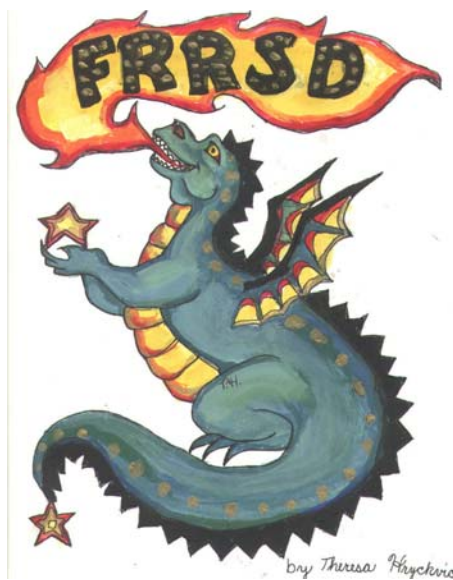


FARMINGTON RIVER ELEMENTARY SCHOOL

STUDENT/PARENT HANDBOOK

2017-2018



**www.frrsd.org
555 North Main Road
Otis, MA 01253
(413) 269-4466**

Farmington River Elementary Regional School

Farmington River Students strive to be good citizens and students.

A good student:

Tries their best in all subjects.

Completes assignments and homework on time.

Works cooperatively with others.

Comes to school on time.

Makes new friends

A good citizen is:

Trustworthy

Respectful

Fair

Responsible

Caring

The outcomes of being a good student and citizen are:

Enjoying school.

Being able to read, write and communicate effectively.

Using math, the arts and technology effectively.

Develop strong work habits.

Increased confidence.

Being a good friend and classmate.

August 30, 2017

Dear Parents/Guardians:

It is with great pleasure that we welcome our new and returning students to Farmington River Elementary School. As principal, I look forward to working in partnership with all of you this year. We know it is essential that educators, parents, and students work together to create a learning environment that is safe, stimulating, and productive for everyone. The staff at Farmington River is committed to ensuring that every child is provided the opportunity and encouragement to work to their greatest potential. The combination of a talented staff, motivated students and caring involved parents helps make Farmington River an exceptional school.

We believe this handbook is a very important method of bringing school and community together. We hope that you will find it a great help and that you will refer to it from time to time during the school year. This handbook should provide you with information you need to know about the Farmington River Regional School District. I encourage you always to feel free to contact your child's teacher or me with any questions or concerns that you may have. We value and welcome your input at all times.

Again welcome to your school. Your participation and involvement will make a positive difference every day.

Sincerely yours,

Thomas Nadolny
Principal

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Farmington River Regional School District Committee
Contact Information

Name	Address	Phone
Nick DellaGuistina (Chair)	P.O. Box 92, Sandisfield, MA 01255 tmbridge@gmail.com	413-258-2821 413-519-6065 (cell)
Jessica Drenga (Vice Chair)	153 D'Wolfe Dr, Blandford, MA 01008 drengaj@yahoo.com	413-269-4919 413-531-0737 (cell)
Hillary Howard	144 Becket Road, Otis, MA 01523 mhh513@verizon.net	413-269-7285 413-212-7331 (cell)
Carol Lombardo	P.O. Box 128, Otis, MA 01253 clharrington@aol.com	413-269-0269
Billie Anderson-Pachulski	79 Sandisfield Road, Sandisfield, MA 01255 therapy@bap.hush.com	413-652-0252
Arlene Tolopko	50 Harrington Rd, PO Box 1312, Otis, MA 01253 salsa65@gmail.com	413-269-0220 914-263-7708 (cell)
John Skrip	P.O. Box 544, Sandisfield, MA 01255 johnskripjr@gmail.com	413-258-4788 203-233-0518

School Committee Meetings

The Committee meets the first Monday of each month in the library. All meetings are scheduled for 7:00 p.m. in the Farmington River Elementary School Library and are open to the public. The first 15 minutes of each meeting is open for public input. Speakers will be allowed three minutes to present their material. The chairperson may extend the time.

The Superintendent of Schools should receive items for the agenda the week before the scheduled meeting.

There is generally a Sub-Committee meeting on the third Monday of each month. Time and location are the same as above.

Administrative Staff

Thomas Nadolny	Superintendent	269-4466 ext. 148	tnadolny@frrsd.org
Thomas Nadolny	Principal	269-4466 ext. 148	tnadolny@frrsd.org
Michael Saporito	Director of Student Services	269-4466 ext. 139	msaporito@frrsd.org
Jane Gleason	Business Manager	269-4466 ext. 147	jgleason@frrsd.org
Teresa DellaGiustina	Asst. to the Superintendent	269-4466 ext. 142	tdellagiustina@frrsd.org
Ilona Packie	Secretary to the Principal	269-4466 ext. 149	ipackie@frrsd.org
Paula Subklew	Accounts Payable	269-4466 ext. 138	psubklew@frrsd.org
Kendra Rybacki	Food Service Director	269-4466 ext. 106	krybacki@frrsd.org

FACULTY/STAFF

Classroom Teachers			
PreSchool	Rebecca Hamill	Grade Three	Sarah Tracy
PreSchool	Nannette Higgins	Grade Four	Katherine Graham
Kindergarten	Amy Maxton	Grade Five	Chris Keller
Grade One	Judy Lander	Grade Six	Christine McArthur
Grade Two	Meaghan Martin		
Resource/Support Staff			
Special Ed	Jonina Decker	School Nurse	Denise Zuidema
Special Ed	Mary Fleming	Physical Therapist	Karen Chaffee
Speech	TBD	Adjustment Counselor	Terri DiGrigoli
Occ. Therapist	Pam Hassett		
Specialists			
Art	Laura Catullo	Music	Brandon Goulet
Computer	Laurie Flower	Physical Ed/Health	Jenna Daley
Enrichment	Rachel Cannon		
Building Support Staff/Paraprofessionals and Facilitators			
Lisa Becker	Jana Bush	Marji Middleton	
Rebecca Bliven	Theresa Ferrara	Mary Beth Oleksak	
Laura Messina	Karen Yvon		
Cafeteria Staff			
Kendra Rybacki	Candy Chaffee	Star O'Brien	
Custodial Staff			
Head of Maintenance	Jeffrey Gray	Evening Custodian	Michael McCord Valerie Morrison
Van Drivers			
Peggy Zerbato	Gregory Dyer	Megan Kaiser	

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT

EDUCATIONAL MISSION

The Farmington River Regional School District is committed to providing a quality educational experience that is appropriate for all aspects of a child's development and includes the family, staff and community in a meaningful way. It is our goal to provide each and every child with the values, knowledge and skills needed to achieve full potential in his or her personal and work life and to contribute actively to the civic and economic life of our diverse and changing democratic society.

THE FOLLOWING BELIEFS FORM THE BASIS FOR OUR PHILOSOPHY

If students are to succeed and meet the future's challenge they will need to:

- Recognize the importance of education as a lifelong effort.
- Communicate effectively with others.
- Understand environmental and other issues with worldwide implications.
- Make informed decisions for themselves, their families, their communities and their world.
- Contribute to our society
- Take responsibility for their own behavior.

Therefore it is our responsibility as a school district and community to:

- Foster a climate that honors education, encourages academic achievement and rewards hard and thoughtful work.
- Fulfill our joint obligation to support the school financially at the level necessary to ensure equal educational opportunities for all students to achieve at high levels.
- Build a safe environment in which all children can study, learn and play.
- Encourage informal learning through reading and outside learning activities.
- Provide access to the newest technology.
- Assure that children have the nutritional and health care needed for healthy minds and bodies.
- Offer families access to the training and support they need to help their children learn.

ALL STUDENTS SHOULD:

- Read, write and communicate effectively.
- Use mathematics, the arts, computers and other technologies effectively.
- Define, analyze and solve complex problems.
- Acquire, integrate and apply essential knowledge.
- Study and work effectively.
- Demonstrate personal, social and civic responsibility.

Farmington River Regional School District School Improvement Plan 2017-2018

ENGLISH LANGUAGE ARTS

Goal: To have all students K-6 reach district literacy benchmarks.

- 100% of the students in grades 3-6 will pass the 2017 MCAS exam. (NI-Advanced, No “W”)
- 100% of the students in K-6 will attain district benchmarks as defined via DIBELS, DRA, AIMSWeb

Strategy for Attaining Goal:

- Test all students to determine instructional levels in literacy
- Target instructional opportunities for those students who need additional support.

Performance Indicators:

- Use data analysis to align curriculum to student's needs.
- Use formal and informal assessments to show student improvement over time.

Improvement Strategies/Initiatives/Activities	Person(s) Responsible	Resources	Timeline	Evaluation of Success
Review and analyze all grade level ELA MCAS Exam results	Principal Teachers Director of Students Services	MCAS	August - October	Improvement in grade 3&4 MCAS Scores
Analyze data using, DIBELS and other data analysis measures to identify areas of concern for the school and individual students. Develop strategies with staff to address these concerns at all grade levels	Principal Teachers Support Staff Director of Students Services	Staff Meetings PD Days Lunch Meetings	September - June	Principal and Teachers will have monthly meetings to review data and how it has driven their instruction
All Elementary Students K-6 will be administered the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3 times per year (Fall, Winter, Spring) to determine their performance on the predictive indicators screened using this tool. A meeting will take place to review DRA, AIMSWeb, DIBELS results by grade level, and recommendations will be made for inclusion in the reading support or Title I Program.	All Teachers Principal	DIBELS Test scores Grade Level Benchmarks	Fall Spring	DIBELS will be used to progress monitor students throughout the year
Improvement Strategies/Initiatives/Activities	Person(s) Responsible	Resources	Timeline	Evaluation of Success
Students in grade 1-6 will be tested using the DRA (Developmental Reading Assessment) and other assessments deemed necessary. Kindergarten students will be tested using alternative assessments. Students below benchmark if fall will be tested again in January	Teachers Reading Specialists SPED Teacher	DRA	September January** May	Teachers will use the data collected to drive instruction Evidence of this will be seen in lesson planning.
Meetings will be held periodically to review progress of students who are serviced by the reading specialist or SPED.	Teachers Principal	Testing Data	Monthly, starting in October.	Fewer students will be in need of services and or students will no longer require progress monitoring.
The “RTI Process” will be initiated for those students who are not making adequate progress.	Teachers Principal	Testing Data	November or earlier if determined.	Fewer students referred for Consultation.

Informal assessment of students' reading skills need to be conducted every eight weeks, or as needed. Any results of concern will be shared with the principal and related staff	Teachers	Teacher assessments Formal and Informal Assessments	October - June	Data collected will drive reading groups as well as detect a need for intervention in a timely manner.
Teachers K-6 will use Reading Streets assessments Weekly and unit tests to monitor student progress	Teachers	Reading Streets	September - June	Data collected will be used to drive future instruction

MATH

Goal: To have all students K-6 reach district mathematics benchmarks.

- 100% of the students in grades 3-6 will pass the 2017MCAS exam. (NI-Advanced, No “W”)
- 100% of the students in K-6 will attain district benchmarks as defined via AIMSWeb and Pearson enVisions

Strategy for Attaining Goal:

- Test all students to determine instructional levels in mathematics
- Target instructional opportunities for those students who need additional support.

Performance Indicators:

- Use data analysis to align curriculum to student's needs.
- Use formal and informal assessments to show student improvement over time.

Improvement Strategies/Initiatives/Activities	Person(s) Responsible	Resources	Timeline
Review and analyze the Grades 3-6 MCAS math results from the 2015 exam.	Teachers Principal	MCAS	August - November
Using MCAS and local assessments, staff will prioritize the areas of math concepts that are in greatest need of improvement. Teachers will also develop action plans to address these needs.	Teachers Principal	MCAS Classroom Assessments (Pearson envisions)	September - November
Part of each math class will be used for practice of math facts and open response questions	Teachers	Pearson enVisions MCAS	September - June
Timed math practice and activities will be completed at least once a week. Activities and format will depend upon the student's developmental level.	Teachers	Pearson enVisions Teacher-generated lessons MCAS	September - June
Using instructional materials that are aligned with the Common Core, students will have regular written benchmark assessments to identify each student's strengths and weaknesses. These assessments will then be used to drive instruction. Once areas of remediation are discovered, lessons shall be planned to address areas of weakness. All assessments must include short answer and open response questions.	Teachers	Pearson enVisions Benchmark assessments Teacher-generated materials	September - June

SCIENCE

Goal: To have all students grades 3-6 at grade level science benchmarks using the Know Atom Science Curriculum

- 100% of the students in grade 5 will pass the 2017 STE MCAS exam. NI-A (No “W”)
- Non-MCAS years (PK-2) will use local benchmark assessments to monitor student progress

Strategy for Attaining Goal:

- Test all students to determine instructional levels in science
- Target instructional opportunities for those students who need additional support.

Performance Indicators:

- Use data analysis to align curriculum to student’s needs.
- Use formal and informal assessments to show student improvement over time.

Improvement Strategies/Initiatives/Activities	Person(s) Responsible	Resources	Timeline	Evaluation of Success
Review and analyze MCAS and Know Atom benchmark assessments	Principal Teachers	MCAS Know Atom	August - October	Principal and Teachers will meet to review data for student progress and to identify areas of improvement
Implement Science specific Vocabulary - All teaching staff will implement science specific vocabulary on a weekly basis. Teachers will expand vocabulary through students’ writing in science. Teachers in grades 3-6 will use the Know Atom curriculum	Principal Teachers Support Staff	Staff Meetings PD Time when possible Know Atom Test scores & Benchmark assessments	September - June	Know Atom assessments will be used to progress monitor students throughout the year Common Core

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT

PUPIL SERVICES

Special Education

The Farmington River Regional School District must provide programs designed to meet the particular educational needs of children with learning disabilities. Some children who require special education may require no more than occasional support services; some may require two or three hours of specialized instruction a day; some may require placement in a special class or even a special school. Each child determined to have a learning disability will have in Individualized Education Program (IEP) designed to meet his or her needs.

Referral for Special Education

Referrals can be made by parents, teachers, the principal or through the preschool screenings. If a parent believes his or her school-aged child is in need of special education services, that concern should be discussed with the student's teacher. Before a school-age child is formally referred, classroom modifications usually occur, such as changes in the reading, language arts or mathematics programs. Every effort is made to help the child be successful in the regular classroom before special services are provided. A Planning and Placement Team meeting may be held to discuss the child's needs if modifications prove unsuccessful. Either the teacher or parent may then initiate a referral through the principal or the Director of Student Services.

Special Education and Services

The following programs and services are offered at the Farmington River Elementary School:

- Early Childhood Special Education is an integrated, school-based program of developmental learning for preschool age children, at least three years old, with special needs.
- Integrated Special Education services are for students with special social, emotional, physical or intellectual needs.

- Speech and Language Services are provided by therapists who instruct students with disorders of speech, oral language, and hearing.
- School counseling is provided to special education students individually and/or in groups.
- Psychological assessment and services are provided by a psychologist who assesses intellectual and personality functioning. The psychologist may also make referrals to outside agencies when appropriate.
- Occupational/Physical Therapy are services that are offered to special education students when required.
- Transportation is provided for those students who are unable to ride the regular school bus because of their special education needs.

Home-bound Instruction - Homebound

Instruction is provided when a child's condition will cause his absence from school for at least three weeks duration. Instruction begins no later than two weeks from the first day of absence. Instruction is for five hours per week for children in grades K-6 and ten hours per week for students in grades 7-12. When appropriate, the Planning and Placement Team may decrease the instruction time. If a child is going to be absent from school for at least three weeks for medical reasons, please contact the school principal or Director of Student Services to request home-bound instruction.

Title I Assistance - Academic assistance is offered to students through the federal Title I grant program. Students are recommended for services according to assessment results and teacher referrals.

504 Plans - Classroom accommodations for individual needs can be made according to 504 plan recommendations.

GENERAL INFORMATION

School Hours

The school day is from 8:45 AM to 3:00 PM unless otherwise scheduled. Students arriving early between 8:00-8:30 must wait in the cafeteria until the first bell rings at 8:30. Students arriving after 8:45 will be marked tardy.

Attendance Policy:

The Farmington River Regional School District believes that regular school attendance and class participation are essential to the learning process and establishes good work habits. Everyday attendance provides the student opportunities to interact with teachers and other students and is integral to the quality of the learning experience. All students are required by law to attend school every day that school is in session, unless he/she is absent for one of the following reasons:

Excused Absences

- Illness – after five consecutive days of illness the school may require a note from a doctor.
- Bereavement
- Documented medical or dental appointments
- Documented court or legal commitments
- Religious holidays
- School Field Trips
- Other extenuating circumstances approved by the school administration.

Teachers are not authorized to excuse absences.

Unexcused Absences

All other reasons for absence will be considered unexcused even if the student was given permission to miss school by their parent. Students are allowed up to six unexcused absences in a six-month time period. The Massachusetts State Law specifies that a student under 16 years of age may not be absent more than six (6) unexcused day sessions in a six (6) month period. Chronic absenteeism is defined in absences in excess of fifteen (15) unexcused days. Parents are required under the law to ensure regular school attendance of their

children and are subject to a fine or other legal action if they fail to comply with the law. The local school administration or designee will be provided with the names of students with seven or more unexcused absences during a six month period.

Some examples of unexcused absences are, but not limited to:

- Truancy
- Activities which should be conducted outside the school day, such as hair appointments, shopping, sleeping doing homework, etc.
- Activities more appropriately related to the parent/guardian, such as providing care for siblings, absence due to parent transportation, etc.

Attendance Procedure

Within a six (6) month period, the following steps will be taken:

Step 1

Five (5) days of unexcused absence:

Principal or designee sends letter home reminding parents of attendance policy.

At the discretion of the Principal, a follow up call is made to parents to further explain policy and develop plan for improved attendance

Step 2

Seven (7) days of unexcused absence:

Letter from Principal and follow up conversation between Principal or designee and family to discuss child's pattern of unexcused absences. The letter states that further unexcused absences may result in a referral to the Department of Social Services and /or Berkshire District Court.

Step 3

Ten (10) days of unexcused absence:

Letter home indicating that the child has exceeded the legal limit. Principal or designee requests a formal meeting with parents to discuss ways school and home can work together to resolve unacceptable number of unexcused absences. In the event that parent fails to appear for formal meeting within a two-week period, the District will initiate truancy/negligence procedures as described below.

Step 4

Fifteen (15) days of unexcused absence:

The District initiates a CHINS (Child IN Need of Services) filing for truancy or a Failure to Send Action, with the Southern Berkshire District Court and/or a 51-A filing for child Neglect with the Department of Social Services.

Written notification sent to parents.

Regular and punctual attendance is required and monitored. Parents must call or email the office by 9:00 if their child is absent from school and give the reason for the absence. Parents will be notified of excessive absences and tardiness. The expectation is that families will attempt to make doctor and dentist appointments after school hours or during school vacations.

It is expected that families will not take vacations while school is in session. Family vacations should take place during school vacation weeks. Please refer to the homework policy on page 23 regarding school work while on an unexcused absence.

Procedures for Reporting An Absence:

A. When a child is absent from school for any reason, the Parent/Guardian must call or email the school nurse/school office by **9:00 AM** to indicate the reason for child's absence.

B. If the child is absent from school for any reason and the Parent/Guardian has not called or emailed the school by 9:00 AM, the school nurse will contact the Parent/Guardian to ascertain that the child is, in fact, absent from school and what is the nature of the absence.

C. Children who are absent from school are expected to make up their work when they return

to school. Teachers will not prepare advanced assignments for students who are absent due to unexcused reasons. Parents can pick up work missed by their child at school **after 3:00 PM** or, they may request that the work be sent home with a sibling, neighbor or friend.

D. Upon a child's return to school following an absence of three (3) days or more, the Parent/Guardian will provide a written letter of explanation to the School Nurse. An absence of five (5) or more days requires a doctor's letter of explanation of the absence.

Consequences for Excessive Absences:

Unexcused Absences:

A. After five (5) days of unexcused absences, the Principal will convene a conference with the child's parents/guardians to discuss the child's attendance.

B. If additional unexcused absences occur after this conference between the parent/guardians and the Principal, the Supervisor of Attendance (Supt. of Schools or her designee) will file a complaint of truancy in Juvenile Court.

Excused Absences:

A. After ten (10) days of excused absences, the Principal will convene a conference with the child's parents/guardians to review attendance and to review completion of work missed while child was absent.

B. Follow-up conferences will be scheduled as often as necessary, as deemed necessary by the Principal.

C. More than eighteen (18) days of absence, which equals 10% of the school year, may result in grade retention.

Procedures for Reporting Student Tardiness:

A. School begins at 8:45 AM. A child is tardy if he/she arrives to school **after 8:45.**

B. The Parent/Guardian of the tardy child must sign the child into school at the Main Office upon arrival at the school.

Consequences for Excessive Tardiness:

A. After a child has been tardy five (5) times, the Principal will convene a conference with the child’s parents/guardians to address this issue.

B. Five (5) instances of tardiness will equal one (1) unexcused absence.

Procedures for Reporting Early Dismissal:

The Farmington River Regional School District discourages early dismissal of students by parents/guardians unless it is an **absolute necessity or emergency**. Such early dismissals disrupt the educational instruction, not only for your child, but also for everyone’s child.

A. Parent/guardian must notify the School Office by 9:00 AM that their child is being dismissed early that day and they must give a specific time and reason for the early dismissal.

B. Parent/guardian must enter the School Office and sign the student out at the early dismissal time.

C. The student will meet the parent/guardian in the main first floor foyer for this early dismissal.

Consequences for Excessive Early Dismissals:

A. After five (5) instances of early dismissal, the Principal will convene a conference with the child’s parent/guardian to discuss this pattern of early dismissals.

B. Five (5) instances of early dismissals will equal one (1) unexcused absence.

Delayed School Opening and School Closing:

In the event severe weather conditions, school closings or delayed openings will be communicated to families via a recorded message using *School Messenger*. The announcement will also be broadcast over the following radio and television stations and will be for **Farmington River Elementary Schools**.

If school is cancelled for Farmington River Elementary, no buses will run to Lee, Lenox, and Great Barrington on that day.

WSBS	860 AM
WRCH	100.5 FM - Hartford
WSHM	CBS 3 - Hartford
WWLP	Channel 22 – Springfield
WNYT	Channel 13 – Albany

Website: www.cancellations.com and look up Farmington River Elementary School (01253)

When school is delayed, the following will happen:

- a. All buses will run one or two hours later, depending on the announcement.
- b. Pre-K classes for the morning session will be cancelled.
- c. Classes will start later.
- d. Breakfast will not be served and Lunch will be at the usual time.
- e. Dismissal will be at the usual time.

In the event of an unforeseen emergency or inclement weather, it may be necessary to close school early. We will notify parents using School Messenger.

Be sure that your child’s Emergency Information Form has the phone number of someone who can be reached during school hours and information on your preference for their safe dismissal. The information you provide will be used when dismissing early.

NOTICE: Parents, please plan ahead where your child will stay if school is cancelled or delayed or if we have early dismissal.

Early Release Days

Listed on the School Calendar are the early release days for Professional Development. Children will be released at 11:45 a.m. Lunch will be served on these days.

Appearance and Attire

Proper school dress and grooming is the responsibility of the parent and the student.

Shirts, hats, or other articles of clothing with inappropriate and/or explicit statements will not be permitted. Short midriff tops, spaghetti strap tank tops, low cut shirts and short shorts/skirts are not appropriate school attire. Students who come to school in this type of clothing will be given an alternative shirt or shorts to wear for the day and parents will be notified. Safe and appropriate shoes are required for all students. Flip-flops and high heels are not safe in a school environment. Any kind of roller shoes/sneakers are not allowed in school. Sneakers are required for physical education classes.

Lunch/Breakfast

We provide well-balanced and delicious meals for students and staff at breakfast and lunchtime.

Breakfast

- Breakfast is available between 8:00 a.m. and 8:40 a.m.
- Breakfast is to be eaten in the cafeteria or purchase a grab and go breakfast.
- The cost is **\$1.30** or **\$0.30** for reduced price. Breakfast must be prepaid or paid for on the morning that it is purchased.
- Breakfast consists of bagels, cereal, muffins, an egg sandwich, fruit, juice, and milk.

Lunch

- The cost is **\$2.50** or **\$0.40** for reduced price. Lunch **must be prepaid** or paid for on the day that it is purchased.
- Lunch consists of a protein entrée, vegetables, fruit, starch and milk. A salad entrée is also available. A peanut butter and jelly sandwich can be substituted for the main entrée.
- Milk is available (\$0.35) for those who are bringing in their own lunch.

Payment

The Farmington River Elementary School has a computerized POS system (Nutrikids) for

monitoring meals purchased by students and staff.

All students have an ID card and an account in NutriKids. Parents can make advance payments or pay on a daily basis. Parents wishing to pay in advance may make checks payable to FRRSD and send them in to the office.

If sending cash, please write the student's name and grade on the envelope so that it is applied to the correct account. You may also make payments on line with UniBank. Please visit our website for the link.

It is important that lunches are paid for promptly. **Students may charge meals no more than five (5) days at a time. After the 3rd day of meal charging (purchase of lunch without money in his or her account), the parents will be notified by phone and email that their child has charged meals for 3 days and will not be allowed to charge after the fifth day.**

After charging these five meals, the student's next lunch will be a peanut butter and jelly option (unless there is a verifiable allergy, in which case another replacement meal will be substituted). The student will be able to have the "regular" menu option once the "charges" have been paid.

You may be eligible for free or reduced meals and we encourage all families to apply for the **Free and Reduced Lunch Program**. Applications will be sent home during the first week of school but they are always available in the office and may be completed at any time if a family's financial circumstances change. Remember much of our school's funding is based on these applications.

Permission Notes

A signed parent permission slip must be given to the teacher before a child is allowed to leave the

school grounds on a field trip, a different bus, with another adult, or by walking if they are normally transported by bus. **There must be a note for each change in the normal routine for your child.**

****NOTICE: Only students regularly scheduled on van routes are allowed to ride in the school vans. Limited space in the vans does not allow any visitors to ride. Do not expect friends to ride home with your child on a van.**

Parents must send in a note to the school if a child is to change any transportation arrangement.

If someone else other than a parent is to pick up a child or if the child is to get off at a different stop, we have to be notified. We have no choice but to put the child on their regular bus route if we do not have a note. The same applies to any after school activities.

Report Cards

The District has revised the elementary report card for all students in grades 1-6 to a standards based reporting system. This standards based report card was developed by our teachers using Common Core Standards. Report cards of pupil progress are completed three times a year, in December, March and June. These reports indicate the child's academic progress toward achieving grade level benchmarks. Parents may schedule a parent conference at any time to discuss their child's progress by contacting the teacher. Honor Role will continue, but only for the second and third marking periods. The staff and Principal will be working this fall to determine a formula to determine Honor Roll criteria.

School Insurance:

In the beginning of each school year, an application for school insurance is sent out. If you have any questions, contact the school office.

Visitors

All visitors must report to the office on entry to sign in and receive a nametag.

Electronic Devices and Cell Phones

The use of cell phones and electronic devices (Gameboys, iPods, etc.) is considered disruptive to the educational process. Students are discouraged from bringing this personal property to school. Cell phones and all electronic devices must be turned off from the time the student arrives to school until after dismissal. All cell phones and electronic devices will be confiscated if these procedures are not followed. For additional information see the policy statement at the end of the handbook.

Parent Participation

The Farmington River Regional Elementary School PTA (Parent Teacher Association) is our school's parent group. The PTA is a dedicated group of volunteers devoted to enhancing our school program. They have provided funding most recently for additional classroom technology, enrichment opportunities, field trips, and school assembly programs. They also sponsor annual events such as the Book Fair, Holiday Shop, Otis Ridge family ski program, Read Across America, and Field Day. PTA funds are raised primarily through fundraising projects at various times throughout the school year.

The PTA is actively looking for parents to participate in their activities.

Parent-School Communication

Parents are encouraged to become active in our school. Teachers may be contacted during the regular school day (8:30 – 3:00). Phone calls will not be put through to teachers during instructional time. You may leave a message for a teacher or you may contact teachers using email. All faculty staff email addresses are available on our school website. If you have concerns about your child's learning or social experiences please contact your child's teacher. Any changes at home that may affect your child's school performance should be communicated to the classroom teacher or adjustment counselor.

Field Trips

Field trips are a part of the educational program and must be aligned with the grade level curriculum. Parents may be invited to act as a chaperone if additional supervision is necessary for the trip. All parents requesting to be a chaperone must complete a CORI check and return the Chaperone Guidelines Form prior to a field trip. In addition to the CORI check chaperones will now be required to submit to national fingerprint-based criminal background checks. The cost of this is \$35.00.

**FARMINGTON RIVER REGIONAL SCHOOL DISTRICT
Chaperone Guidelines**

The following guidelines were developed to provide a District-approved level of supervision and protection for all children when they are on school-sanctioned outings. Persons who wish to chaperone school field trips and other events off school grounds must understand our clear general expectations. Failure to abide by these District Guidelines will result in the chaperone’s removal from the chaperone list for 12 calendar months.

1. All chaperones must have a completed, up-to-date CORI on file with the Superintendent’s Office. An individual cannot serve as a chaperone until the CORI report comes back from the CORI Board and is reviewed and approved by the Superintendent or his designee.
2. While chaperoning, at all times (24/7) chaperones should act as positive role models for the student on the trip, in behavior, speech and dress, and chaperones shall maintain all school rules.
3. Chaperones must abstain from using alcohol, tobacco or drugs while on the trip and must not expose students to these substances.
4. Chaperones should provide for and monitor the physical, verbal and emotional safety of the students and should intervene in any situation where problem behavior is occurring.
5. Chaperones shall avoid being alone with an individual student.
6. During travel on bus, boat, or plane, chaperones should distribute and/or seat themselves throughout the student group so that all students have an adult nearby.
7. Chaperones shall inform the trip leader and school administrator of any problem situations as soon as possible, including unlawful or disruptive behavior, harassment, bullying, hazing or discrimination.
8. It is the prerogative of the school to make participation in any *away-from-school* activity contingent upon assigned or individual chaperoning arrangements to meet student needs.
9. There may be additional, trip-specific chaperoning guidelines and rules for overnight trips. Chaperones shall make themselves available to participate in any pre-trip meetings to learn about additional rules that may apply to specific trips.

I have read the above guidelines, and as a parent chaperone or volunteer, I agree to them.

NAME (print)

SIGNATURE

DATE: _____

REVISED JULY 2014

BEHAVIOR GUIDELINES

The following general rules apply to all school activities and are designed for the safety of all students. Any violation of state or town ordinance will be reported to the police.

1. Students will walk quietly and orderly at all times.
2. Students are responsible for their own personal property and for respecting other student's property and school property
3. Everyone must respect others. No physical or verbal abuse will be tolerated.
4. Students must follow the directions of the person in charge of the classroom, cafeteria or playground.
5. No game boys or electronic devices are to be used in school. They must be turned off and stored in a back pack or cubby. They may not be kept on the child's person/pockets
6. No candy, soda or gum.
7. Please leave pets at home.

Classroom: During the first few days of each school year, teachers and students will discuss their classroom rules and consequences. The rules will be designed so that the classroom environment is a place where everyone feels safe, valued and ready to learn. Once the rules are established, teachers will post them and send home a copy for parents. Everyone is expected to follow these rules.

Consequences: Each person in charge of the cafeteria, playground or classroom is expected to maintain order so that a student doesn't distract others who are trying to eat, play or learn. This can involve moving students away from a problem, having students discuss the difficulty, or any number of other ways to maintain order.

For students who continue to behave inappropriately, the teacher will consult with the parent, behavior specialist, and/or Principal to try to improve the behavior. The student, parents and teachers will work to improve behavior through appropriate means that are reasonable and respectful of student needs. For some children, these steps to self-control may not be enough. Students whose behavior continually disrupts the classroom will be suspended.

Parent Responsibilities: Parents are expected to return all phone calls regarding discipline issues and follow up with students at home. Parents are responsible for their children at all after school or evening activities.

Violation of Farmington River Expectations:	Consequence: 1st time	2nd time	3rd time
Non-complaint with classroom rules	Refer to the classroom rules and consequences.		
Inappropriate, but not aggressive, action to include: rough play, swearing (not at someone),	Warning Parent notified.	Student/Principal calls parent. Lunch/Recess detention.	Student/Principal calls parent. Lunch/Recess detention. Parent/Student conference.
Harassment to include: sexual, verbal, physical, bullying, name calling, exclusion and threats. -Behavior Report completed	Warning Lunch/Recess detention Student/Principal calls parent.	In-school suspension for 1 day. Student/Principal calls parent. Letter sent home.	In-school suspension for 2 days. Student/Principal calls parent. Parent meeting. Letter sent home.
Damage to school property to include: building, grounds, equipment and materials within the the building. -Behavior Report completed	Student/Principal calls parent. Lunch/Recess detention Student restitution	Student/Principal calls parent. Lunch/Recess detention for 3 days. Student restitution	Student/Principal calls home. Lunch/Recess detention for 5 days. Student restitution
Severe behavior to include actions that put Others at risk, possession of weapons, drugs, fireworks, fighting -Behavior Report completed	External suspension for 1 day. Student/Principal calls parent. Letter sent home	External suspension for 3 days. Student/Principal calls parent Letter sent home.	Indefinite external suspension. Parent/student meeting with administration.

Violations that occur more than two times can result in loss of privileges, loss of field trips, loss of assemblies, and modification of schedule.

Consequences may be more severe based on actual behavior

Bullying, Harassment, or Cyber bullying

The Farmington River Regional School District strives to create an emotionally and physically safe environment of courtesy, respect, and tolerance for all. We are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that impedes the learning process.

Bullying Prohibited - Bullying in any form or for any reason is absolutely forbidden. In addition, retaliation against another student who has brought forth a bullying complaint to the attention of the School District or who has cooperated in an investigation of a complaint under this policy is also prohibited and will not be tolerated by the Farmington River Regional School District. It is a violation for anyone, including another student, to bully or intimidate a student through conduct or communication as defined in section II of this document.

Bullying is prohibited:

- On school grounds
- At school sponsored or school-related activities
- At functions or programs whether on or off school grounds
- At school bus stops
- During transit to and from school or school-related activities
- On school buses or other vehicles owned, leased or used by the school district
- Through the use of technology or any electronic devices owned, leased or used by the Farmington River Regional School District.

Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the Farmington River Regional School District if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of the

Bullying – the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (1) causes physical or emotional harm to the victim or damage to the victim's property; (2) places the victim in reasonable fear of harm to himself or of damage to his property; (3) creates a hostile environment at school for the victim; (4) infringes on the rights of the victim at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bully – Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communication, instant messages or facsimile communication. Cyber-bullying shall also include (1) the creation of a web page or blog in which the creator assumes the identity of another person or (2) the knowing impersonation of another person as the author of posted content or messages, if the creation impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more person, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

Hostile environment - A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

More information is available on the website and through the elementary principal.

