

BOXFORD ELEMENTARY SCHOOLS



**PARENT & STUDENT HANDBOOK
2008-2009**

**www.boxfordschools.org
www.tritownschoolunion.com**

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Boxford Elementary Schools

September 2008

Dear Families,

Welcome to the Harry Lee Cole and Spofford Pond Schools. Respect for learning is a top priority for both educators and students. We are dedicated to providing excellence in educational opportunities so that our young people have every chance to reach their fullest potential. Students deserve a chance to learn and teachers need a chance to teach. Showing respect for the needs and desires of others is basic.

Each child as an individual is important, and we know that children learn more and learn best when the school and home, families and teachers, work closely as a team. The following Parent and Student Handbook contains information about the people and programs the students will experience during their years at the elementary level. We hope it will be helpful in answering any questions you may have regarding services, procedures or concerns. Please review it carefully with your child and return the appropriate signature page at the beginning of the school year to ensure a smooth transition into the new school year.

Once again welcome to another year in the Boxford Elementary Schools! As stated in our Core Values: "The connection between the schools and the Boxford community are valued and continuously renewed."

Kathryn Nikas, Principal
Harry Lee Cole School
knikas@boxfordschools.org

Lawrence Fliegelman, Principal
Spofford Pond School
lfliegelman@boxfordschools.org

Boxford Strategic Plan for Educational Excellence

Vision Statement

The Boxford Elementary Schools, through the combined efforts of children, teachers, parents and citizens, is a community of learners that promotes continuous intellectual, social, emotional, and physical growth for all.

Children come to the Boxford Schools ready and eager to learn, open to trying new ideas, respectful of each other, responsive to adults and prepared to work hard each and every day to meet new learning goals and challenges.

Teachers come to school enthusiastic about teaching, motivated to take risks with new instructional practices, committed to continuous personal and professional growth, willing to work cooperatively with fellow teachers, parents and citizens at large, convinced that children learn best in a nurturing environment, and prepared to make positive contributions to the quality of life in our schools. Teachers strongly support an educational program that fosters student's skills while at the same time enhancing their creative expressions and critical thinking skills.

Parents, as full partners and participants in the culture of the school, encourage children to do their best, transmit family values and expectations regarding the importance of learning and the need to work hard in school, regularly share their hopes and aspirations with teachers, support the efforts of teachers, and work to expand the resources and opportunities for learning available to all at the Harry Lee Cole School and the Spofford Pond School.

Citizens value our Elementary Schools as both places of learning for all ages in Boxford and as vehicles through which they can become connected to exciting and important opportunities for learning in an ever-changing world.

Mission Statement

The mission of the Boxford Public Elementary Schools is to maintain a learning community based on developmentally-appropriate objective standards that: respects the individual and collective needs, similarities, and differences of all its members and challenges its members to engage in a continuous process of learning, thus enabling them to reach their intellectual, social, emotional, and physical potential.

CORE VALUES

High Expectations for Academic Excellence: All students strive for a high level of academic achievement. Our schools provide educational opportunities that challenge students to their individual potential while encouraging all students to take academic risks and engage in critical thinking. All school staff members are dedicated to the consistently high level of performance necessary to support our students' academic achievement. The hard work by students and staff necessary to achieve these goals is expected, recognized and celebrated.

Personal Integrity: Consistent honesty, respect and personal responsibility regarding all our words and actions are fundamental principles. The common bonds within the school community are expressed through mutual cooperation, empathy and support.

Clear and Consistent Curriculum Implementation: Equitable learning opportunities for all students are provided through an academic curriculum which is clearly understood by all and consistently implemented to meet grade-level benchmarks.

Welcoming Environment: All members of the community strive to make our school environment safe, nurturing and welcoming so as to foster the achievement of our shared Mission and Core Values. The connections between the schools and the Boxford community are valued and continuously renewed.

DISTRICT GOALS 2004-2008

Goal #1: Academic Excellence- All students will achieve to their academic and personal potential.

Goal #1A: Academic Excellence- All students will achieve their academic and personal potential in Mathematics as measured by local assessment measures and the Massachusetts Comprehensive Assessment System.

Goal #2: Clear Consistent Curriculum – Curriculum will be implemented consistently within each grade level.

Goal #3: Learning Needs of Children- All children will have the opportunity to learn in ways that match their abilities and needs

Goal #3A: Personal Integrity and Hard Work- All children, staff, and parents will experience a supportive learning community that recognizes, respects, plans for and rewards personal integrity and hard work

Goal #4: Welcoming Environment- All children, staff, parents and community members will experience a friendly, supportive and respectful environment in our schools.

Goal #5: Physical Plant and Space Needs- All students, staff, parents and community members will work in schools that are well maintained and that provide acceptable space for all approved programs.

Goal #6: Staff Recruitment and Retention – A plan will be developed to address future needs regarding the recruitment, development and retention of teaching and leadership personnel.

SCHOOL MANAGEMENT

Principals are responsible for the daily operation of each school. This includes curriculum, instruction, personnel matters, student issues and the building.

School Councils are in place in each school. As a part of the Massachusetts Education Reform Act of 1993, each public school is required to maintain a School Site Council. The Council's purpose is to provide for local decision making by providing support and advice to the building principal. Councils are co-chaired by the principal and are composed of equal numbers of faculty and parents/community members. Parent representatives are selected through an election run by the parent organization. Each year the Site Council develops a school improvement plan outlining the goals for the coming year(s). These goals set the priorities for the school in terms of resource allocation and focus. Copies of the plan are available in the school office. Each council holds monthly meetings that are open to the public.

The School Committee meets twice per month with a formal agenda on the first and third Tuesday at Town Hall. All meetings are posted at Town Hall and open to the public as described in the state Open Meeting Laws. Agendas and Minutes can be found on the www.tritownschoolunion.com web site. School Committee meetings are televised on Boxford Cable Access TV (BCATV) Channel 22..

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. Its responsibilities are varied but relate primarily to policy determination. Some of the duties of the School Committee include:

- * Preparation of an annual budget
- * Approval of curriculum and materials
- * Collective bargaining
- * Program evaluations
- * Planning school services
- * Public relations

While the School Committee acts directly as the policy-making body relative to the general educational policy, it does not wish to operate in a vacuum. The School Committee actively seeks the counsel and support of the administration, staff, School Councils, P.T.O., parents and the community. This input is generated through written and verbal communication within the school community, biannual Open Forums on pertinent topics (e.g. curriculum revision) and working closely with other Town boards and committees. Individuals and groups wishing to address the School Committee at a meeting may do so on the agenda under "Remarks from the Public" or contact the chairperson by telephone or in writing.

Chairperson	Pamela Messenger 4 Mill Run Road	(978) 887-1283	Term expires: May 2011
Vice-Chairperson	Cynthia Murphy 38 Crooked Pond Drive	(978) 887-9842	Term expires: May 2009
Members	Betsy Leary 6 Moonpenny Drive	(978) 887-2003	Term expires: May 2009
	Cynthia Foster 352 Ipswich Road	(978) 352-7868	Term expires: May 2010
	Rebecca Lundrigan 24 Burning Bush Drive	(978) 887-0052	Term expires: May 2011

The Superintendent is appointed by the School Committee and acts as its executive officer in the operation of the schools. He has the responsibility for the appointment of all personnel upon the recommendation of building principals for staff assigned to their schools. All system-wide staff are appointed by the Superintendent after consultation with both principals. Boxford, Topsfield and Middleton constitute Superintendent Union 58, which jointly employs the elementary school Superintendent, Special Education Administrator, Director of Facilities and School Operations, Director of Finance and Human Resources, and the accounting and secretarial staff of the Superintendent's Office.

Superintendent's Office:
Tri-Town School Union
28 Middleton Road
Boxford, MA 01921
(978) 887-0771

Superintendent: Dr. Bernard Creeden
bcreeden@tritownschoolunion.com

(978) 887-0771

Director of Finance and Human Resources: Steve Greenberg
sgreenberg@tritownschoolunion.com

(978) 887-0771

Director of Facilities and School Operations: Steve Clifford
sclifford@tritownschoolunion.com

(978) 887-4119

Special Education Administrator: Sharon Lyons
slyons@tritownschoolunion.com

website

www.tritownschoolunion.com

SCHOOL HOURS

HARRY LEE COLE and SPOFFORD POND

Children may enter building after	8:25 a.m.
School begins	8:40 a.m.
School closes	3:10 p.m.
School closes (Early Release Days, Staff Development)	12:30 p.m. (lunch not served)
School closes (Parent Conference Days)	12:00 p.m. (lunch not served)
School closes (First & Last Day)	1:15 p.m. (lunch served)

HARRY LEE COLE - KINDERGARTEN

Session A (Mon., Wed., & Thurs.)	8:40 – 3:10 p.m.
Session B (Tues., Wed., & Fri.)	8:40 – 3:10 p.m.
Full Day / Five Day Program (3 classes)	8:40 – 3:10 p.m.

HARRY LEE COLE – PRESCHOOL

Sessions:

3.0 – 3.9 years	(3A) Tues./Thurs.	9:00 – 11:30 a.m.
3.0 – 4.0 years	(3B) Mon./Wed./Fri.	9:00 – 11:30 a.m.
3.9 – 5.0 years	(4A) Mon./Tues./Thurs./Fri	9:00 – 11:30 a.m.
3.6 – 4.9 years	(4B) Mon./Tues./Thurs.	12:15– 2:45 p.m.
3.9 – 5.0 years	(4C) Mon./Tues./Thurs./Fri.	12:15 –2:45 p.m.

Lunch Buddies and Extended Day are offered based on availability.

SCHOOL DIRECTORY

SPOFFORD POND SCHOOL (978) 352-8616
31 Spofford Pond Road, Boxford, MA 01921 (978) 352-2445
website: www.boxfordschools.org or <http://home.comcast.net/~spoffordpond/>

Principal, Lawrence Fliegelman lfliegelman@boxfordschools.org
School Secretary, Elizabeth Larivee / Mary Dodge
School Nurse, Kim Ciampa / Cynthia Fiore
Custodial Staff, Robert Whiteneck / Richard Clark / Kennedy de la Cruz

HARRY LEE COLE SCHOOL (978) 887-2856
26 Middleton Road, Boxford, MA 01921 (978) 887-5706
website: www.boxfordschools.org or <http://www.boxfordschools.org/hlcole.html>

Principal, Kathryn Nikas knikas@boxfordschools.org
School Nurse, Lynne Nechtem / Betsy Mudgett
School Secretary, Ann Knight / Wendy Levy / Wendy Carlson
Custodial Staff, Stacey Oakes / Jim Christofferson / Michael Capozzi

Boxford schools website: www.boxfordschools.org
District website: www.tritownschoolunion.com

PARENT RESOURCE GUIDE

(Alphabetical by topic)

ANIMALS IN SCHOOL

Animals may be brought into the classroom for educational purposes. However, this must be done within appropriate guidelines. Parents and pupils need to obtain prior permission from the teacher and school nurse before bringing any animals to the school. This is necessary to protect the health interests of all students and to make sure that animals can be properly cared for. It should be noted that animals are not to be transported on the school bus.

ART

The art program is conducted by certified art teachers. They introduce formal instruction in all media. Freedom of expression is encouraged after the children have learned the use of the materials.

ASSEMBLIES

School assemblies may be held throughout the year in the Cafetorium. Assemblies include opportunities for recognition of student talent and school spirit. There will also be assemblies for which we engage outside performers or speakers.

When a class comes in for an assembly, students are to keep their voices soft. When students see people they know, they may wave but not call out to them. When the person introducing the program begins, it is important for everyone to be silent and pay attention to the speaker and the program. Appreciation for a program is shown by clapping only. When the assembly is over, students should remain seated quietly until their class has been called to leave the cafetorium.

ATTENDANCE

The education of children is a responsibility shared by school and parents. Teachers and parents work to develop characteristics important in the educational growth of children. Proper work habits are essential to their development. **Punctuality and regular attendance are expected.** Two of the most critical factors in skills development are attendance and punctuality. This applies to all members of the Boxford School community, staff and students. We encourage all members of our school to strive to be at school on time and take full advantage of the opportunities available. We encourage you to work with us to foster the concept of how important it is to the development of each child. **Excessive absences can have a negative impact on student performance and impact state funding to our school district. Absences in excess of 14 days per year will require contact with the school's administration to determine your child's ability to meet grade-level expectations.**

Parents must call the school on days of student absence. Each school has an Absence Hot Line (see School Directory) and a recorded message can be left 24 hours a day, 7 days per week. If no call is received, the school will attempt to call the parent. If the parent or guardian cannot be reached, the Boxford Police Department will be notified to ensure the child's safety.

A written and/or verbal communication must follow each absence or tardiness. A child reporting to school late must stop at the office of the principal to let the secretary and/or principal know of his/her arrival.

In the event of medical or emergency absences, the teachers will work cooperatively with the parents to provide assistance during the absences and after the child's return to school to minimize the educational loss to the student.

Absences for reasons other than medical or family emergency should be avoided. Parents are requested to make appointments with physicians, dentists, or for any special lessons during after-school hours. If a child is absent or late more than is usual for the student body in general, the principal will contact the parents to determine the cause of the absences or tardiness. Lack of improvement in attendance will result in a referral by the principal to the Department of Social Services (DSS) or the filing of a CHINS (Child in Need of Services) petition with court officials.

When a child is being dismissed during the school day, **the parent must send a written note in the morning and report to the school office to pick up the child.** If the child is returning to school the same day, he/she is expected to report to the school office for readmission. Parents should refrain from scheduling after school activities (sports, lessons, etc.) which will require a child to be dismissed early from school on a regular basis.

School vacations are planned at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot provide work in advance of planned absences that will adequately make up for the missed instruction. Therefore, teachers will use their discretion in the matter of providing work, requested by the parent, to be completed during the period of absence. Parents who voluntarily take their children out of school have the responsibility to see that the children make up the work missed in a timely fashion.

BOXFORD ELEMENTARY SCHOOL TRUST (B.E.S.T.)

The Boxford Elementary Schools Trust (**B.E.S.T.**) was founded in 1996 as a non-profit, 501C(3), educational foundation. The founders' idea was to provide additional funds for innovative, hands-on learning tools in our local public schools, and they launched **B.E.S.T.** by giving teachers grants. Since that time, **B.E.S.T.** has launched a "Touched By Technology" campaign which has provide every classroom teacher with a laptop and SMART Board as learning tools.

CARE OF MATERIALS

Children are responsible for the care and return of schoolbooks and materials used at home. It is recommended that children have a specific place at home for keeping their school materials and doing homework. It is expected that lost or damaged books will be paid for so that replacements can be obtained.

CHILD CARE

Before and after-school day care is available to any family with children enrolled in the elementary schools. The care is provided by the Andover YMCA for a fee and is offered at Cole School. For more information, contact the Andover /North Andover YMCA at (978) 685-3541.

CHILDREN STAYING AT SCHOOL AFTER HOURS

Occasionally, a teacher or principal may wish to keep a child after school hours for a reasonable time to give special instruction or for correction of behavior. If possible, 24-hour notice will be given. Always, the child will be asked to phone a parent if he/she will not be home when expected. If a parent cannot be reached, he/she will not be kept.

CLASS LISTS

According to School Committee policy, class lists shall not be made available to any individual or group without the express permission of the Boxford School Committee. Class lists are distributed to families each June for students in grades 1-6. Kindergarten students receive class lists with their class assignment letter in July each year. The PTO does publish class lists in their directory each year as well. No information provided to the school by the parents or guardians of students will be released to any individual or group without the express permission of that child's parent or guardian except as provided by law. Parents and guardians are asked each fall to provide email contact information to the PTO and school offices for the distribution of class information and school newsletters. While parents/guardians are strongly encouraged to provide this information to reduce the amount of paper copies the school produces, they have the right to decline the request. Class lists are not to be used for any non-school purposes.

CLASSROOM ASSIGNMENT

The principal of each school building is ultimately responsible for the classroom assignment of children at the beginning of the school year and for children transferring into the school during the school year. In making classroom assignments, the principal, in conjunction with grade level teaching teams, will consider the following:

1. The factors that will provide the most efficient and effective classroom program for all the children at a given grade level and for the school in general, including:
 - a) class size
 - b) the placement of special needs and academically-able children
 - c) appropriate instructional grouping
 - d) appropriate balance of boys and girls
 - e) the social dynamics of the group
 - f) other specifics relative to the effective operation of the school
2. The educational recommendations of the present classroom teacher.

If factors exist that should be considered in making classroom assignments, parents or teachers should bring them to the attention of the school principal in writing by the end of April. Parent input should describe the learning needs of their child, which will be considered by the principal in making the final decision on classroom assignment. Requests for placement with a specific teacher are not an appropriate part of the placement process.

CURRICULUM

The curriculum is based on the Massachusetts Curriculum Frameworks. Copies of the Curriculum Highlights are available online on each school's website. In addition, curriculum summaries (by grade level) are available for parent distribution at each school. Each school has a Building Level Curriculum Leadership Team that works with the Principal, the Curriculum Director, the Curriculum Instructional Specialists and staff to evaluate and revise the curriculum.

DELIVERY OF ARTICLES

If it is necessary for articles of clothing, lunches, instruments, etc., to be brought to school during the day, they should be left in the principal's office and not brought to the classrooms. Your child will be notified.

DISABILITY AWARENESS STARTS HERE (D.A.S.H.)

Disability Awareness Starts Here (D.A.S.H.) is a sensitivity awareness experience designed to educate elementary school students about a variety of disabilities. It provides them with the knowledge and insight to understand, be sensitive to, and meet the special needs of people they encounter who have disabilities.

DRESS RECOMMENDATIONS

It is expected that students will take pride in their personal appearance. Fads in dress, hair and makeup sometimes tempt students to persuade their parents that "all the kids are doing it." Student dress should be within reasonable limits and not be extreme. Personal appearance, dress or grooming must not disrupt the education process or threaten the health or safety of any individual. Specifically:

- No clothing or jewelry may be worn that causes disruption or disorder within the school.
- It is not appropriate to wear clothing to school that is designed for beachwear (i.e., halter and tube tops, bare midriffs, short shorts & skirts, and flip-flops).
- No hats or caps may be worn within school buildings.
- Winter clothing and footwear should be appropriate to weather conditions, as children play outdoors during morning and lunch recesses. Children need hats, mittens, gloves, boots, and snow pants to play in the snow.
- Please label clothing such as jackets, sweaters, raincoats and hats and other belongings; i.e. lunch boxes, boots, sneakers, etc. Labeled items are more easily returned if lost.
- Apparel with "double meanings" is inappropriate for school wear, such as concert T-shirts depicting illegal or anti-social behavior and buttons or pins with profane or vulgar words.
- Parents will be notified by the principal if a student's clothing does not meet school expectations.

DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E)

We are fortunate to have the D.A.R.E. program in both of our elementary schools. The D.A.R.E program offers a curriculum designed to be taught by police officers whose training and background assists them in teaching classroom lessons that teach children from kindergarten through grade six how to resist peer pressure and live productive drug and violence-free lives. Our D.A.R.E. officer is Michelle Nowak.

EMERGENCY CLOSING

In times of emergency it is extremely important that the school office have information that will enable us to contact parents immediately. Therefore, parents are asked to complete and return to school the Emergency Card sent home at the start of the school year. This card should be completed for every child attending school. Please notify the school of any change in this information during the school year.

Should it be necessary to close school for loss of power, heat, or another emergency, the school offices will attempt to notify as many families as possible. A telephone fan-out system, Connect-Ed, is arranged each year for such an occasion. In the event of early closing, the town fire alarm will be rung to alert parents. The usual no-school signal will be rung 15 minutes prior to dismissal time. Radio stations WBZ and WHDH will be requested to broadcast the early dismissal time. In addition, efforts will be made to have this information broadcast on Boxford Cable Channel 10.

Such closings have been infrequent. However, it is wise to make specific plans for each child as to what he/she should do if a parent is not at home at such a time. In addition, parents should submit a written copy of those instructions to the school when they complete the emergency cards at the beginning of the year. This helps us to ensure that each child will be properly cared for in the absence of a parent.

ENROLLMENT

ENTERING AGE POLICY - Children entering kindergarten must reach their fifth birthday by September 2nd of the year in which they enroll. Registration for kindergarten will be held in February. All registrants will be given a screening test in September. Children entering Grade One without previous successful public school kindergarten experience must reach their sixth birthday by September 2nd of the year in which they enroll. School administrators will arrange for evaluation procedures by request in those instances where parents question the readiness of the child to enter Grade One without kindergarten experience.

RESIDENCY - A child **must** be a resident of the Town of Boxford to be enrolled as a student. Proof of permanent residency will be required in order to register a child.

TRANSFERS - When a child transfers into our school system, the grade placement of the previous school system is honored. If a reasonable period of adjustment, testing, and teacher evaluation indicates that the child is incorrectly placed, the child will then be placed at a grade level in which he/she is able to do satisfactory work.

ENTERING THE SCHOOL GROUNDS

Parents and others driving to the school for any purpose should be aware of posted parking rules and areas in order to allow buses to arrive and depart with safety. Drivers are asked to drive slowly and exercise extreme caution. A speed of 10 mph is the established limit. Drivers are expected to follow the instructions of staff members who are on duty during arrival and dismissal times. Drivers should not pass school buses or other cars standing in the driveway at any time.

EQUAL EDUCATIONAL OPPORTUNITY

In conformance with State Department of Education and the U.S. Office of Education requirements, parents are notified annually of the provisions of Massachusetts Legislation, Chapter 622 of the Acts of 1971, and Federal Legislation, Title IX of the Education Amendments of 1972, and section 504 of the Federal Rehabilitation Acts of 1973. These Acts prohibit discrimination in public schools.

Chapter 622 states: "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, religion, or national origin."

Title IX reads as follows: "No person in the United States, shall be on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance."

Section 504 states: "No otherwise qualified handicapped individual in the United States, shall, solely by reason for his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

These laws make it clear that all aspects of public school education must be fully open and available to members of either sexes, or minority groups, and to qualified handicapped individuals. No school may exclude a child from any course activity, service or resource available in that public school on account of race, color, sex, religion, national origin, or handicap.

If you have any questions or concerns regarding Chapter 622, Title IX, of Section 504, and how they affect your children, please do not hesitate to contact your local principal or the Title IX, Chapter 504 Coordinator, Dr. Bernard Creeden, Office of the Superintendent. Copies of the State Law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 350 Main Street, Malden, MA (617-388-3300). Copies of the Federal Law and the regulations can be obtained from the Office of Civil Rights, H.E.W., R.K.O. Building, Government Center, Bullfinch Plaza, Boston, MA 02114. They are also available for inspection in the principal's office of each school.

