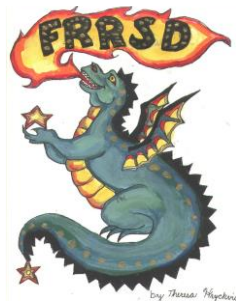


Farmington River Elementary Regional School

STUDENT/PARENT HANDBOOK

2022-2023



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

**Farmington River Elementary 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
- Responsible
- Fair
- 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 19, 2022

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,

Robert R. Putnam
Principal/Superintendent

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→ **SIGNATURE PAGE – Please sign and return Page 119 of Handbook**

Farmington River Regional School District Committee
Contact Information

Name	E-mail Address
Jessica Drenga (Vice Chair)	drengaj@yahoo.com
Carol Lombardo (Chair)	Lombardoc927@gmail.com
Arlene Tolopko	salsa65@gmail.com
Deb Fogel	Debf163@aol.com
Carl Nett	cnett@frrsd.org
Roger Kohler	rkohler.sandisfield@gmail.com
Amanda Leavenworth	amanda.leavenworth@gmail.com

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.

Administration

Rob Putnam	Interim Superintendent	269-4466 ext. 147	rputnam@frrsd.org
Rob Putnam	Interim Principal	269-4466 ext. 147	rputnam@frrsd.org
Michael Saporito	Director of Student Services	269-4466 ext. 139	msaporito@frrsd.org
Eric Jesner	Business Manager	269-4466 ext. 148	ejesner@frrsd.org

Administrative Staff

Teresa DellaGiustina	Asst. to the Superintendent	269-4466 ext. 202	tdellagiustina@frrsd.org
Paula Subklew	Accounts Payable	269-4466 ext. 138	psubklew@frrsd.org
TBD	School Secretary	269-4466 ext. 149	

FACULTY/STAFF

Classroom Teachers			
PreSchool	Rebecca Hamill	Grade Three	Katherine Silk
Early K	Nannette Higgins	Grade Four	Bethany Mielke
Kindergarten	Amy Maxton	Grade Five	Chris Keller
Grade One	Meaghan Martin	Grade Six	Jaime Foster
Grade Two	Sarah Tracy		
Resource/Support Staff			
Special Ed	Jonina Decker	School Nurse	Grace Terry
Special Ed	Ellen Cotler	Physical Therapist	Karen Chaffee
Speech	Lucinda Hastings	Adjustment Counselor	Terri DiGrigoli
Occ. Therapist	Kathy Murray Susan Sawyer		
Special Area Teachers			
Art	Laura Catullo	Music	Michael Flower
Technology	Laurie Flower	Physical Ed/Health	Jenna Daley
Building Support Staff/Paraprofessionals and Facilitators			
Shannon Magane	Theresa Ferrara		
Corey Roberts	Laura Messina		
Jana Bush	Susan Olds		
Cafeteria Staff			
Sara Hopkins	Sarah Loring		
Custodial Staff			
Head of Maintenance	Dakota Meredith	Evening Custodians	Michelle Cloran TBD
Van Drivers			
Peggy Zerbato	John Ayers		

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
2020-2021**

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
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	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.

again in January				
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 2019MCAS 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 2019 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 Aton 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 an 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 School**.

If school is cancelled for Farmington River Elementary, no buses will run to Lee, Lenox, nor 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.
- f. Drop off time is up to, but no longer than a half hour before the start of school.

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 **\$1.55** 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 **\$2.75** 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. Families that are receiving free or reduced lunch are responsible for payment of milk on the days lunch is brought from home.

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.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a Written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing

procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. *NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.*
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

NOTE: In addition, an institution may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Farmington River Regional School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Farmington River Regional School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Farmington River to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1)

If you do not want Farmington River to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two (2) weeks of the first day of school. The Farmington River Regional School District has

designated the following information as directory information: *Note: an LEA may, but does not have to, include all the information listed below.*

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level

Footnotes: 1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

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.

- 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.
- 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.
- Chaperones must abstain from using alcohol, tobacco or drugs while on the trip and must not expose students to these substances.
- 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.
- Chaperones shall avoid being alone with an individual student.
- 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.
- 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.
- 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.
- 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 Expectation:	Consequence: 1st Time	2nd Time	3rd Time
Non-compliant with classroom rules	Warning & review in classroom	Teacher Driven Consequence – parent contacted by teacher via phone or email	Refer to Office for detention – detention to informal suspension
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 After school 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, ground, equipment and materials within the building – Behavior Report completed	Student/ Principal calls parent After school detention for 1 day Student restitution	Student/ Principal calls parent After school detention for 2 days Student restitution	Student/ Principal calls home In School Suspension/Out of School Suspension for 1-5 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 5 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.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take 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.

Bullying Prohibited - Bullying in any form or for any reason is absolutely forbidden. In addition, retaliation against another student or staff member 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 or staff member, 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, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying, 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 cyberbullying.