Elementary School Discipline Protocols

Farmington River Regional School District strives to create a safe environment of courtesy, respect and tolerance for all. To maintain a safe environment, certain items or activities are forbidden or require staff approval:

- Electronic, hand-held devices during school hours. (The school is not responsible for lost or stolen items.)
- At no time are students permitted to use cell phones: before, during, or after school hours. If students need to use a phone, they should go to the office. Students will not be permitted to make calls for social arrangements.
- Toy pellet or paint ball guns, other toy weapons, lighters and laser pointers
- Smoking, matches, lighters, vaporizers, electronic cigarettes, and related paraphernalia
- Dangerous Weapons, material or devices (On school property or off the school grounds for any school activity, only police officers or military personnel on official assignment shall handle or transport any weapons, dangerous objects, explosives or any other object that can reasonably be considered a weapon.)
In the event a student brings or possesses a dangerous weapon, material or device on school grounds, see expulsion procedures.
- Non-educational computer activities may result in the loss of computer privileges and parents will be contacted
- Gum chewing
- Teachers must approve any eating or drinking in the classrooms

In all circumstances, meaningful accountability for inappropriate behavior is applied. A student's past discipline record, individual needs, and/or 504 or IEP status will be considered prior to making discipline decisions. The school administration will exercise discretion in deciding the consequence for violations of school rules and shall consider alternative sanctions and interventions prior to imposing an out of school suspension for offenses not involving drugs, weapons or assaults on staff, or felony charges. The following consequences or combination of consequences may be used to hold students accountable for their inappropriate actions at school, but this list is not exhaustive and the school administration reserves the right to impose different consequences, as appropriate. In all cases, confidentiality must be adhered to by law.

- phone call home
- conference with principal or assistant
- Parent/teacher conference
- time out in classroom or office
- repair or replace damaged, defaced, lost, or stolen property
- recess privilege denied
- lunch in office
- mediation
- field trip denied
- after school activity denied
- internal suspension
- external suspension
- expulsion from school

Suspension Code

The principal or designee may suspend a student for acts of a serious nature. Some acts for which suspension will be considered include, but are not limited to, the following: are as follows:

- Open defiance of authority and/or school rules and regulations, including failure to report to the Main Office.
- Threatening, striking, and/or assaulting a student or staff member, to include, but not limited to, punching, biting, kicking.
- Damaging or defacing the property of students, teachers, or the school district, (including computer hardware/software).
- Profanity, immorality or impropriety (word, materials, gesture, comment, or deed).
- Verbally harassing, intimidating, or provoking a student or staff member (including electronic submissions)
- Theft or attempted theft.
- Failure to abide by corrective measures for previous acts of misconduct.
- Smoking or use of tobacco or nicotine devices.
- Drug or alcohol possession or use.
- Leaving school without permission.
- Continually being deceitful, i.e. lying and/or forging information.
- Hazing.
- Sexual impropriety.
- Sexual harassment.
- Bullying

Any student who intentionally injures another student or staff member will be subject to a suspension of one or more days.

Definitions

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. * *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Procedures

In-School Suspension:

Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent. On or before the day of the In-School Suspension, the principal will deliver written notice to the parent of the basis for and length of the in-school suspension and inviting the parent to meet to discuss the student's behavior if such a meeting has not already occurred.

Students have the right to appeal an in-school suspension that will result in their in-school suspension for more than ten (10) school days in a school year.

Out-of School Suspension:

In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the student's right to legal representation (at private expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the Principal, and the right to request that the hearing be audiotaped.

For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension or an interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of any formal disciplinary proceedings.

Principal's Hearing:

Short-Term Suspension:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Suspension:

In addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights:

- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not

- the right to produce witnesses on his or her behalf and to present the student’s explanation of the alleged incident;
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

Principal’s Decision:

Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal’s decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal’s decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

Prior to suspending a student in grades K-3 from school, the Principal will send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Appeals:

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the superintendent. And for exclusions imposed pursuant to M.G.L c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7)calendar days upon request.

Academic Progress:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, in accordance with the school’s education service plan.

DISCIPLINE AND STUDENTS WITH DISABILITIES

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive schools days or when a student is subject to a pattern of removal exceeding 10 cumulative school days. These procedures include the responsibilities of the team and the responsibilities of the district.

- a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.

- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days:
 - 1. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function; or
 - 2. If the student causes substantial bodily injury to another at school or a school sponsored event; or
 - 3. If the district provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer/court orders the alternative placement.
- f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Farmington River Regional Schools

LUNCHROOM EXPECTATIONS

- Show respect for all
- All school rules apply – no hats, no electronic devices, no running, no yelling
- Remain at one table – no more than 6 at a table.
- Students must have adult permission to leave their seat.
- Clean off your table and the area around your table.
- Stay at your table until dismissed by an adult.

CONSEQUENCES

First Infraction

Warning. Student repeats the rule that was broken.

Second Infraction

Student removed to designated table.

Third Infraction

Student sent to principal. Parent will be notified.

Lunch/Recess Detention.

Multiple Infractions

Lunch/Recess Detention for multiple days.

Parent will be notified/parent conference.

RECESS EXPECTATIONS

- Follow all school rules.
- No eating or drinking outside unless it is a special occasion.
- Treat classmates and staff respectfully.
- Be respectful of the equipment and grounds.
- Stay within designated areas. Students should not be in the woods or over the fence.
- Return equipment at the end of recess.

CONSEQUENCES

First Infraction

Warning. Student repeats the rule that was broken.

Second Infraction

Student may be asked to sit at designated location for a period of time.

Third Infraction

Student sent to the principal for the remainder of the period and serves at least one lunch/recess detention.

Multiple Infractions

Student sent to the principal for the remainder of the period. A parent meeting may be held.

Student may lose lunch/recess privileges for an extended period of time.

Issues of Safety

Aggressive behaviors and those that endanger the safety of the student or others will result in immediately being sent to the office and will result in the loss of lunch/recess privileges for a period of time. A parent meeting will be held.

BUS REGULATIONS AND CONSEQUENCES

Parents must send in a note to the school if a child is to change any transportation arrangement. If someone else other than a parent is to pick up a child or if the child is to get off at a different stop, we have to be notified. We have no choice but to put the child on their regular bus route if we do not have a note or receive a phone call.

1. Use caution when crossing the road. Wait until the bus has stopped and look both ways before crossing and the driver signals to cross.
2. Do not play on or near the road while waiting for the bus. Do not approach a moving bus.
3. Get on the bus in an orderly manner - NO pushing or saving seats.
4. Keep the aisles clear at all times and remain seated.
5. Eating and drinking are not permitted on the bus.
6. Fooling around on the bus is dangerous as it distracts the bus driver. It will not be permitted.
7. Keep arms, hands, and head inside the bus.
8. Nothing should ever be thrown from the bus.
9. Knives and other dangerous objects are not permitted on the bus.

THE CONSEQUENCES

1. **First Infraction**

A warning is given to the student. Parents will be called and notified in writing

2. **Second Infraction**

Parents are called and notified in writing. Students may be denied rides for 1-5 days

3. **Third Infraction**

Parents are called and notified in writing. Student may not ride for up to 10 days

4. **Fourth Infraction**

Parents are called and notified in writing. Student is denied rides for the rest of the school year

ALTERNATE CONSEQUENCES MAY BE USED AT THE PRINCIPAL'S DISCRETION DEPENDING ON THE SERIOUSNESS OF THE INFRACTION.



HOMEWORK POLICY

Category: Instruction

First Reading: 12/1/97

File No.: LA

Second Reading: 1/5/98

Adopted: 1/5/98

Revised: 9/8/2014

The homework policy has been developed as an additional step in striving for a more challenging and rigorous education for the student. The policy will help enhance learning through the development of habits and attitudes that promote initiative, responsibility and self-discipline.

Homework is an integral part of a child's academic program. It is important for extending classroom discussion, reinforcing skills taught in the classroom and helping students prepare for class. Homework encourages communication between parents and children about their school work and it's a link between families and teachers.

Homework affects the child's grades. The School Committee feels that students, teachers and parents all have responsibilities regarding homework. The School Handbook describes the responsibilities in detail.

Homework for Absent Students

Teachers will prepare homework from the daily assignments at the written request of the parents if students are absent for more than one day for illness or death in the family (**excused absence**). Homework will be available for parents to pick up at the end of the school day.

For students who will have an **unexcused absence** of four(4) days or more, parents will receive a notice regarding student access to online curriculum. Parents will also receive notification of topics being taught that the students will be missing during the absence. Written notice must be given to the teacher no less than **ten (10) calendar days prior to** the upcoming unexcused absence. Students will receive credit for completed work. Upon return, the burden of making up any missed work during the absence is the students' responsibility.

WELLNESS

It is the goal of the Farmington River Regional School District for every student to have the necessary skills and knowledge to make healthy choices. We believe wellness is best learned through practice and modeling of healthy behaviors by the school, family and community. Wellness is the result of proper nutrition, exercise and other personal habits that contribute to sound mind and body. It is the policy of the school district that all foods and beverages available during the school day be consistent with the School Lunch Program nutrition guidelines. We ask that any snacks or treats sent to school also comply with these nutrition guidelines. Following is our Wellness Policy.

WELLNESS POLICY

Category:

File: ADF

PURPOSE AND GOALS

The Farmington River Regional School District School Department recognizes that good nutrition and physical activity are essential for students to maximize their full academic potential, reach their physical and mental potentials, and achieve lifelong health and well-being. A responsible approach to nutrition and physical activity promotes healthy weight maintenance and reduces the risk of many chronic diseases, including asthma, hypertension, heart disease, and Type 2 diabetes.

The School Department has a responsibility to create a school environment that helps students learn and maintain lifelong healthy eating and lifestyle habits. Many factors play a role in achieving a healthy school environment, including foods and beverages available to students while at school, nutrition education, opportunities for physical activity, and other school-based activities designed to promote student wellness.

The School Department recognizes that this Wellness policy is only one portion of our commitment to provide a safe, healthy environment to our students and staff. Other components of this commitment may be found in our policies, programs, curricula and activities dealing with the following issues:

- ___ a safe, clean and psychologically healthful school environment;
- ___ a sequential curriculum in health and physical education;
- ___ a coordinated school nursing services program that includes the implementation of state mandated student screening and monitoring;
- ___ a comprehensive guidance service program.

1. NUTRITIONAL GUIDELINES

1.1. School Meals Program - The school meals program will operate in accordance with the National School Lunch Program standards and applicable Massachusetts and local laws and regulations. Schools will offer varied and nutritious food choices that are consistent with the current U. S. Dietary Guidelines. Menus will be planned with consideration from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food-pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious

meals. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive, and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing breakfast and a variety of nutritious foods if meals or snacks are sent from the home.

1.2 Eating as a Positive Experience - The district will provide adequate lunch time for students to enjoy eating healthy foods and socializing, scheduled as near the middle of the school day as possible. Recess for elementary grades will be scheduled before lunch when feasible so that students will come to lunch less distracted and ready to eat. School snack periods when possible should not be scheduled within one and one-half hours of lunch periods. Adequate serving space will be provided and efficient methods of service will be used to ensure students have access to school meals with a minimum amount of waiting time. Adequate seating will be available to accommodate all students served during each meal period. Adequate supervision will be provided in the dining area. The dining area will be clean, orderly and inviting.

1.3 Food Safety - All food service equipment and facilities will meet applicable local and state standards for safe food preparation and handling, sanitation, and workplace safety. In accordance with Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), the district will implement a food safety program for the preparation and service of school meals based upon the Hazard Analysis and Critical Control Point (HACCP) principles.

2. NUTRITION EDUCATION

2.1 Classroom - Nutrition education instructional activities will stress the appealing aspects of healthy eating, be participatory, developmentally appropriate, and engage families as partners in their children's education. Nutrition education will be designed to help students learn:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising; and

Assessment of personal eating habits: setting goals for healthy eating, and planning to achieve those goals. Nutrition and physical activities lessons will be designed for integration into the curriculum and health education program. Lessons will be based upon the most recent Dietary Guidelines for Americans, the USDA My Plate food guidance system, and guidelines from the American Dietetic Association.

The staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned. Activities will provide basic knowledge of nutrition, skill practice in program-specific activities and instructional techniques, and strategies designed to promote healthy eating habits.

2.2 Cafeteria - Attractive and current nutrition education materials will be prominently displayed in dining areas. Nutrition education will be offered in the school dining room as well as in the classroom and other venues, with coordination between the foodservice staff and other educators. School meals will be marketed to appeal to all students who will be encouraged to choose and consume a full meal. Competitive foods (a la carte snacks and beverages) will be marketed to promote healthful choices over less nutrient dense items.

3. PHYSICAL ACTIVITY

3.1 Physical Activity during the School Day - Schools will promote an environment supportive of physical activity. Students will be given opportunities for physical activity such as daily recess periods, physical education (P.E.) classes, walking programs, and the integration of physical activity into the academic curriculum.

3.2 Physical Activity Outside Regular School Hours - Students will be given opportunities for physical activity through a range of programs including intramurals, interscholastic athletics, and physical activity clubs.

3.3 Physical Education Classes - Physical education classes are taught by state certified instructors in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge. Physical education will include the instruction of wellness, individual, and cooperative activities to encourage life-long physical activity. Time allotted for physical activity will be consistent with research, current national and state standards, and local curriculum standards.

3.4 Creating a Positive Environment for Physical Activity - All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically inclined. Information will be provided to families to help them incorporate physical activity into their children's lives.

4 OTHER SCHOOL ACTIVITIES - Any food offered under 4.1 or 4.2 should conform to the criteria set forth in Section 1.2.

4.1 Fundraising Activities - The district will encourage non-food items to be sold as part of school-sponsored fundraising activities.

4.2 Healthy Classroom Parties and Celebrations - The district recognizes that classroom parties and celebrations are part of our cultural experiences. When food is offered, school staff and parents are encouraged to include healthy food offerings. When food is offered during the school day, it shall replace a regular snack time so as not to add additional calories to a student's daily intake.

4.3 Alternatives to Food Rewards - Teachers and school staff will not use food or candy as individual reward or punishment, unless authorized by a student's IEP.

5. ROLE OF DISTRICT STAFF

District and food service staff and faculty are encouraged to become full partners in the district's wellness goals. In support of this goal, nutrition and physical activity educational opportunities will be provided to all district and food service staff. These opportunities will address diverse topics related to healthy lifestyles, nutrition and physical activity, and will be provided in the form of educational and informational materials, presentations and workshops. District and food service staff are encouraged to model healthy eating behaviors.

6. FRRSD WELLNESS COMMITTEE

The District will establish a Wellness Committee comprised of the superintendent (or designee), the School Nurse, the Health and Physical education Teacher, the Assistant to the supt., the Food Service Director, a parent, a community representative, and any other interested volunteer.

The Wellness Committee will meet at least twice a year to review the Wellness Policy and make any necessary additions/changes to the Policy.

The Wellness Committee will plan and implement one activity for staff and one activity for students to promote a healthy lifestyle. These activities can be in conjunction with other professional development plans and student programs. These activities will be funded by the school district.

The Wellness Committee will report to the School Committee annually on the following information:

- District menus and meal counts for the month/year
- All physical education and physical activity programs and opportunities for the given year and recommendations for additions/changes/replacements of equipment.
- All health education programs and related activities and recommendations for changes/additions/curriculum and standards revisions from the DESE.

7. POLICY REVIEW AND MONITORING

The school principals, working with the local school councils and School Nurse Leader, are responsible for ensuring that local school programs are consistent with this Wellness Policy. Together with the Assistant Superintendent and Director of School Lunch Services, they will ensure that district educational and budgetary goals are designed to optimize the health and well-being of students and fulfill the requirements of Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265). The School Committee will review this policy one year after adoption and again as needed.

Revised by the Farmington River Regional School Committee – September 2017

MEDICAL AND HEALTH INFORMATION

Immunizations:

Massachusetts State Law requires all students enrolled in school to have an up-to-date Certificate of Adequate Immunization before they attend classes. This form must be obtained from the student's personal physician. Check with the school nurse to find out what the current list of mandatory immunizations includes.

Medication Policy:

All medications must be turned in to the health office. In the event medication must be given during school hours, a parent/guardian and physician must sign a medication permission form which must be on file in the office. Any prescribed medication will be dispensed only when accompanied by written permission from a parent and with the child's attending physician's order and only under the following conditions:

The medication must be in the original container which is clearly labeled with the following:

- Name of Student
- Name of the medication and dosage
- Number of times medication is to be given
- All medication orders must be renewed at the beginning of each year.
- For short-term medications, such as antibiotics, the prescription label may be used as the doctor's order.
- Date of prescription
- Name of the prescribing physician

Please contact the school nurse for more information regarding the distribution of medication if you have specific questions.

Policy for Exclusion for Contagious Conditions:

The following are common among school children and are considered to be communicable or contagious conditions. Health Department Regulations require that a child be excluded from school for the following conditions:

- **Head Lice/Nits:** Students with head lice/nits may not return to school until hair has been treated and all eggs/nits have been removed.
- **Chicken Pox:** The student must remain out of school for at least one week from the appearance of eruptions and until all lesions are scabbed over with no new eruptions
- **Conjunctivitis:** The student must remain out of school until medication has been started.
- **Strep Throat:** The student must remain out of school until medication has been administered for 24 hours.
- **If the student has a fever of 100 degrees or higher, or is vomiting, or has diarrhea, the student must remain out of school 24 hours after the symptoms have subsided.**

Health Programs

Vision and Hearing Test: All students are tested each year. Notice of any failures is sent to the parent by the school nurse for follow-up. The school nurse should be contacted if there are any questions. Results of the follow-up are to be returned to the school nurse.

Scoliosis/Postural Check: All 5th and 6th grade students will be checked for scoliosis. Parents are notified if any abnormalities are found.

Emergency Information Form: Each fall parents will receive a Pupil Emergency Information Form. It is essential that the card be completed annually. Medical conditions such as allergies, asthma, epilepsy, diabetes, etc. should be indicated on the card.

Physical Examinations: Physical examinations are required in Grades K, 4, 7 and 10. Because your family physician or pediatrician has a comprehensive knowledge of the health status of your child, private physician's examinations are encouraged. Examination record forms are available on request.

ACCESS TO STUDENT RECORD POLICY

CATEGORY: Student Rights & Responsibilities
File No.: K.C

First Reading/Adoption: 6/10/92
Revised: _____

The State Department of Education pursuant to its power in conformity with the General Laws of the Commonwealth has adopted the regulations as summarized below. A full copy of the regulation may be seen at the Office of the Superintendent/Principal. Pertinent features for elementary students and parents follow:

1. A student record includes all the information concerning a student which is kept in the Teacher's care.
2. If a student is under the age of 14 and has not yet entered the 9th grade, these rights shall devolve through his/her parents.
3. If a student is from age 14 through 17 and has not yet entered the 9th grade, both the student and his/her parents or either one acting alone, shall exercise these rights.
4. The eligible student and his/her parents shall have access to his/her records within two (2) consecutive work days of making his/her intention known (to the proper authority) to see his/her records.
5. School administrators, teachers, counselors and school office clerical staff are the only ones who do not need permission to see student records. Exceptions to the above include probation officers and people designated by subpoenas or court order. In these cases, written notice must be given to the student or parent by the school and an entry must be made showing the person and reason for examining a record.
6. Students or parents may request relevant data to any record and have the right to request removal of any untrue or incorrect material. If the Principal refuses, the student or parent may appeal to the Superintendent/Principal and the School Committee.
7. The transcript part of a student record must be maintained by the Superintendent of Schools for sixty (60) years following graduation, transfer or withdrawal from school.
8. The temporary part of a student record will be destroyed five (5) years after a student graduates, transfers or withdraws from a school.
9. Every year the school must publish an information letter telling when standardized tests will be given and when other routine information will be collected.

**FARMINGTON RIVER REGIONAL SCHOOL DISTRICT
ANTI-BULLYING PREVENTION AND INTERVENTION PL**

“Children may forget what you say, but they will never forget how you made them feel.”

Anonymous

APPROVED BY THE FARMINGTON RIVER REGIONAL SCHOOL COMMITTEE –12/6/10

THIS DOCUMENT IS BASED ON THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION’S MODEL BULLYING PREVENTION AND INTERVENTION PLAN.

THE FARMINGTON RIVER REGIONAL SCHOOL DISTRICT will be referred to as “The District” in this document. The District is comprised of one school, FARMINGTON RIVER ELEMENTARY SCHOOL, Pre-School through Grade 6, which houses 148 students from Otis and Sandisfield, Massachusetts. It will be referred to as “the school” in this document.

I. Statement of Purpose

The District expects that all members of the school community will treat each other in a civil manner and with respect for differences. The District is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

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

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety

The District will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities and parent or guardian involvement. The Bullying Prevention and Intervention Plan (“ the Plan”) is a comprehensive approach to addressing bullying and cyber bullying, and the school district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Ongoing professional development will be provided for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and Paraprofessionals.

A. Annual staff training on the Plan.

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

B. Ongoing professional development

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

- (i) developmentally appropriate strategies to prevent bullying;
- (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyber bullying; and
- (vi) Internet safety issues as they relate to cyber bullying.

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

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff.

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Farmington River Regional School District Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the District's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The District will provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

Protecting, educating, empowering and restoring a sense of safety and self-confidence are the goals of counseling interventions with targets and their families, as well as with bystanders.

District staff and administrators, together with the District School Committee, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. The District will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The District continues to provide early intervention starting in pre-school classes, through the deployment of a counseling consultant who works with families and teachers within and outside of the classroom, addressing behavioral/social-emotional development. The District will continue to work in collaboration with local and state agencies, such as the Berkshire County District Attorney's Office, to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

The FRRSD Director of Student Services, special educators, the school nurse, District-contracted counselors and psychologists provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. District -contracted counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. District-contracted counselors work with administrators to provide linguistically appropriate resources to identified families. District-contracted counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies within Berkshire County, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses.

In addition, the FRRSD Director of Student Services, District –contracted counselors and psychologists, and special education professionals work together to educate and support parents, conduct parent workshops, and to apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Protecting, educating, empowering and restoring a sense of safety and self-confidence are the goals of counseling interventions with targets and their families, as well as with bystanders. Counseling with aggressors explores the roots of the aggressive thinking and behaviors and ultimately fosters the choice of alternative understandings and appropriate words and behaviors.

The District expects the mental health professionals servicing District students to:

- maintain state-of-the-art knowledge about anti-aggression research and strategies
- employ this training to intervene on behalf of targets, witnesses and aggressors
- identify and de-escalate potentially harmful interactions, imbalances power, or conflicts

A close referral relationship between the District and the Berkshire County mental health professionals and agencies, including The Department of Children and Family Services, provides further support for targets, aggressors and families that continues interventions outside of school hours and during the summer. The FRRSD Director of Student Services maintains an active referral network with specializing private mental health clinicians who may service students and families with differential needs impacting the aggression cycle.

C. Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research, which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The district has made a variety of reporting resources available to the school community including an Incident Reporting Form and a dedicated email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other

locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

See Appendix A for Sample Incident Reporting Form

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

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

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

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued

against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established

Agreements with the local law enforcement agency. Also if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the special educators, counselors, and other support personnel, as deemed appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or other support personnel, such as a counselor, special educator, or others, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

E. Responses to Bullying:

The Farmington River Regional School District will employ a variety of individualized, differentiated strategies and interventions, available within and outside of the school district that may be used to remediate a student's current skills or to prevent future occurrences of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).

Skill building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action for Bullying and/or Retaliation

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

In addition, the following will be considered:

- The school schedule of the aggressor(s) and/or target(s) may be changed to reduce contact with the target; this includes lunch, recess and lavatory breaks.
- The mode of transportation To/from School for the aggressor and/or target may be changed to eliminate contact between parties.
- Additional trained school supervision will be provided during school-sanctioned after-school activities, such as intramurals, clubs, and shows to reduce the contact between aggressor and target, while allowing both parties to participate in such activities.
- Additional trained school personnel will be utilized whenever the Principal or her designee determine such supervision is needed to keep the target safe and reduce/eliminate any contact with the aggressor.
- Because staff and students have been well-informed about behavior expectations and have been professionally trained and warned about using technology inappropriately, discipline for bullying, cyber bullying, or retaliation may include either in-school or out of school suspension.
- Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which will be rendered in compliance with state laws regarding student discipline. (This does not mean that students with disabilities are not subject to consequences for their action with respect to bullying, retaliation, or other negative behavior. It does mean that their disabilities must be considered and IDEA steps followed.)
- If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student will be subject to disciplinary action

To provide remediation for the aggressor in order to change his/her negative pattern of behavior, the following efforts may be made depending on the needs of the aggressor and the severity of the offense:

- A guidance counselor or school psychologist will meet regularly with the aggressor to discuss his/her attitudes, to address strategies that could be helpful to encourage improved social skills and to help the student to develop deeper empathy.
- The counselor or psychologist will help the aggressor to address the question: What he/she could have done differently?
- The aggressor may be asked to complete some community service or to perform research on the impact of bullying.
- Parents/guardians/supervisors will be asked to monitor the aggressor's use of technology and access to influences that could encourage disrespectful or hurtful behaviors.
- The aggressor's parents/guardians will be asked to meet with the principal and/or guidance staff

Other strategies that the principal or her designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- Providing relevant educational activities for individual aggressor or groups of aggressors, in consultation with guidance counselors and other appropriate school personnel
- Implementing a range of academic and nonacademic positive behavioral supports to help aggressors understand pro-social ways to achieve their goals;
- Meeting with parents, guardians or supervisors to engage support, to reinforce the anti-bullying curricula and social skills building activities at home or in the workplace, and to discuss possible outside influences on a aggressor's behavior;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for a special education evaluation or safety evaluation that the principal her designee may consider to be needed.

NOTE: Lack of response and/or cooperation from the aggressor's parents/guardians may result in the District filing a report with the Massachusetts Department of Children and Families (DCF).

3. Promoting Safety for the Target and Others- witnesses, reporters, bystanders:

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Notification requirements: Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety.

The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Farmington River Regional School District will not tolerate any unlawful or disruptive behavior, including, but not limited to, any form of bullying, cyber bullying or retaliation, in our school building, on our school grounds, on school buses, at school bus stops, or in school related activities. The District will investigate all reports of bullying and retaliation.

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

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used the district or school; or through the use of technology or an electronic device that is owned, leased, or used by the school district, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

FRRSD Response to a Report of Bullying or Retaliation.

Student/Staff Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to:

- a) Pre-determining seating arrangements for the target and/or the alleged aggressor in the classroom, at lunch or on the bus.
- b) Identifying a staff member who will act as a “safe person” for the target.
- c) Altering/limiting the alleged aggressor’s access to the target.
- d) Alert all staff working with the alleged aggressor and target so that they are more watchful of the interaction and are more prepared to intervene if necessary.
- e) Continuing "check ins" with the target to assure that they have a safe place to discuss the incident and any ensuing circumstances.

To assist the target to recover, the following efforts may be made depending on the individual needs of the student or staff:

- A guidance counselor or school psychologist will meet with the target (regularly if needed) to discuss the student’s sense of safety and to address strategies that could be helpful to encourage improved social skills, and/or resilience as needed. If the target chooses not to participate, then the guidance counselor or school psychologist will check in occasionally with the target to see how he/she is doing and to determine whether there has been any recurrence of the prohibited conduct. If so, the adult will report the information to the principal or designee.
- The counselor or psychologist will also communicate with the target’s parents or supervisors about the target’s progress.
- The parent or supervisor should be involved in conversations about helping the target to identify and develop positive social skills when necessary.
- The target may be paired with a ‘safe person’ or ‘friend’ or older student or mentor if the target is willing to do so.
- Staff and supervisors will be vigilant about the target’s presentation and connections to other persons (e.g. Is the student alone at lunch? Is the targeted staff member still concerned?).

To assist the reporter, bystander and/witness: Additionally, the principal or her designee will take steps to promote safety during the course of, and after, the investigation, as necessary. The principal or her designee will implement appropriate strategies, as necessary, for protecting the following from bullying or retaliation, any student or staff who:

- a) Has reported bullying or retaliation,
- b) Has witnessed bullying or retaliation,
- c) Provides information during an investigation, or
- d) Has reliable information about a reported act of bullying or retaliation.

These additional protective steps will include assigning additional trained school personnel for supervision as needed, arranging limited contact with the alleged aggressor, changes in the school schedules and activities of the alleged aggressor and reporters, bystanders, and witnesses, and the delineation of *safe persons* within the school to whom reporters, bystanders, and witnesses can speak confidentially at school. Direct, in-going communication between school and home may result in additional protections plans.

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

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

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

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

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

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

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

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

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Farmington River Regional School District Bullying Prevention and Intervention Plan prevents the school district from taking action to remedy discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Farmington River regional School District Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX A

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior _____ Reporter (not the target) _____

3. Check whether you are a:
Student/Staff member (specify role) _____ Parent _____ Administrator _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident: Name of Target (of behavior): _____

Name of Aggressor (Person who allegedly engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible):

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ **Date:** _____

10: Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

II. INVESTIGATION

1. Investigator(s): _____ **Position(s):** _____

2. Interviews:

Interviewed aggressor Name: _____ **Date:** _____
 Interviewed target Name: _____ **Date:** _____
 Interviewed witnesses Name: _____ **Date:** _____

3. Any prior documented Incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation: (Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO
 Bullying **Incident documented as** _____
 Retaliation **Discipline referral only** _____

2. Contacts:

Target's parent/guardian **Date:** _____
 Aggressor's parent/guardian **Date:** _____
 District Equity Coordinator (DEC) **Date:** _____
 Law Enforcement **Date:** _____

3. Action Taken:

Loss of Privileges **Detention** **STEP referral** **Suspension** **Community Service**
 Education **Other** _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: **Date** _____

Report forwarded to Superintendent: **Date** _____ (If principal was not the investigator)

Signature and Title: _____ **Date:** _____

Investigator will attach any relevant documentation to this form.

POLICY: Student electronic devices, cell phones and other communication devices

Electronic devices:

Student possession and/or use of hand-held devices by students **in school** is considered disruptive to the educational process, unless authorized by a teacher or administrator. Such possession and/or use is prohibited. All electronic devices used in the school building before/during/after school will be confiscated and stored in the Principal's Office.

Student Cell Phones/Other Types of Communication Devices

Student cell phones (and other types of communication devices) may be brought to school, but must be turned off from the time the student arrives until the end of the school day when the student is dismissed from school. Any student observed using a cell phone (or other type of communication device) during the school day will have his/her cell phone or device confiscated, stored in the Principal's Office and the student's parents will be notified. The cell phone or device will be returned to the student at the end of the school day.

NOTE WELL: The Farmington River Regional School District is not responsible for any item lost, damaged or stolen.

CONSEQUENCES: Electronic Devices and Cell Phones / Other Types of Communication Devices

1st Offense:

Discipline report filled out and sent home to parents. The student retrieves the device or phone at the end of the school day.

2nd Offense:

Discipline report filled out. Parent contacted by Principal for phone conference and the parent must retrieve the device or phone.

3rd Offense:

Suspension from school for one (1) day and a parent conference with the Principal will be held prior to student reinstatement.

Revised by School Committee – April 7, 2014

PHYSICAL RESTRAINT OF STUDENTS

CATEGORY: Student Rights & Responsibilities
File No.: K.B

First Reading: March 4, 2002
Second Reading/Adopted: April 1, 2002
Revised: _____

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

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

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

The following definitions appear at 603CMR 46.02:

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of forces for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs.

Mechanical restraint – The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint.

Seclusion restraint – Physically confining a student alone in a room or limited space without access to school staff. The use of “Time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.”

Chemical restraint – the administration of medication for the purpose of restraint.

The Superintendent/Principal will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention
- Methods of preventing student violence, self injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements;
- Procedures for receiving and investigating complaints

The Superintendent/Principal will identify staff members to serve as a school wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the department of education recommends be at least 16 hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A persona administering the physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

In addition, each staff member will be trained regarding the school's physical restraint policy. The Superintendent/Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

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

A member of the School Committee or any teacher or any employees or agent of the school committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint that last longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Superintendent/Principal or Director of Student Services shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department of Education.

When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the Department of education within five (5) school working days of the administration of the restraint.

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

RESTRAINT OF STUDENTS POLICY

File: JKAA

Each school district is required to have a physical restraint policy according to 603 CMR 46.00, pursuant to Massachusetts General Laws.

Definitions

- Physical restraint is the use of bodily force to limit a student's freedom of movement.
- A physical escort is touching or holding a student without the use of force for the purpose of directing the student.
- An extended restraint is a physical restraint the duration of which is more than twenty minutes.

Purpose

The purpose of the physical restraint policy is to ensure that every student in the Farmington River Regional School District is free from the use of unreasonable physical restraint. Physical restraint shall be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

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

Nothing in 603 CMR 46.00 or this school's policy precludes any teacher or employee of the school system from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

Program

The physical restraint program may only be used when:

- Non-physical interventions would not be effective
- The student's behavior poses a threat of imminent, serious, physical harm to self and/or others

Physical restraint shall not be used as a means of punishment or as a response to property destruction, disruption of school order, refusal to comply, or verbal threats. A person administering physical restraint shall use the safest method available and shall discontinue the restraint as soon as possible. The student's physical status shall be monitored continuously and the restraint will be terminated immediately if the student demonstrates physical distress. Persons who administer physical restraint shall review and consider any known medical or psychological limitations or behavior intervention plans for individual students. Following the release of a student from a physical restraint, the school staff shall implement follow-up procedures, including notification to parents/guardians and completion of the Physical Restraint Reporting Form (copy attached). In addition, this shall include reviewing the incident with the student and with the staff who administered the restraint, and may include follow-up with students who witnessed the incident.

Training Requirements

Within the first month of each school year, the superintendent/principal or his designee will provide all staff with policy and procedural information regarding physical restraint. Employees hired after the start of the school year will receive this information within a month of their employment. This presentation will address:

- The school's physical restraint policy.
- Interventions that may preclude the need for physical restraint, including de-escalation strategies
- Types of restraints and related safety considerations
- Administering physical restraint in accordance with known medical or psychological limitations or behavior plans of individual students
- Identification of staff who have received in-depth training in the use of physical restraint

The superintendent/principal shall identify program staff who are authorized to serve as school-wide resources to assist in ensuring proper physical restraint. Initially, these staff members will participate in in-depth physical restraint training of sixteen (16) hours in length. They will then have review sessions to reinforce practices and procedures annually. Whenever possible, these trained staff members will be called upon to administer necessary physical restraint.

Reporting and Follow-up Procedures

All instances of physical restraint will be reported. The staff member who administered the physical restraint shall verbally inform the superintendent/principal or his designee as soon as possible, and shall submit a written report no later than the next school working day (A copy of the written report form is attached to this policy). The superintendent/principal shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

The superintendent/principal or his designee shall verbally inform the student's parents or guardians of the restraint as soon as possible. A written report, in the native language of the parents or guardians shall be mailed to them, postmarked no later than three school working days following the incident.

When a physical restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (more than 20 minutes) has been administered, the school shall provide a copy of the written report to the Department of Education within five days of the incident. A copy of the record of physical restraints maintained by the superintendent/principal for the thirty-day period prior to the reported restraint shall also be submitted.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the superintendent/principal to discuss their concerns. If the parents'/guardians' issues are not resolved at this level, they may request an Executive Session hearing with the Farmington River Regional School Committee.

RIGHTS OF NON-CUSTODIAL PARENTS POLICY

Category: Student Rights & Responsibilities
File No: K.D

First Reading Revision: 10/20/03
Second Reading Revision:
Adopted: 6/10/92 Revised: 11/3/03

If notified of a pending or actual divorce or separation between parents of a school-age child, the following policy and procedures shall apply:

1. A natural parent who is separated or divorced from the parent with legal custody of their child shall have the same rights as custodial parents in the following areas, unless these rights have been limited by court action:
 - a) Access to their child's records
 - b) Visitation to observe their child, in accordance with the school's visiting policy;
 - c) Conference with teacher to discuss their child's educational progress

Custodial parents who wish to limit the above rights must provide the school with a copy of the relevant court documents.