FIELD/STUDY TRIPS

Field/study trips will be planned throughout the school year. While field/study trips are fun, they are not just “time out” of school. Field/study trips are planned to teach students in an interesting way and allow them to relate their subjects to the real world. Students are expected to follow the guides’ directions and obey all transportation rules. Students are asked to remember that people judge our school and our community by the way they behave. Parents are welcome to join classes as chaperones. Teachers will inform parents if they are needed as chaperones. No soda or glass is allowed on trips; juice boxes and plastic containers are encouraged.

FIRE DRILLS AND EMERGENCY RESPONSE PLANS

Fire drills are conducted in conjunction with the Boxford Fire Department periodically throughout the year. In an emergency, the children are well-trained to evacuate the building in a short time. Typically, it takes less than ninety seconds to evacuate all children and personnel from the building. Students are expected to follow adult directions at all times during the drills. Students are to walk quietly and in an orderly manner as they exit the building. There is to be no talking. Students are to return to the building when an all-clear signal is given.

Each school has developed an Emergency Response Plan in cooperation with the Police, Fire and Health Departments. Various elements of these plans are reviewed and practiced periodically during the school year.

FOREIGN LANGUAGE

Foreign language instruction is offered as part of the core curriculum for students in grades kindergarten through grade six. The target language is Spanish.

GUIDANCE SERVICES

At both schools, we offer guidance counseling as a supportive service to students who may be experiencing a social or emotional challenge. The guidance counselors are able to provide school-based counseling to students in individual and group settings.

HEALTH SERVICES

The schools are served by school nurses who are available in each school during the school day. They administer vision and hearing tests to all students annually and make referrals in cases of deficiency. They also schedule clinics, maintain health records, and administer first aid to injured or ill children.

In case of an accident or illness, after first aid is administered, the parent is notified and further care is given if necessary. School policy calls for a physical examination of each pupil entering kindergarten and at the fourth grade level. Fourth grade examinations may be done by the family pediatrician or the school physician. Parents will be contacted relative to which option they wish to exercise.

The following guidelines are intended to give parents some understanding as to when their child may be ready to return to school after illness:

1. Temperature normal for 24 hours & child has not vomited or had diarrhea for 24 hours.
2. Three days elapsed since the onset of a cold (may return if they have no temperature, sore throat or severe cough).
3. Child is ready to participate in all activities, including gym and outdoor play. If a child cannot participate in all school activities, a signed doctor’s note must be provided to the Health Office to make any accommodations.
4. Isolation periods of common communicable diseases:
Chicken Pox - one week from appearance of eruptions
Strep infections - a child who is awaiting laboratory results for a strep infection should not return to school until a negative culture is confirmed OR the following isolation period is completed: 1 week without drug therapy (penicillin or like) or 24 hours of antibiotic therapy, provided therapy is continued for 10 days.
5. Conjunctivitis: may return to school when eyes are clear with no drainage and antibiotic drops or ointment have begun.
6. Children who have contracted head lice should be nit free and check in through the Health Office before returning to the classroom. Parents will be notified of cases in the classroom with an

information sheet and we strongly encourage parents to notify the school nurse if they find head lice on their child.

If a child must take medication at school (including any over-the-counter), a physician must provide written orders and the parent shall provide a written consent. All medications must be delivered to school by an adult in a pharmacy labeled container and will be stored in a locked cabinet in the Health Office. All medications, whether prescription or over-the-counter, must be held and administered by the school nurse.

Severe Food Allergies

Parents of students with food allergies should notify the school nurse with a detailed description of the specific foods and symptoms of a reaction.

Depending on the allergy, and physicians' documentation, an Individual Health Care Plan may be developed to accommodate the child's needs throughout the school day. In some cases of life-threatening allergies, parents in individual classrooms may not be permitted to send in certain foods. In such cases, classroom teachers will notify parents by memo of foods that are not permitted.

Parents of allergic students should provide necessary medications and physician orders for their administration. These should be directed to the nurses' office. Students are not permitted to transport medications on their own.

Cole and Spofford Pond School cafeterias serve no peanuts (or peanut products) and we offer a peanut-free table during lunch. If parents choose to send peanut products in their children's lunches, their children will be asked to wash their hands before leaving the cafeteria. This is to ensure the safety of allergic students regarding contact on playground equipment. Cole and Spofford Pond Schools refrain from using peanuts and peanut products for classroom projects.

All attempts are made to provide a safe school setting and to minimize risks. As we cannot guarantee a peanut-free environment at all times, the ultimate aim is to educate all involved and have the students be as self-sufficient as possible.

HOMWORK POLICY

Homework philosophy and guidelines:

The development of good habits of home study is a requisite for the competent elementary school student. Homework is given to assist students in developing responsible behaviors in appropriate ways. A consistent implementation of the homework policy will aid in the development of these good habits and will assist students, parents, and teachers toward a better understanding of, and a more positive attitude toward, the system's expectations.

The amounts set forth below are recommendations. Discretion should be exercised in view of the nature of the specific class, the methods of the individual teacher, and the very nature of the assignments. Homework assignments should not be given as punishment. In cases where instruction to a class is given by two or more teachers, a cooperative arrangement must be made relative to a consistent and appropriate load for students.

At the beginning of each year the principal should discuss this policy with the faculty and parents. Positive direction should be given to the faculty as to the elements of appropriate homework assignments, or to individuals, as necessary. A teacher who wishes to deviate significantly from the policy should seek approval in advance from the principal. Teachers should provide parents at the beginning of the school year with information on plans for homework assignments and related procedures.

All assignments made for homework should:

- a) Have a purpose clearly understood by the pupil.
- b) Provide further information or reinforce skills being developed in the classroom, at the time of the assignment.
- c) Be designed for successful completion without parental aid.
- d) Be corrected, and where appropriate, be discussed in a class.

Grades 1-6

Make-up work may be given as homework to pupils who have been absent, whenever possible. Individual children who have not completed work at school may be asked to complete it at home. This should not be construed as a general practice that many students regularly complete work at home.

K – Grade 2

- K:** September – June: Students should be read to each night.
Homework assignments may be assigned throughout the year.
- Grade 1:** September – June: Students may be assigned homework up to 3 to 4 times per week.
Assignments should be limited to 10 to 15 minutes in length.
Students are expected to read and/or be read to each night for 20 minutes in addition to the assigned homework.
- Grade 2:** September – June: Students will usually be assigned homework 3 to 4 times per week.
Assignments should be limited to 15 to 20 minutes in length.
Students are expected to read each night for 20 minutes minimum in addition to the assigned homework.
Continuous review of basic math facts is required.

Grades 3 – 6

The practice of regular homework assignments will be initiated in Grade 3.

Regular homework assignments will be assigned according to the following guidelines:

- Grade 3:** September – June: Approximately 30 minutes, Monday – Thursday
Daily reading for 20 minutes minimum in addition to the assigned homework.
Continuous review of basic math facts is required.
- Grade 4:** September – June: Approximately 40 minutes, Monday – Thursday
Daily reading for 30 minutes minimum in addition to the assigned homework.
Continuous review of basic math facts is required.
- Grade 5:** September – June: Approximately 50 minutes, Monday – Thursday
Daily reading for 30 minutes minimum in addition to the assigned homework.
Long-term projects will require extra time in addition to regularly assigned homework.
- Grade 6:** September – December: Approximately 60 minutes, Monday – Thursday
January – June: Approximately 75 minutes, Monday – Thursday
Daily reading for 30 minutes minimum in addition to the assigned homework.
Major projects will allow 2 to 6 weeks for preparation.
Students need to provide for an average of one hour extra per week for projects in addition to regularly assigned homework.

Students in grades 3-6 should have an Agenda Mate. Agenda Mates are distributed for purchase at the beginning of each school year. Projects and long-term assignments may be incorporated as part of the regular homework assignments and occasionally may require additional time. Teachers may assign the homework on a daily or weekly basis.

Please Note: When a student does use his/her time wisely and yet fails to complete an assignment, a parental signature will be accepted in lieu of the incomplete work. It must be understood that repeated instances of this nature indicate a conference should occur between the teacher and the parent.

RESPONSIBILITIES: Students need consistency in when, where and how they should complete their assignments. Recognizing individual differences, we offer the following guidelines: a well-lit study area free of distractions, necessary “tools,” and adequate time allotted. It is important for parents to maintain a positive attitude and to provide encouragement and guidance when needed.

STUDENTS:

- 1) Make sure directions and expectations are clearly understood.
- 2) Correctly record all homework in an assignment book.
- 3) Accept responsibility for completing homework assignments and keeping materials in order.
- 4) Hand in neat, accurate, and meaningful products on time.
- 5) Maintain an appropriate study environment.
- 6) Budget time properly on long-term assignments.
- 7) Communicate with teachers and parents when problems arise concerning homework.

PARENTS:

- 1) Provide a suitable place for study, with a consistent study time.
- 2) Encourage the student to accept responsibility for finishing the homework.
- 3) Assist with, but do not do, the homework, when necessary.
- 4) Oversee long-term projects and assist student in learning to budget time correctly.
- 5) Recognize that homework is not limited to written assignments, but includes studying, reading and/or researching.
- 6) Communicate with teachers if student is unable to complete assignments, either because of circumstance or ability.
- 7) Maintain a consistent, positive attitude towards the homework policy.
- 8) Understand that completion of necessary assignments may require parental support and additional time due to each child's individualized learning style.

TEACHERS:

- 1) Assign homework that is meaningful and useful.
- 2) Emphasize study skills as part of daily classroom learning.
- 3) Allow time for students to ask questions to clarify directions.
- 4) Check assigned homework on the day it is due.
- 5) Evaluate long-term projects in a timely manner.
- 6) Provide the opportunity for both short- and long-term assignments.
- 7) Maintain open communication with other staff to coordinate homework balance.
- 8) Inform parents of their responsibilities in monitoring homework.
- 9) Communicate with students and parents when problems arise concerning homework.

IMMUNIZATION REQUIREMENTS

Immunizations for diphtheria, whooping cough (pertussis), tetanus, measles, polio, mumps, and rubella are required as a condition of school attendance. A lead test after age 3 is also required, as is verification of a chicken pox vaccine or having had the disease. These will be administered with parental approval to students at certain grade levels at the direction of the State Board of Health.

No child shall be admitted to kindergarten through sixth grade without a physician's certificate or copy of an immunization record from a school in the Commonwealth that the child has received at least the following immunizations:

- (1) Entering Kindergarten, 1st grade and 2nd grade: five doses of diphtheria and tetanus toxoid-pertussis vaccine (DTP), unless 4th dose was given after 4th birthday;
 - (a) where pertussis vaccine is medically contraindicated, diphtheria-tetanus toxoid (DT) is to be substituted for DTP vaccine; a physician waiver is required for the substitution.
 - (b) when the child is 7 or more years of age and requires additional immunizations to satisfy this subsection, tetanus-diphtheria toxoid (Td) may be substituted for DTP or DT vaccine;
- (2) Entering Kindergarten, 1st grade, & 2nd grade: four doses of trivalent polio vaccine, unless 3rd dose given after the 4th birthday;
- (3) Grades 3-6: one dose of measles (live), mumps, rubella (MMR) vaccine given at or after 12 months of age; Entering Kindergarten and 1st grades: 2 doses measles, 1 dose mumps, 1 dose rubella;
- (4) Lead test is required after the 3rd birthday;
- (5) 3 doses of Hepatitis B vaccine are required for entrance into kindergarten;

(6) Verification of chicken pox vaccine (varivax) or disease documented by an M.D.

INTERNET USE POLICIES (see full policies at the end of this Handbook)

LIBRARY/MEDIA CIRCULATION POLICIES AND PRACTICES

Our school library collections are made up of quality books that are selected to meet our circular needs as well as students' interests. During library classes, students have an opportunity to explore the collection and to make independent choices of the books they would like to take home. Our goal in having this independent selection is to foster the student's confidence in his or her own curiosity and interests. Therefore we do not censor, or direct, their selections.

At Cole School, students may check out one book at a time and may select a new one as soon as the first one is returned.

At Spofford Pond School, the students may check out two books at a time.

If a book is lost or damaged, we will request a replacement fee to be paid before the student may check out additional books.

LOST AND FOUND

All personal belongings should be permanently marked with the child's name. Items found in a designated "Lost and Found" area where they may be claimed by the owner. Parents are encouraged to regularly check for lost items belonging to their children. Periodically, all unclaimed articles are given to charity.

MONEY IN SCHOOL

Money brought to school for lunch or other school purposes should be turned over to the teacher or other personnel at first opportunity. Money sent with younger students should be put in an envelope labeled with the child's name and the purpose for which the money is sent. Children should not bring large sums of money to school. Children should not lend or give one another money or buy or sell any items or information from each other. Any child who needs to borrow money for lunch may do so at the cafeteria.

MUSIC

The general music program is supervised by a music specialist who meets with classes on a scheduled basis. The program also includes a chorus experience for students in grades four, five and six.

Instrumental lessons are offered to students in grades four through six. These lessons are paid for by the parents. Band groups meet regularly under the direction of the instrumental music instructor. An annual fee is charged, which includes instrumental music lessons and participation in the band. Opportunities for instrument rentals will also be available for an additional charge, paid directly to the rental company.

NO SCHOOL ANNOUNCEMENT

In the event of stormy weather, a joint decision will be made as to closing the elementary schools and Masconomet for the day or to have a delayed opening. The no-school announcement or the delayed opening announcement will be broadcast over WBZ (AM 1030) radio, major television stations and the Boxford Cable Channel 10. We have implemented the Connect Ed direct notification system which will be used to contact each family directly. All meetings and conferences will be canceled on "no school" days and will be rescheduled by the teacher.

The no school/delayed opening signals are as follows:

- No school signal - one blast of the fire alarm at 7:15 a.m.
- Delayed opening signal - two blasts at 7:15 a.m.

Similar signals for Masconomet Regional School will be sounded at 6:45 a.m.

During stormy or extremely cold weather, parents are urged to exercise their own judgment in sending their children to school.

ON-LINE MATH LEAGUE

The Online Math League consists of three fun, challenging math contests that are spread throughout the school year. These contests are grade-level specific, are well-aligned with state and national math standards, and offer problems of varying difficulty levels so students of all abilities are appropriately challenged. Online Math League contests range from second grade up through sixth grade. Students are able to participate in grade level teams at Cole and Spofford Pond.

PARENTAL CONCERNS

Parents are encouraged to bring their concerns to the attention of the child's teacher, building principal, the Superintendent and the School Committee, in the form of a telephone call, email, and/or a letter. Email is the preferred method of communication with the superintendent and the building principals. Generally, a reply should be expected within 24 hours. Emails are listed below:

Dr. Creeden, Superintendent of Schools:	bcreeden@tritownschoollunion.com	978.887.0771
Kathryn Nikas, Principal, Harry Lee Cole School	knikas@boxfordschools.org	978.887.2856
Larry Fliegelman, Principal, Spofford Pond School	lfliegelman@boxfordschools.org	978.352.8616

PARENT RESOURCES

Books on a variety of topics including academic support, discipline, special education, etc. are available at each school to be checked out through the library.

PARENT CONFERENCES

Formal conferences will be arranged twice a year in connection with the issuance of report cards. However, parents are urged to maintain close contact with the school. Visitors to the school or classroom are welcome. Additional conferences can be initiated by parent or teacher whenever there is a concern about a student's school progress. **Parents are urged to bring their concerns to the appropriate school personnel as soon as any concerns develop. Such concerns should be brought first to the attention of the staff member most directly involved.** See School Calendar for Conference dates.

PARENT/TEACHER ORGANIZATION (P. T. O.)

The objective of the P.T.O. is to provide a vehicle whereby parents and teachers can work cooperatively to bring about a closer relationship between home and school, thus enhancing the educational process of the children enrolled in our schools. Parents are invited to join the P.T.O. and/or attend any or all of the monthly meetings. The P.T.O. seeks and coordinates the many volunteers that are needed throughout the year in a wide variety of areas. Additionally, the P.T.O. coordinates the fundraising that is used to provide grants to teachers, purchase equipment and library books, and fund cultural enrichment programs and parent seminars. Each school year, the P.T.O. produces a directory of families and encourages families to provide phone and email contact information for the directory. **For more information, contact P.T.O. Presidents, Christina Eckert, 978.352.8473 and Karen Hussey, 978.352.7084.**

PERSONAL PROPERTY IN SCHOOL

Ordinarily, students should bring to school only those items of personal property necessary for completing class assignments successfully. Teachers may grant specific permission for items needed for special projects. Certain items of personal property are not appropriate for use in school, on the playground or on the school buses for academic, safety and security reasons. While it is not possible to make an official or exhaustive list of inappropriate items, the following list will give some indication of categories currently not permitted while class is in session: iPods, cellular phones, hand-held video games, Pokemon and Yugio cards, skateboards, walkman radios/tapes/CD's, cyber pets, "boom" boxes, guns, knives, laser pointers, weapons of any type, and roller blades. Expensive or valuable items should not be brought to school. The school cannot be responsible for money or valuable items that are lost. Items determined to be inappropriate in school will be kept in the office for pick-up by the parent or guardian. **Per state law, possession of any weapon, or item with the potential of being used as a weapon, will result in suspension or expulsion.**

PHYSICAL EDUCATION

Each child receives regular physical education instruction under the direction of a specialist. The physical education program calls for physical fitness testing annually, which will be done in the spring. The offering of a wide variety of individual and team activities is aimed at the total development of each student.

Appropriate dress for physical activities includes sneakers and comfortable clothing. Children may be excused from physical education **only** by a letter from a doctor.

PRESCHOOL

Cole School offers a Preschool Program serving students three- and four-years of age living in Boxford. The classes will be integrated with students who are in need of early intervention and peer models. Class sizes will be limited to 15 students and will be taught by a certified teacher and classroom assistant. Students will work independently, as well as in small groups. The transition to kindergarten will be a smooth one for students who are familiar with the school. The program is financially self-sustaining; supported by state grants and student tuition. Anyone interested in knowing more about the program is encouraged to contact Cole School (Debbie Connery).

PROGRESS REPORTS FOR GRADES K-6

There is general agreement among educators and parents that close cooperation and communication between home and school enhance the social and academic development of a child. The purpose of the progress report system, both through conferences and written reports, is to provide a basis for effective parent and teacher communication.

The parents of an elementary school child are the most significant influence in his/her life. Most of the early learning and development are a direct result of experiences in the home and community. Attitudes toward school and self-concept are also based, in part, on these early experiences. The premise of this progress report is based on the belief that the school must be in close contact with parents and welcomes their involvement in the school life of the child.

Separate grade-specific report cards are established for Kindergarten through Grade 6. A goal at the primary level is to provide an appropriate vehicle of communication for our developmental programs and to provide a report in which a student's personal, social and academic growth is adequately dealt with. Curriculum objectives and expectations on this parental report, therefore, are devised to match our developmental approach.

At the upper elementary level, the standards-based marking system includes achievement grades, effort grades, and comments on personal development, general attitudes, and study habits. Conduct is a consideration for common areas, on school buses as well as in the classroom.

PUBLICATION OF SCHOOL RULES AND REGULATIONS

Chapter 71, S37H requires that a school committee publish its rules and regulations pertaining to the conduct of students and teachers and that copies of these be placed in each principal's office and be made available upon request. The District's policy on sexual harassment is also available in the offices.

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. **Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel.**

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to the discipline of students with special needs; standards and procedures to assure building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other students' civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for informational purposes only.

The Boxford Elementary Schools have entered a collaborative initiative with the local police and district attorney to coordinate their response to violent, delinquent or criminal acts by students and to alcohol and other drug use that occur on school premises or at school-sponsored or school-related events. A copy of the **Juvenile Diversion Program** is on file in each principal's office.

PUPIL INSURANCE PROGRAM

Parents will receive a brief brochure and an envelope relative to the school insurance program at the start of the school year. This coverage is offered to parents as a service. Please study the coverage and the conditions described in the brochure when distributed. Parents are asked to sign and return the forms even if the insurance is not selected. If you have any questions, please feel free to call the office.

SCHOOL IMPROVEMENT AND EARLY RELEASE DATES

Professional development/school improvement days are scheduled to provide time during the school day for staff development. Please refer to the current school calendar for those dates. Dismissal is at 12:30 p.m., with no lunch served.

Parent conferences will be scheduled during the school year. Please refer to the current school calendar for those dates. Dismissal will be at 12:00 p.m., with no lunch served. The first and last days of school are also early release days with dismissal at 1:15 p.m., with lunch served.

Frequent communication between parents and teachers is a vital component of the educational process. General appointments permit private, in-depth discussions of a student's needs and accomplishments. Parents are urged to take full advantage of these opportunities and to also schedule appointments with the teacher during other after school times whenever the need arises.

SCHOOL LUNCH

Students should be advised not to exchange food due to possible allergies or medical situations that may arise. A school lunch is available to all students in Grades K-6. Menus are posted on the school websites and are attached to the school newsletters at the beginning of each month. Tickets may be purchased in groups of ten every Monday. (The use of cash is discouraged as it greatly slows down the lines.) Checks should be made payable to the *Town of Boxford*. The student's name should be written on the back of each ticket. Students may "charge" a lunch if they have lost or forgotten their ticket; however, this "charge" must be paid back quickly, as the lunch program relies solely on the ticket sales to support it. Low-fat milk, skim milk, or chocolate milk is provided with the school lunch. The price of school lunch, including milk, is \$2.00. The price of milk or fruit juice purchased separately is \$.60. Notices are sent to all parents relative to the availability of a free or reduced-price lunch for children from families under certain income levels. Eligible parents are encouraged to participate. Anonymity is protected. Federal regulations do require verification of income level for a limited sample of such applications.

SCHOOL NEWSLETTER

Each week the schools publish a newsletter that will summarize many of the activities, programs, and events that are taking place at the school. Parents at both schools will have an opportunity to register early in the year to receive the respective newsletters online, or parents may elect to pick-up the weekly edition in the front lobby of each school. We hope you will look forward to this information. Please let us know what you would like to hear more about.

SPECIAL EDUCATION

Special needs programs are available to students, who, because of specific, identified disabilities, are having difficulty achieving benchmarks in the regular classroom. General screenings are conducted for preschoolers and kindergartners to identify students who may experience difficulties in school. In addition, parents and school personnel may make referrals for evaluation to the special education staff for all students preschool age through grade six. In this case, the child will be evaluated by a specialist team to determine the nature and degree of the learning problem. Parents are invited to actively participate in the evaluation process.

If through the evaluation process, a student is deemed to be in need of special education, an Individual Education Program (IEP) will be established for that student. Whenever possible, regular classroom programs will be modified to meet the children's needs. Sometimes, the special education staff may only have to consult with the regular education teacher regarding modifications and strategies that he or she will carry out in the classroom.

However, if programs are necessary to support the regular education curriculum, special needs staff will provide direct services in the areas of learning disabilities, speech and language, and/or occupational and physical therapies. Whenever possible, services are provided within the regular education classrooms through an integrated model by professional or paraprofessional staff. Our underlying philosophy is that most children can benefit from an inclusive environment, which seeks to integrate children rather than separate them. However, if this model is not appropriate, a "pull-out" model in a specialized setting is utilized. Ongoing communication is maintained between the special education provider and the classroom teacher.

The Special Education Program is directed and coordinated by a Special Education Director employed by the Tri-Town Union (see Superintendent Office Directory, page 7).

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

Under Chapter 766, the state mandates that any school district operating a special education program must establish a Parent Advisory Council. The PAC meets regularly with school officials to develop a productive working relationship and to have a voice in the delivery of special education services. The PAC also provides support, information sharing, speakers, and access to community and educational resources. Membership in the PAC is open to any parents of children in Boxford, Topsfield or Middleton considered for Chapter 766 services.

STANDARDIZED TESTING

The tentative standardized testing program for the 2008-2009 school year will include the following:

MCAS	Grades 3 – 6	Grades 3 – 6	Reading and ELA	March 30- April 10
		Grade 4	ELA Composition	March 31
		Grades 3 – 6	Mathematics	May 11-May 26
		Grade 5	Science & Tech	May 11-May 26
		Grade 5	History & Social Studies	May 11-May 26

STUDENT DROP-OFF

If a child is driven to school in the morning, please observe the following:

Cole School - No child is to be dropped off before 8:25 a.m., as staff is unavailable to supervise. Children are to be dropped off in front of the building as a line of cars form. School buses will drop-off students at the side entrance coming in from Main Street.

Spofford Pond School - No child should be dropped off before 8:25 a.m., except for band or chorus practice, as adults are not available to supervise children at that time. Please pull up all the way to the Main Entrance.

Do NOT stop near the playground or the sixth grade door. Do not drop-off students on the side of the school facing Spofford Road, as this is a bus entrance. Please wait in line to drop-off children on the sidewalk; do not allow children to walk through the parking lot during the drop-off period. Except during inclement weather, students should walk directly to the playground in the morning.

STUDENT PICK-UP

When it is necessary to pick-up a child from school at dismissal time, parents must send in a detailed written note in the morning. Pick-Up/Bus Change notepads produced by the P.T.O. are available for sale (\$1.00 for a pad of 50) in each school office. At **Cole School**, parents must park and come into the lobby of the school to pick-up their child.

At **Spofford Pond**, students are dismissed from the sidewalk at the side of the building near the Main Entrance.

Telephone calls to the school during the day regarding a dismissal change should be reserved for emergencies only and cannot be accommodated after 2:15 p.m. each day due to difficulty reaching students in a timely manner.

STUDENT RECORD REGULATIONS

The state of Massachusetts has recently developed specific laws regarding access. If this applies to you, or you

would like additional information on this, please contact the office. A complete copy of a student's record is available in each school office. The student record consists of transcripts and a temporary record. The transcripts include such data as address, birth date, grade level completed, and grades received. The temporary records will include, in addition to standardized test data, a more detailed record of progress report marks, and some information on extra curricular activities.

The transcript must be maintained for sixty years. The temporary record will be destroyed five years after the student transfers, withdraws from the system, or goes on to the Masconomet Regional School. This statement should be considered as your official notice that the temporary record for your child will be destroyed five years after the circumstances noted above.

Access to students' records will be limited to authorized school personnel and to the parent involved. Access of the parent to the record will be made available within two days after request and copies will be furnished for a reasonable fee. Upon request, authorized school personnel will interpret the contents of the record. Access of third parties is limited to court orders, certain data for the Department of Education for research purposes, or in connection with the comprehensive evaluation of certain special needs students.

The parent has the right to add information, comments, data or other relevant written materials to the student's record. The parent also has the right of appeal from decisions regarding the provisions of the regulations. A decision of a principal may be appealed in writing to the Superintendent. A decision of the Superintendent may be appealed in writing to the Chairperson of the School Committee. The School Committee will conduct a hearing within four (4) weeks of notification.

The federal Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records and gives the parent, guardian, graduate, or student the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refuses to make the amendment. If there are questions please contact, Bernard F. Creeden, Title IX Coordinator for the Boxford Public Schools at 978-887-0771.

Non-Custodial Parent Access to Student Records

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

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent."

SUMMER BOOK LOANS

Occasionally, book(s) are loaned for the summer for extra practice and drill purposes. In such cases, there is a book loan form in the School Office that must be completed and a deposit of \$10.00 may be requested. The deposit is returned to the borrower upon return of the book.

SUMMER READING

A list of Summer Book and Author Recommendations is provided by the Library/Media Specialist each year. It is suggested that over the course of the summer, students read a minimum of two books from the list of recommendations.

TEACHER PERFORMANCE STANDARDS

Performance standards for teachers have been established jointly by the School Committee, Administration and Boxford Teachers Association. Copies are available upon request from each principal.

TELEPHONE USE

The children's use of the school's telephone will be restricted to emergency calls. If you wish to speak to your child's teacher or a support person, please feel free to call the school. However, if you call during school hours, you will be asked to leave a message on the voicemail and staff members will call you as soon as they are available. Unless there is an emergency situation, parents are respectfully requested not to call school during dismissal time.

TITLE ONE PROGRAM

Boxford Public Schools have been awarded Title I funding for the school year. This federal grant, as reauthorized under the *No Child Left Behind* Act of 2001, provides resources to local school districts to help students meet the challenging state and local academic standards. The focus of the Title I funding to Boxford is to provide instructional support services in mathematics at the Spofford Pond School.

School staff identify students who do not have individualized educational plans through special education for math assistance but who, through teacher recommendation and other assessment strategies, are likely to benefit from the additional available support provided via the Title I funding. Identified students then receive supplemental instruction in both individual and small group formats.

Our school is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. Our Title I teachers are "highly qualified" by all state and federal standards, and the district is excited about their capacity and eagerness to deliver excellent instructional services. It needs to be noted, however, that the federal *No Child Left Behind* Act of 2001 requires school districts that receive Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, the school will provide parents with this information in a timely manner, if they request it. Specifically, parents have the right to request the following information about each of their child's classroom teachers:

- whether they meet the state qualifications and licensing criteria for the grade and subjects being taught;
- whether they are teaching under emergency or provisional status because of special circumstances;
- their college majors, any advanced degrees, and the fields of discipline of their certifications or degrees, and;
- whether paraprofessionals provide services to your child and, if so, what their qualifications are

A Title I Parent Information meeting will be conducted to provide additional information regarding the program, to gather input on the program's development and delivery, and to discuss a parent's role in improving their child's achievement.

If, as a parent of a Title I school student, you would like to receive any of the information listed above regarding your child's teachers, or if there are questions in general about the Title I program, contact Debbie Hale, Director of Curriculum, at 978-887-2856 or dhale@tritownschoollunior.com.