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

Retaliation is any form of intimidation, reprisal, or harassment directed against a student or staff 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 Paraeducators.

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

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.*

Short-term suspension: the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

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 school 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 Elementary School

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.

TRANSPORTATION POLICY

Category: Support Services

File: EE

First Reading: 7/20/1998

Second Reading: 8/17/1998

Adopted: 8/17/1998

Revised: 4/1/2002 & 7/7/2003 & 4/2/2018

Riding the bus is a privilege and all students must behave in a responsible manner. The following regulations apply to students living in Otis or Sandisfield:

1. Transportation will be provided only on state highways or town approved roads.
2. Students may be required to walk up to one (1) mile to a designated bus stop.
3. Pre-Kindergarten transportation will be provided by parent or guardian. Students with IEPs will have the option of van transportation with the approval of the Director of Student Services. Non IEP students may be transported if there is ample seating with the approval of the building Principal. Approval for Non IEP students will be decided on a case by case basis.
4. Students living less than one (1) mile from school may ride the bus as long as there is ample space available.
5. Kindergarten students will not be left unattended at a stop. A parent or guardian must meet the student at their designated bus stop.
6. Students ill not be transported to a different stop without a permission note from a parent or guardian.
7. Whenever possible, the scheduling of bus routes shall include an attempt to eliminate the crossing of major highways by K-12

- students with embarking or disembarking from a bus.
8. Students in Grades K-6, who choose to attend another school under school choice, may not ride on District buses. This policy also pertains to students 7-12 who live outside the Farmington River Regional School District.
 9. The Principal/Superintendent shall develop or adjust bus routes to take into account the safety and well-being of the students on those routes. If there is any exception to items 1-9 above, the School Committee will be notified of the exception on or before the net meeting.

The following policy applies to out-of-district *choice* students:

1. Parents may request transportation on FRRSD buses.
2. Permission is granted only on a space available, first requested, first served basis, and will nbe withdrawn if a bus becomes full.
3. Students will be picked up and dropped off only on established routes. No routes will be lengthened to accommodate choice students.
4. Students may ride free, but permission will be withdrawn if there is *any* serious violation of the Bus Rules and Regulations of the District.

The accompanying Bus Rules and Regulations are a part of the Transportation Policy.

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

HOMEWORK POLICY

Category: Instruction

File No.: IL First Reading: 12/1/97

Second Reading: 1/5/98

Adopted: 1/5/98 Revised: 8/2/04

Revised: 11/4/13

Revised: 9/8/14

Revised: 11/4/19

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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 is

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.

As a valued part of our instructional program, homework will:

- Reinforce and review skills taught in school
- Provide parents with an insight into what is being taught in school.
- Provide students and parents with an opportunity to discuss academic issues
- Help develop responsibility, independent study habits and self-discipline in learning to use and manage time.

Importance of Homework

- Homework is counted towards a child's overall grade for each marking period.
- A homework assignment that is not completed or is submitted late may result in a reduction of grade at the discretion of the classroom teacher.

Time Allotment for Homework

- The amount of time spent on homework is usually estimated at 10 minutes per grade level. In addition to the assigned homework it is expected that all students will read or be read to each evening.
- Some children complete schoolwork faster than others and some children complete it more

slowly. If your child is experiencing difficulty in completing assignments, please contact the teacher.

Student Responsibilities

- Complete and submit homework assignments by the date due.
- Ask for a list of missed assignments following an absence.
- Check with the teacher if she/he does not understand the assignment.
- Record assignments in your agenda (Grades 3-6).
- Ensure that each student clearly understands how to do the assignment successfully.
- Notify parents of children who habitually neglect homework responsibilities.
- Make assignments available for absent students at the end of the day, upon the student's return, or as requested in advance by parents for unexcused absences of four days or more.

Parent Responsibilities

- Encourage high standards in all written homework assignments.
- Provide a place in the home that contains an atmosphere conducive to working. This area should be free from outside distractions such as the television, radio and family conversation.
- Check your child's agendas and sign it daily (Grades 3-6).
- Maintain contact with the teacher regarding the

homework policy and refer additional questions to the Principal.

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 their 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 student's responsibility.

**Revised and Adopted by the Farmington River
Regional School Committee on
November 4, 2019**

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
- Date of prescription
- Name of the medication and dosage
- Name of the prescribing physician
- 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. 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 may return after treated. The nurse will check child's head prior to entry.
- **Influenza and Febrile illnesses:** The student must be fever free for 24 hours without the use of fever reducing medications.
- **Conjunctivitis:** The student may return 24 hours after treatment has been administered.
- **Strep Infection:** The student may return to school 24 hours after the antibiotic medication has been administered.

- **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.

FRRSD Parent Student Handbook
2022-2023

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 _____

___ We don't have any questions.

___ We have a question. Our question is:
