ring – Bruce Coville
- *Rules – Cynthia Lord
- *Sarah, Plain and Tall – Patricia MacLachlan
- *Shiloh – Phyllis Reynolds Naylor
- *Snow Treasure – Marie McSwigan
- Snowboard Showdown – Paul Mantell
- *Strider – Beverly Cleary
- Sun & Spoon – Kevin Henkes

Level U

*-Highly recommended

- *The BFG -- Roald Dahl
- Ella Enchanted -- Gail Carson Levine
- The Fledgling -- Jane Langton
- Harriet Tubman and the Underground Railroad -- Michael Martin
- *If You're Reading This, It's Too Late -- Pseudonymous Bosch
- Jule of the Wolves -- Jean Craighead George
- *The Miraculous Journey of Edward Tulane -- Kate DiCamillo
- The Name of this Book is Secret -- Pseudonymous Bosch
- *Number the Stars -- Lois Lowry
- Ragweed -- Avi
- Report to the Principal's Office -- Jerry Spinelli
- Rosa Parks: My Story -- Rosa Parks
- *The Tale of Despereaux -- Kate DiCamillo
- The Watsons Go to Birmingham -- Christopher Paul Curtis
- The Wizard of Oz -- Frank L. Baum

Level V

*-Highly recommended

- Alice in Wonderland -- Lewis Carroll
- Baseball in April and Other Stories -- Gary Soto
- The Birthday Room -- Kevin Henkes
- The Cat Ate My Gymsuit -- Paula Danziger
- Crash -- Jerry Spinelli
- The Fighting Gourd -- Avi
- Gossamer -- Lois Lowry
- Gregor the Overlander (and others of the Underland Chronicles series) -- Suzanne Collins
- The Gypsy Game -- Zilpha Keatley Snyder
- *Holes -- Louis Sachar
- Island of the Blue Dolphins -- Scott O'Dell
- Loser -- Jerry Spinelli
- Mrs. Frisby and the Rats of NIMH -- Robert C. O'Brien
- My Side of the Mountain -- Jean Craighead George
- *The Mysterious Benedict Society (and others of the Mysterious Benedict Society series) -- Trenton Lee Stewart
- Old Yeller -- Fred Gipson
- *Olive's Ocean -- Kevin Henkes
- Stargirl -- Jerry Spinelli
- Things Not Seen -- Andrew Clements
- The True Confessions of Charlotte Doyle -- Avi
- *Tuck Everlasting -- Natalie Babbitt
- *The Westing Game -- Ellen Raskin

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

Level Y

*-Highly recommended

- *Artemis Fowl (and others of the Artemis Fowl series) -- Eoin Colfer
- A Corner of the Universe -- Ann M. Martin
- The Face on the Milk Carton -- Caroline B. Cooney
- *The Giver -- Lois Lowry
- Just Ella -- Margaret Peterson Haddix
- Lost in Cyberspace -- Richard Peck
- My Brother Sam Is Dead -- James Lincoln Collier
- Numbering all the Bones -- Ann Rinaldi
- Seven Strange & Ghostly Tales -- Brian Jacques
- When Zachary Beaver Came to Town -- Kimberly Willis Holt
- White Fang -- Jack London

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

Level Z

*-Highly recommended

- Across Five Aprils -- Irene Hunt
- The Adventures of Tom Sawyer -- Mark Twain
- Among the Betrayed -- Margaret Peterson Haddix
- Among the Hidden -- Margaret Peterson Haddix
- *Circle of Gold -- Candy Dawson Boyd
- A Day No Pigs Would Die -- Robert Newton Peck
- Fever, 1793 -- Laurie Halse Anderson
- The Golden Compass (and others of the His Dark Materials series) -- Phillip Pullman
- Harry Potter and the Deathly Hallows -- J.K. Rowling
- *Hatchet -- Gary Paulsen
- *Little Women -- Louisa May Alcott
- Redwall (and others of the Redwall series) -- Brian Jacques

BMRSD Elementary School Remarkable Book Reviewer

My Challenge Scale (circle one)

Easy

Just Right

Challenging

Name: _____ **Date:** _____

Book Title: _____

Author: _____

Summary: _____

I chose this book because: _____

I would recommend it to a friend: **Yes** _____ **No** _____

Please explain: _____

BMRSD Elementary School Remarkable Book Reviewer

My Challenge Scale (circle one)

Easy

Just Right

Challenging

Name: _____ Date: _____

Book Title: _____

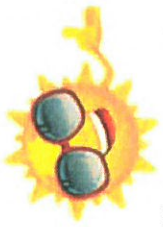
Author: _____

Summary: _____

I chose this book because: _____

I would recommend it to a friend: Yes _____ No _____

Please explain: _____



Summer Math Learning Packet

Students Entering Grade 5

The daily activities in this summer math packet will review math concepts and skills of the grade that has just been completed during the 2019-2020 school year. Just a few minutes each day spent “thinking and talking math” will help reinforce the math that has been learned and begin to bridge the foundation for extending to the concepts that will be developed next year. The goal is for you to have fun thinking and working collaboratively to communicate mathematical ideas. While you are working ask how the solution was found and why a particular strategy was chosen.

The math practice in this summer packet address the new Massachusetts Curriculum Framework for Mathematics which incorporates the Common Core Standards addressing these 3 critical areas in grade 4:

- (1) Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
- (2) Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- (3) Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

The packet consists of 2 calendar pages, one for July and one for August, as well as directions for math games to be played at home. Literature, worksheets, APPs and websites are also recommended to explore mathematics in new ways. We encourage you to complete at least 15 math days each month.

Directions:

Do your best to complete as many of these summer math activities as you can! If using the math calendars, have your child color in each box when the activity is completed. Some activities may require a written or drawn response. Please attach to the calendar. If choosing an alternative math activity (see list), use the blank pages provided to create your own summer math calendar. To do a combination of both options, the goal is to complete and log 15 math activities per month.

Student Accountability

The intention is that your child spends time practicing math. Your child should aim to complete at least 30 math practice activities over the course of the summer. When your child has completed the math requirements, please sign and return this paper and calendars to the fifth grade teacher.

Parent signature _____

Date _____

July 2019 Entering Fifth Grade Mathematics Calendar

<p>Visit the website www.multiplication.com Choose some activities to have fun practicing multiplication. Record choices.</p>	<p>Solve the riddle: I have 5 in the tenths place I have 7 in the thousandths place I have 4 in the ones place I have 2 in the hundredths place. What decimal am I? Write your own riddle.</p>	<p>Go to http://www.greengmath.com/ And choose some worksheets to complete</p>	<p>With a partner take turns scooping coins from a cup. Write the total in dollars and cents using decimal notation. Compare totals using $>$, $=$, or $<$. Take ten turns.</p>	<p>Skip count by 5's starting at 1. What patterns do you notice? Explain why you think these patterns are happening</p>
<p>Play the Product Game at www.illumination.nctm.org Record the strategy that you used.</p>	<p>Identify, record and classify angles: acute (less than 90°), obtuse (greater than 90°), right (90°) in everyday things (buildings, bridges, furniture...)</p>	<p>Write down the names and prices of 5 cars you find in the newspaper. Order the prices from least to greatest. Round the prices to the nearest thousand.</p>	<p>15 friends want to order pizza for dinner. They predict that each person will eat $1/3$ of a pizza. How many pizzas should they order? What if there were 9 friends?</p>	<p>Choose a website from the suggested list. Tell an adult what you learned.</p>
<p>The sum of two mixed numbers is 5. What might the two mixed numbers be? Show as many different solutions as you can. Explain your strategy</p>	<p>Play Multiplication Compare. (see directions)</p>	<p>Play a strategy game. What strategy did you use? Would you use it again?</p>	<p>Make a paper airplane and fly it. Measure how far it goes. Try a few times. Record distances in your journal. Is it more accurate to use kilometers, meters or centimeters to measure?</p>	<p>PLAY BASEBALL at www.funbrain.com Challenge yourself</p>
<p>Find the area of your bedroom floor. What room in your house could have about twice the area of your bedroom or about half the area of your room? Check.</p>	<p>Write down the numbers you see on 2 license plates. Create 4 math problems with these numbers using all 4 operations ($+$, $-$, \times, \div)</p>	<p>Tom and Ben ordered a pizza for lunch. They each ate $1/3$ of the pizza. How much pizza was eaten? How much pizza was left?</p>	<p>Write three facts about the number 28. Is this number prime or composite? How do you know? Round this number to the nearest 10.</p>	<p>Play a game. What strategy did you use? Would you use that strategy again?</p>

August 2019 Entering Fifth Grade Mathematics Calendar

<p>Have a scavenger hunt for real-world examples of parallel lines (ex. railroad tracks)</p>	<p>A regular pentagon measures $2\frac{1}{8}$ cm on one side. What is the perimeter of the pentagon?</p>	<p>Visit the game room at www.aplusmath.com Record what you played</p>	<p>Visit the website www.mathplayground.com and play the logic games. How did you do?</p>	<p>Draw a design using symmetry. What makes your design symmetrical</p>
<p>Measure 10 objects to the nearest $\frac{1}{4}$, $\frac{1}{2}$, or $\frac{1}{8}$ inch. Put the data on a line plot. How many objects measured $\frac{1}{4}$ inch? $\frac{1}{2}$ inch? Add the objects together end to end. What is the total length?</p>	<p>The difference between two mixed numbers is $3\frac{1}{4}$. What might the two mixed numbers be? Show as many different solutions as you can. Explain your strategy</p>	<p>Play Close to 1000. (see directions)</p>	<p>Read a math book. (See list for suggestions)</p>	<p>Vowels are worth \$50 each, consonants are worth \$40. Can you make a word worth exactly \$200? \$600?</p>
<p>I earn \$5 per hour babysitting and \$4 per hour for weeding the garden. Last week I did 7 hours babysitting and 6 hours weeding. How much more money do I need to buy a game that costs \$80.00?</p>	<p>Measure the perimeter of two different sized windows in your home. Find the difference of the perimeters.</p>	<p>A cake recipe calls for you to use $\frac{3}{4}$ cup of milk, $\frac{1}{4}$ cup of oil, and $\frac{2}{4}$ cup of water. How much liquid was needed to make the cake? Is this more or less than a pint? How do you know?</p>	<p>Write a word problem whose answer is 154. Have someone solve the problem.</p>	<p>Make the largest and smallest numbers you can find using the digits 4, 1, 7, 8, and 2. Find their difference and sum.</p>
<p>What factors can you use in this equation, $__ \times 5 = __$, to make a product that is an odd number between 30 and 60? Show all possible solutions. Explain your strategy.</p>	<p>Try a new activity at www.coolmath4kids.com Challenge yourself. What did you choose to do?</p>	<p>Play the game Close to 1000. (see directions)</p>	<p>Use 5 playing cards to make the largest 5-digit number possible. Represent the number in numeral, word and expanded forms. Repeat with 5 more cards.</p>	<p>A lawn water sprinkler rotates 65 degrees and pauses. It then rotates 25 more degrees. What is the total degree rotation of the sprinkler? To cover a full 360 degrees, how many more degrees will it move?</p>

Grade 5

Summer Math Ideas



Games To Play (You will need a regular deck of cards)

1. Multiplication Compare

Remove all the face cards from a deck of cards. The ace will equal 1. Deal out the cards equally between 2 to 3 players. Each player turns over 4 cards and multiplies a 2-digit number by a two-digit number. Use the symbols \times , $=$ to compare the products. The person with the highest product wins all the cards.

2. Close to 1000

Deal 8 cards to each player. Use any 6 cards to make two 3-digit numbers. Try to make the sum close to or exactly 1000. For ex. You combine 148 and 853 to make 1001. Your score is 1 because the difference between 1001 and 1000 is 1. The lowest score after five rounds wins!

Other games to play: Monopoly, Othello, Battleship, Connect Four, Mastermind, Mancala, Legos, K'Nex, Simon, Yahtzee

[Worksheets to Practice Math](http://www.gregtangmath.com/)

<http://www.gregtangmath.com/>

<http://www.commoncoresheets.com/>

Math Books to Read

Below Zero by Claire Owen

It's a Big Country by Claire Owen

All Tied Up by Claire Owen

Wet, Wild and Windy by Claire Owen

First in Space by Claire Owen

Building Blocks by Claire Owen

Dazzling Designs by Claire Owen

A Grain of Rice by Helena Pittman

Fraction Fun by David Adler

Cruising the Caribbean by Claire Owen

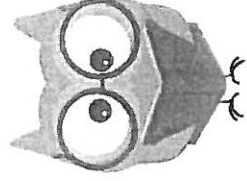
Cracking the Code by Claire Owen

Go Fly a Kite by Claire Owen

Keeping Records by Claire Owen

Everest Adventures by Claire Owen

Destination Hawaii by Claire Owen



Educational and Fun APPS and Websites to Practice Math

Please take some time to do these activities and record your choices on the "Create Your Own Summer Math Calendar!" sheet provided.

Websites

Here are websites that you can access at home or at your public library if you do not have a computer at home

<http://www.funbrain.com/>

<http://www.aplusmath.com/>

<http://pbskids.org/cyberchase/math-games/>

<http://illuminations.nctm.org/ActivitySearch.aspx>

<http://www.grectangmath.com/>

<http://www.coolmath4kids.com/>

<http://bedtimemath.org>

<http://www.playkidsgames.com/>

<http://www.coolmath.com./>

<http://www.figurethis.org/index.html>

<http://resources.oswego.org/games/mathmagician/cathymath.html>

APPS to Practice Math!

Try handing your smartphone or iPad to your child while you are driving or watching TV and let them practice their math on a free or inexpensive app.

APPS for 3 - 5

Everyday Mathematics, Beat the Computer, Multiplication

Everyday Mathematics, Divisibility Dash

Everyday Mathematics, Equivalent Fractions

Juicy Math – Multiplication and Division

Motion Math HD

Pizza Fractions: Basic Conversions

Pizza Fractions: Comparing Simple Fractions

Times Tables

Tony's Fraction's Pizza Shop

Pearl Diver 3 – 8

APPS for all Grades

Fast Math

Fast Math Challenge HD

Fraction App by Tap to Learn

Kakooma

Math Matrix HD

Quick Math Game

PopMath

iEstimation

Pick-a-Path

Sumdog

Conundra Math

Cloud Math



Bi-County Collaborative
Making It Possible

Dr. Arlene Grubert, Executive Director

397 East Central Street, Franklin, MA 02038

Pursuant to Chapter 40, Section 4E, as amended by Chapter 43 of the Acts of 2012, members of the Board of Directors at Bi-County Collaborative are to be appointed annually.

_____ is appointed to serve as the
(Superintendent of Schools)

_____ representative on the Board of Directors
(School District)
of Bi-County Collaborative, in accordance with Massachusetts General Laws Chapter 40, Section 4E as amended by Chapter 43 of the Acts of 2012 for the 2019/2020 school year.

Date Vote Taken

Signature of Chairperson

Please return this signature page to: Bi-County Collaborative
Attn: Kristina DeNapoli
397 E Central Street
Franklin, MA 02038