2. To save children, parents and the school from embarrassment and anguish, the following areas should be clarified and agreed to by both parties, and if not clarified by legal documents, should be spelled out in writing by the custodial parent:
 - a) Opportunity for the non-custodial parent to meet privately with a child in school.
 - b) Opportunity for the non-custodial parent to take a child away from school.

In the event that specific instructions in writing from the custodial parent or a court document are not in existence which will not allow a non-custodial parent to visit or remove children, then the school principal will assume that non-custodial parents do have these opportunities.

3. Prior to the awarding of legal custody by the court, the school will assume that both parents retain equal rights in all the above areas, unless a legal temporary restraining order is presented to the school.
4. Upon receipt of a request for information pursuant to MGL Chapter 71, Section 34H, the school shall immediately notify the custodial parent of the receipt of the request. Notification must be made by registered mail and by first class mail. The notification shall also inform the custodial parent that information requested pursuant to this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order, or other legal document which prohibits contact with the child or prohibits the distribution of the information requested. In each subsequent year, the parent eligible for information pursuant to this section shall indicate in the annual request that he/she continues to be entitled to unsupervised visitation with his/her child and to be eligible for the receipt of the information pursuant to this section.

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT

STUDENT ACCEPTABLE INTERNET USE POLICY

1. Access to network information resources is to be used only to pursue educational objectives through student or staff conducted communication, research and other structurally related activities. Students are responsible for good behavior on all school computers just as in the classroom and during other school activities.
2. The use of the school's computers is a privilege afforded to all students and staff. Each student is expected to take this privilege seriously and abide by all the rules. **Parental permission to use network services is required.** Rules to be followed are listed below:
 - a. A student must treat all computer equipment and materials with care and respect.
 - b. While using a computer, students may only use those applications assigned to them and access the Internet with teacher supervision.
 - c. A student may not copy, move or remove files or programs from a school computer's hard drive or from the school's file server.
 - d. A student may not download or print large files without permission.
 - e. A student may not add programs to a school's computer or file server.
 - f. A student may not use a floppy disk to transfer files to the school's computer without permission from the technology teacher. This is to prevent viruses.
 - g. A student is expected to obey all rules dealing with copyrighted materials.
 - h. A student may not access, upload, download, transmit, display, or distribute obscene or sexually explicit material.
 - i. A student may not use abusive or otherwise objectionable language in messages, or represent the Farmington River Elementary School or staff in an unfavorable way.
 - j. A student may not use another person's password or trespass in another person's folder, work, or files.
 - k. A student may not submit another person's work as his or her own (including Internet sources).

3. **CONSEQUENCES FOR UNACCEPTABLE USE OF COMPUTERS AT FARMINGTON RIVER ELEMENTARY SCHOOL:**

Violation of the above rules may be determined at the building or classroom level, and the consequences will be:

First Offense: Student will lose his/her Internet privileges for **one week**, and the teacher will phone the parent or guardian. Any assigned work will be completed with pen and paper using traditional texts and resources.

Second Offense: Student will lose his/her Internet privileges for **one month**, and the teacher will phone the parent or guardian. Any assigned work will be completed with pen and paper using traditional texts and resources.

Third Offense: Internet privileges will be revoked for **2 marking periods**, the teacher will call

the parent or guardian, and a written discipline report from will be sent home. To regain privileges, students will need to appeal to the administration.

4. **Staff guidelines for using the internet with students:**

- Students must be aware of the Acceptable Use Policy (AUP) that is in place and adhere to it.
 - Students must have parent permission and a signed agreement to access the Internet.
 - Guidelines for students must be clear and specific. It is best if locations are chosen by the teacher for the particular needs of the class beforehand.
 - Locations should be chosen that are age-appropriate for the particular group of students using them.
 - Time limits of classes should be taken in consideration when downloading or receiving information.
 - At times access to some locations is impossible due to peak periods of usage. **Always have a backup lesson on hand in the event that you cannot get on the Internet.**
 - Web page addresses should be provided for students to avoid their surfing of an inappropriate site. It is best to have bookmarks ready or a handout for student use. Make sure you have tested the locations before giving them to the students.
5. The staff, the District, and its employees are not responsible for any damages incurred, including by no limited to loss of data, the accuracy, nature or quality of information gathered through District provided access or stored on District resources.
6. The District is not responsible for financial obligations resulting from student or staff use that is not authorized. All such financial obligations whether billed to the District or the student is to be paid for by the student's parent or guardian.
7. The District, through the Student Handbook, will annually ensure that the Student AUP Policy is evident and that the parent sign-off sheet in the Handbook includes the Student AUP Policy.

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT

Student Access to Network Information Resources

The Farmington River Regional School District (the "District") recognizes that as technologies affect the manner in which information may be accessed, communicated and transferred by members of society, those changes may also alter instruction and student learning. Telecommunications, electronic information services and networked services significantly alter the information landscape by opening schools, classrooms and library media centers to a broader array of resources. The District generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

In making decisions regarding student access to telecommunications and networked information resources, the Farmington River Regional School District considers its own stated educational mission, goals and objectives. Telecommunications, including video, audio and text services, because they may be connected to any publicly available source in the world, will open classrooms to electronic information resources which may not have been specifically chosen or previewed for use by students of various ages.

In particular, the Internet is a collection of interconnected computer networks around the world that makes it possible to share information almost instantly. The networks are owned by countless commercial, research, governmental and educational organizations. The Internet expands classroom and library media center resources by making information, images and even computer software from places otherwise impossible to reach available to students, teachers, librarians and media specialists. Access to these resources can yield individual and group projects, collaboration, curriculum materials and idea sharing. Internet access also makes contact with people all over the world, bringing into the classroom experts in every content area.

Teacher Recommendation

Student Name

The above-named student is recommended for access to the District's Network Information Resources. Alternate activities will be provided if parental/guardian permission is not received.

Teacher

NETWORK INFORMATION RESOURCE POLICY

Category: Student Rights & Responsibilities
File No: K.E

First Reading: 8/3/1998
Second Reading: 8/17/1998
Adopted: 8/17/1998
Revised: 4/7/2014

1. Access to Network Information Resources is to be used only to pursue educational objectives through student-conducted communication, research and other structurally related activities. Students are responsible for good behavior on all school computers just as in the classroom and during other school activities.
2. Each student will be given an account, which will entail use of a user's name and personal password. The District will maintain a list of user names and personal passwords. Each student with network access shall be assigned "cloud" storage. Information stored in the "cloud" is designed to allow access only to students assigned to that storage space, authorized teachers and administrators. The files and communications may be reviewed at any time by authorized teachers and administrators.
3. The District's Information Technology Coordinator may issue a "class" account to groups of students which may be used for specific purposes for a specific period of time.
4. The following activities are not permitted:
 - a. Accessing, uploading, downloading, transmitting, displaying, or distributing obscene or sexually explicit material; transmitting obscene, abusive, or sexually explicit language as each is defined by the District.
 - b. Damaging computers, computer systems or computer networks; vandalizing, damaging or disabling the property of another person or organization; debilitating or disabling computers, systems or networks or the spreading of computer "viruses."
 - c. Violating copyright law.
 - d. Using another person's password.
 - e. Trespassing in another person's folders, work or files.
5. The staff, the District and its employees are not responsible for any damages incurred, including, but not limited to, loss of data resulting from delays or interruption of service, for the loss of data stored on District resources, or for personal property used to access District resources.
6. The District is not responsible for the accuracy, nature or quality of information stored on District resources or gathered through District-provided access.
7. The District is not responsible for financial obligations resulting from student use which is not authorized. All such financial obligations whether billed to the District or the student is to be paid for by the student's parent or guardian.
8. Violation of this policy may be determined at the building or classroom level in accordance with existing practice or the Student Handbook and may result in a loss of access to Network Information Resources.

NETWORK INFORMATION RESOURCES

PERMISSION FORM

I have read, or have had read to me, and have discussed the Network Information Resources Policy and agree to use the District's computers in accordance with that Policy.

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

I have read and have discussed with my child the District's Network Information Resources Policy and hereby give the District permission to access the Network Information Resources. I hereby agree to pay any and all financial obligations resulting from my child's use of the Network Information Resources whether billed to the District or my child, which have not been authorized by the District.

Parent/Guardian Signature: _____ Date: _____

I do not give the District permission for my child _____
to access the District's Network Information Resources.

Parent/Guardian Signature: _____ Date: _____

STUDENT-TO-STUDENT HARASSMENT POLICY

Harassment of students by other students will not be tolerated in the **Farmington River Regional School District**. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: MASC LEGAL RER: M.G.L. 151B:3A

Title VII, Section 703, Civil Rights Act of 1964 as amended BESE 603 CMR 26:00

REFS.: *Words that Hurt*, American School Board Journal, September 1999

National Education Policy Network, NSBA

Amended by Farmington River Regional School Committee - Sept. 10, 2012

SEXUAL HARASSMENT POLICY

It is the policy of the Farmington River Regional School District, in compliance with State and Federal laws and anti-discrimination laws to provide a working environment free from all forms of sexual harassment. Sexual harassment of employees occurring in the workplace or in the other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated. Any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

This policy is effective immediately and shall apply to all employees. All employees of the Farmington River Regional School District have the right to work in an environment free from sexual harassment. The Farmington River Regional School District affirms its commitment to maintain a work environment free of all forms of harassment and discrimination based on race, color, religion, sexual orientation, national origin, ancestry, age, sex, genetic information, military or veteran status, gender identity or disability. All employees are expected to conduct themselves in an appropriate manner with courtesy and respect for others. Any harassment on the basis of a person's race, color, religion, sexual orientation, national origin, ancestry, age, sex, genetic information, military or veteran status, gender identity or disability will not be tolerated. Procedures and policies set forth in Sections III-DC should also be utilized for these types of claims of discrimination or harassment.

I. Definition of Sexual Harassment

- A. Sexual harassment is a form of sex discrimination. Sexual harassment in the workplace and retaliation for reporting or cooperating with a sexual harassment investigation are unlawful under both state and federal law and will not be tolerated.
- B. In Massachusetts, the legal definition of sexual harassment is this: "sexual harassment" means sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature when:
 - 1. Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexual offensive work environment. Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits or continued employment constitutes sexual harassment. It is important to note that sexual harassment is not limited to conduct by a male employee towards a female employee. The victim of sexual harassment may be either male or female. Likewise, a harasser may be male or female. Also, sexual harassment is not, by definition, limited to prohibited conduct by a supervisor or manager towards an employee. It can also involve conduct by one employee towards a co-worker; in some circumstances, it may even involve a non-employee as a harasser or the victim of harassment.

II. Examples of Types of Conduct Which May Constitute Sexual Harassment

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually-oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating or humiliating to male or female workers may also constitute sexual harassment.

Be advised that our policy prohibits conduct or behavior of an offensive or sexual nature that may go beyond

what is prohibited by law. While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which violate our policy and may also constitute sexual harassment under the law, depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness.

- A supervisor tells an employee that he/she could be promoted if he/she grants certain sexual favors to the supervisor;
- A manager demotes an employee because the employee refuses to share a bed with the manager during an out-of-town conference;
- Sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comments about an individual's body, sexual gestures, suggestive or insulting comments;
- Displaying sexually suggestive objects or materials, including photographs or insulting comments;
- Leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences;
- Discussions of one's sexual activities;
- Transmitting or accessing sexual explicit materials by computerized or other means;
- Touching, pinching, groping, kissing or patting the body of another person;
- Repeatedly asking a person for a date or to socialize outside of work after being informed such conduct is unwelcome;
- Exerting pressure on another person for sex or a romantic relationship;
- Following, "shadowing," or stalking a person; or
- A supervisor tells an employee that the employee's performance review will be affected by whether or not the subordinate is willing to date the supervisor.
- Referring to a person not by their preferred name or pronoun.

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

III. Responsibilities of All Employees

Each employee is personally responsible for ensuring that his/her conduct does not in any way sexually harass any other employee or non-employee he/she is in contact with in the performance of his/her duties. Each employee, supervisor and manager is required to fully cooperate in any Farmington River Regional School investigation of alleged sexual harassment, or with the appropriate legal authorities. Further, supervisors and managers are obligated to intervene and stop any sexual harassment they witness and to immediately report to their supervisor, in writing, any sexual harassment that is reported to them or they otherwise learn of. Any employee who receives a report of or otherwise has knowledge of conduct prohibited by this policy is required to report the conduct or incident immediately.

IV. Procedure for Reporting Sexual Harassment

The following sexual harassment complaint procedure has been established to ensure prompt and effective investigation into allegations of sexual harassment.

- A. If an individual believes that he or she is being sexually harassed or subjected to inappropriate conduct of a sexual nature, the individual should immediately:
1. Firmly confront the harasser(s);
 2. State the conduct which he/she objects to;
 3. Indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
 4. Insist that the person(s) engaging in the conduct stop the conduct immediately; and
 5. Report the harassment immediately in writing to one or more of the persons listed below*.

If the employee is not comfortable with confronting the alleged harasser(s), the employee should immediately report the situation to one or more of the persons identified below*.

- B. After reporting the situation to one or more of the persons identified below*, the employee should immediately submit a written statement to the investigator detailing:
1. The specific conduct objected to;
 2. The date(s) and time(s) such conduct took place;
 3. The name(s) of the alleged harasser(s);
 4. The location(s) where the conduct occurred;
 5. The name(s) of any witnesses; and
 6. Any other details OR information requested by the investigator.

The employee should provide the investigator with any documentation (cards, notes, pictures, etc.) or other corroboration of the harassment which the employee may have.

EMPLOYEES WHO HAVE A COMPLAINT OF SEXUAL HARASSMENT OR WHO WISH TO LEARN MORE ABOUT THE SUBJECT MAY CONTACT ANY ONE OF THE FOLLOWING PERSON:

Thomas Nadolny, Superintendent 413-269-4466 Ext #148 tnadolny@frrsd.org

V. Investigation of Complaints

Complaints of sexual harassment will be investigated promptly and acted upon in a timely manner. The investigator will inform the alleged harasser(s) of the complaint, will interview the alleged harasser and require the alleged harasser to submit a detailed written response to each and every allegation of harassment. The investigator will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If the investigator concludes that sexual harassment has occurred, the matter shall be immediately referred for appropriate disciplinary action and we will act promptly to eliminate the offending conduct.

VI. Consequences of Violating Policy - Discipline and Discharge

If it is determined that inappropriate conduct has been committed by one of our employees, and this employee is in violation of this policy, he/she will be subject to disciplinary action which may range from reprimand, suspension without pay, demotion, up to and including immediate discharge. In appropriate circumstances, the Employer may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigation of sexual harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. The Employer shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. No Retaliation for Filing a Complaint or Cooperation with an Investigation

No employee shall be retaliated or discriminated against in any way for making a complaint of sexual harassment or for cooperating in the investigation of such a complaint.

IX. Identity of State and Federal Authorities

The Massachusetts Commission Against Discrimination (MCAD) enforces the state law prohibiting sexual harassment. The MCAD can be reached as follows, if you wish to file a formal complaint with them:

Massachusetts Commission Against Discrimination
436 Dwight Street, Suite 220
Springfield, MA 01103
Telephone: (413)739-2145

Massachusetts Commission Against Discrimination
One Ashburton Place, Room 601
Boston, MA 02108
Telephone: (617)727-3990

The Equal Employment Opportunity Commission (EEOC) enforces the federal law prohibiting sexual harassment. The EEOC can be reached as follows, if you wish to file a complaint with them:

Equal Employment Opportunity Commission
One Congress Street, Room 1001
Boston, MA 02114
Telephone: (617)565-3200

Equal Employment Opportunity Commission
1801 L Street, N.W.
Washington, D.C. 20507
Telephone: (202)663-4900

Amended by the Farmington River regional School Committee - July 8, 2013.

File:JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every reasonable effort to protect the dignity of the students as individuals. They also will offer careful consideration and empathetic understanding of their personal feelings, particularly with reference to their race, color, national origin, gender, age, religion, sexual orientation, homeless status, socio-economic status, or disability.

To accomplish this, the District will make every reasonable effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs.

The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin, ancestry, sex, sexual orientation, gender, gender identity, physical or mental disability, homelessness, marital or veteran status, or age.

This will mean that every student enrolled in the District will be given equal opportunity in school admission, courses of study, guidance, and extracurricular activities for which they are eligible. This includes pregnant students, Special Education students, and limited English - English Language Learners.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VH, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O.11375

Title DC, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78

Board of Education, Chapter 766 Regulations 10/74 - amended through 3/28/78

603 CMR 26:00

Revised by Farmington River Regional School Committee on April 7, 2014.

NON-DISCRIMINATION POLICY

FILE: AC

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability and homelessness. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.G. 11375 Equal Pay Act, as amended by the Education Amendments of 1972 Title DC, Education Amendments of 1972 Rehabilitation Act of 1973 Education for All Handicapped Children Act of 1975 M.G.L. 71B:1 etseq. (Chapter 766 of the Acts of 1972) M.G.L. 76:5; Amended 2011M.G.L.76:16

LJbSli regulations 603CMR 26.00

CROSS REFS.: ACA- ACE, Subcategories for

Nondiscrimination Amended 2012 BESE regulations 603CMR 28.00GBA, Equal Employment Opportunity JB, Equal Educational Opportunities

NOTE: This category is for a general policy covering all types of nondiscrimination and relating to students, staff, and others. Federal and state laws apply. If a policy relates to staff only, to students only, or a particular form of non-discrimination, it is better filed elsewhere. Appropriate codes for such statements are indicated by the cross-references. Regulations pertaining to all forms of nondiscrimination — or a procedure all persons can resort to for redress of grievances related to nondiscrimination — would follow under code AC-R. Law in most instances requires official School Committee approval of regulations in this area.

Amended by Farmington River Regional School Committee - Sept. 10, 2012.

NONDISCRIMINATION ON THE BASIS OF SEX POLICY

AC

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SOURCE: MASC

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75) M.G.L. 76:5; 76:16 (Chapter
622 of the Acts of 1971 603 CMR 26:00

CROSS REF.: AC. Nondiscrimination

Amended by Farmington River Regional School Committee - Sept. 10, 2012

SUMMARY STATEMENTS OF DISTRICT POLICIES

BULLYING:

The Farmington River Elementary School environment is one that is caring and where students are able to learn. Bullying directly affects a student's ability to learn. Targeted students find it difficult to concentrate, show declines in their achievement, and lose self-worth and confidence. Bullying behavior is the repeated use of a written, verbal, electronic expression, gesture or physical act directed at a target that causes physical or emotional harm to the target or the target's property. Cyber-bullying and bullying acts off school property are included in this policy because it affects the orderly operation of our school. The complete FRRSD Anti-Bullying Plan is located on our website.

C.O.R.I. REQUIREMENTS:

It is the policy of the Farmington River Regional School District to obtain all available Criminal Information Record Information (C.O.R.I.) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department. C.O.R.I. checks will be done on any person who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children. This means that if you have any time alone with children of our school district, we are obligated by law to do a confidential criminal record check on your background. All information received will be discussed personally with you and will only be used for the protection of our school children. If you have any questions, please contact the Superintendent.

DISCRIMINATION:

The Farmington River Regional School Committee supports Chapter 622 of the Massachusetts General Laws, Acts of 1971, which prohibits discrimination in the public schools. No child is excluded from a course, activity, service or resource available in the schools on account of disability, race, color, religion or national origin of such child.

POLICY ON PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION:

In accordance with General Laws Chapter 71, Section 32A, the Farmington River Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

All parents/guardians of students in gr. 4-6 will be notified in writing of the courses and curricula we offer that primarily involve human sexual education or human sexuality issues. Such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may exempt their child from any portion of the curriculum that primarily involves human sexual education and/or inspect and review program instruction materials for these curricula.

The complete policy statement is available by written request from the Superintendent's office.

REPORTING INSTANCES OF CHILD ABUSE/NEGLECT: As stipulated in Section 51A, Chapter 119 of the General Laws of the Commonwealth of Massachusetts, all school personnel are identified professionals who are required to report suspected cases of child abuse and neglect to the appropriate staff of the Massachusetts Department of Social Services.

TITLE IX: The Farmington River Regional School Committee has adopted an Affirmative Action Policy under Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education. This policy covers employment practices, retention, and promotion of employees. It also states that discrimination will not occur in regard to the school district's programs, curricula, class assignments or education opportunities for students. Concerns should be addressed in writing to the Superintendent.

SEXUAL HARASSMENT POLICY: The Farmington River Regional School District is committed to providing faculty, staff and students with an environment in which they may pursue their careers and studies without being sexually harassed. All persons associated with the school system including, but not limited to, the school committee, the administration, the staff and the students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

In determining whether an alleged incident constitutes sexual harassment, the Superintendent of Schools or the Chairperson of the School Committee will serve as the hearing officer vested with the authority and responsibility of processing all sexual harassment complaints in accordance with established procedures. Please contact the Superintendent's office for more complete information.

STUDENT RECORD REGULATIONS: The State Department of Education pursuant to its power in conformity with the general laws of the Commonwealth has adopted the regulations as summarized below. A full copy of the regulation may be seen at the Office of the Superintendent of Schools. Pertinent features for elementary students and parents follow:

1. A student record includes all the information concerning a student which is kept in the student's file.
2. If a student is under the age of 14 and has not yet entered the 9th grade, these rights shall revert to his/her parents.
3. The eligible student and his/her parents shall have access to his/her records within two (2) consecutive workdays of making his/her intention known (to the proper authority) to see his/her records.
4. Students or parents may request relevant data to any untrue or incorrect material.
5. The transcript part of a student record must be maintained by the Superintendent of Schools.
6. The temporary part of a student record will be destroyed five (5) years after a student graduates, transfers or withdraws from a school.
7. Every year the school must publish an information letter telling when standardized tests will be given and when other routine information will be collected.

Weapons Policy, Controlled Substances and Assaults

Possessions of weapons or drugs or the act of fighting are serious offenses that are governed by school district regulations, as well as, Massachusetts General Law Chapter 71, § 37H. The following paragraphs describe the district's legal responsibilities in the event of a serious infraction of the discipline policy. Bringing a weapon or controlled substance to school is a very serious offense. Students who bring a weapon (a gun, knife, or any other implement that can be used as a weapon), or a controlled substance (including but not limited to marijuana, cocaine, or heroin) to school or a school-related function will be suspended and possibly expelled. Toy guns and knives look realistic and may frighten other students and may be treated as an actual weapon. Children bringing toy weapons to school may be sent home for the day.

Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school or school-related activities will be suspended and may be expelled by the principal. In the event of an incident, parents will be notified in writing and will be required to meet with the building principal for a hearing at which they have the right to representation and the opportunity to present evidence

and witnesses. After the hearing the principal has the discretion to suspend or expel the students. A student who has been expelled from school has the right to request a hearing within ten days with the Superintendent. The student who has been expelled has the right to representation in a hearing with the Superintendent.

Drug-Free Workplace Policy

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify

- the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
 3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
 4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
 5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
 6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
 7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

Alcohol, Tobacco, and Drug use by students prohibited

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Teaching about Alcohol, Tobacco, and Drugs

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

This handbook was created to give parents and students essential information regarding our school. The procedures, rules and regulations included in this handbook insure that our school is a productive, safe place for your child to learn. Please read and discuss this handbook with your child and then sign and return this page to school so that we know that you have received this important document.

If you have any questions, please contact the school or include them below.

Thank you!

We read the FRRSD Parent Student Handbook.

Parent's Signature _____

Student's Signature _____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

_____ We don't have any questions.

_____ We have a question. Our question
is _____

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