TRANSPORTATION

School bus transportation is available to all children. The bus routes are established annually by the Director of Business and Finance and the bus company. **Any questions or concerns regarding the bus routes or operation of the buses should be directed to the Superintendent's Office-Director of Finance and Human Resources (978) 887-0771.** Concerns regarding behavior issues on the bus should be directed to the appropriate principal.

Students generally will be transported only to and from school on the assigned bus. Arrangements will be made, if possible, to permit them to transfer to another bus for such purposes as attending scout meetings or religious education classes. In such circumstances, one written note for the year is required from the parent. However, parents should **not** plan on using the school bus to transport children to birthday parties or other such activities.

In the event that a child needs to take a different bus or will be picked up, a written note must be provided by the parent in the morning. Pick Up/ Bus Note Pads produced by the P.T.O. are available for \$1.00 (pad of 50) in each School Office.

Telephone calls to the school during the day regarding a dismissal change for a child should be reserved for emergencies only and cannot be accommodated after 2:15 p.m.

A. Bus Conduct

Parents' cooperation with the school staff in the development of good habits on the part of our students when boarding, riding, and leaving buses will help to maintain the high level of bus service in Boxford. Students whose conduct on the bus or at the bus stop jeopardizes the welfare and safety of others may be deprived of the privilege of transportation by school bus.

B. Bus Rider Contract

The following contract provides clearly defined expectations and consequences. Parents should review the contract below with their children and both should sign the signature sheet at the back of this Handbook.

Remember, it is a privilege to ride the school bus! If you are not well behaved and courteous, or if you endanger the health and safety of other students, this privilege will be taken away from you. The bus driver shall be considered to have the same authority as a teacher in the classroom.

General Regulations:

1. Students shall always cooperate with the bus driver for the safety of all concerned.
2. Animals shall not be transported on the bus.
3. Students shall be picked up and unloaded only at regularly scheduled bus stops.
4. Students will be responsible for their own behavior at all times.
5. No list of rules can cover every possible situation. The bus driver and school principal have discretion to determine if a particular behavior violates the rights of others or endangers others' safety. The school principal will determine the appropriate consequence when they are not specifically determined by this contract.
6. If bus rules are violated, students should report this immediately to the driver or principal. Delay in reporting problems can make it difficult to determine facts and take appropriate action.

Rules - Level 1

1. I will arrive at the bus stop five (5) minutes before the scheduled pick-up time.
2. I will remain well back from the roadway while waiting for the bus.
3. I will wait until it is safe to cross the street.
4. I will know and follow the safest route to and from my bus stop.
5. I will be careful, safe, orderly, and treat others with respect while waiting for the bus and after getting off of the bus.
6. I will not move toward the bus until it has been brought to a complete stop.
7. I will enter the bus in an orderly fashion and go directly to a seat.
8. I will keep all articles, such as athletic equipment, book bags, musical instruments, etc. out of the aisle.
9. I will watch my step getting on and off the bus.

Disciplinary Actions - Level 1:

1. The bus driver will give a recorded oral warning to the student.
2. If student repeats the offense again, Level 2 consequences will apply.

Rules - Level 2

NOTE: All Level 2-4 infractions require a written discipline report from the driver to the school principal.

1. I will not throw or project things in the bus or out the windows while on the bus.
2. I will keep my hands, arms, and head inside the bus.
3. I will keep the bus clean and safe by not eating, drinking, chewing gum, or littering.
4. I will walk to the bus and wait my turn in a single line to load and unload.
5. I will talk quietly and keep my body in my seat and to myself. I will remember that loud talking or unnecessary movement may divert the bus driver's attention and may result in an accident.
6. I will sit facing forward all the time while on the bus.
7. I will stay in my seat except when loading and unloading. I will not change seats at any time unless given permission by the bus driver.
8. I will look after the safety and comfort of smaller children.
9. I will use only appropriate language. I will not use loud, rude, vulgar, or abusive language and/or gestures of any kind.
10. I will treat other students and the bus driver politely and with respect. I will not tease, bully, harass, call names, spread rumors, or in any way bother other students.
11. I will not touch, throw, take, or destroy the personal property of other children.
12. I will follow all bus driver directions immediately without arguing or delay.

Level 2 Disciplinary Actions:

1. The driver will submit a written description of the violation to the principal of the student's school.
2. Notification will be provided, by the school, to the parents of the offending student.
3. The student shall receive an oral reprimand from the school principal.
4. The principal will determine an appropriate additional consequence depending on the offense (e.g. cleaning the bus, apologizing, sitting near the bus driver).
5. If student repeats a Level 2 offense again, Level 3 consequences will apply.

Rules - Level 3

1. I will not touch safety equipment on the bus, including emergency doors and windows.
2. I will not damage or deface by any means any bus property. I will not write on or poke holes in seats.
3. I will not use tobacco products on the bus.
4. I will not push or cut in line or push others out of a seat or threaten or intimidate others for sitting in a particular seat.
5. I will not hit, push, kick, fight or strike another person while on the bus, including the bus driver.
6. I will not carry or touch hazardous materials or items on the bus. These items include lighters, matches, fireworks, handcuffs, glass or other sharp objects, homemade projectiles, flammable liquids, or any other item or substance with might cause harm to others.

Level 3 Consequences:

1. Parents will be notified of the student's revoked riding privileges for one to five (5) school days at the discretion of the principal. Transportation shall be the responsibility of the offending student's family.
2. The principal will determine an appropriate additional consequence depending on the offense (e.g. cleaning the bus, apologizing, sitting near the bus driver).
3. Repeat offenders of any Level 3 infractions will receive double sentence for their second violation. For each subsequent violation, consequences will be doubled.

Rules - Level 4:

1. I will not use any illegal substance while on the bus (e.g. alcohol or drugs).
2. I will not carry or use knives or firearms or any weapon on the bus.
3. I will not use matches, lighters, flammable liquids, or fireworks on the bus.

Level 4 Consequences:

Parents will be notified that the student's riding privileges will be suspended for the remainder of the current school trimester and the following trimester (this includes the last trimester of the year carrying over to the first trimester of the new school year). Transportation shall be the responsibility of the offending student's family.

VISITORS

Visits to schools by parents and by other citizens are welcome. To ensure that parents have the opportunity to visit their child's instructional program without disrupting normal classroom routines, and to provide for the safety of the children, the following conditions are to be observed:

1. The principal shall maintain a logbook in the office for visitors and volunteers to sign in, indicating name, purpose, date and time. All visitors shall sign in. Each visitor will be given a badge to wear while they are in the building. In the case of special days and blanket invitations parents, should sign a guest list in the individual classroom. If the visitor is unknown to the teacher, the principal or an appointed staff member should accompany the visitor to the classroom.
2. A parent or citizen who wishes to visit classrooms while instruction is in progress should give the principal 24-hour notice of such intended visit, except on such days as blanket invitations have been extended to parents for special visitation days. If the planned visit is not at an appropriate time, the visit should be rescheduled to a time mutually agreeable to the visitor, the teacher, and the principal. In the event a person arrives at school for a visit without advance notice, whether he or she will be permitted to visit in the school or the classroom shall be at the discretion of the principal after consultation with the teacher.
3. In order not to interfere with the education of the students or the school program, the principal shall have the right to restrict the number of visitors to a classroom. Visits by a parent to a classroom generally shall be limited to one hour in length and to one such visit per month, except for special programs or in response to blanket invitations.
4. Visitations with your child during lunch/recess time can be very disruptive, and we suggest that visitations be limited to classroom activities.
5. While visiting in the classroom a visitor should not in any way interrupt the class or the teacher. If the visitor desires to ask questions or confer with the teacher, he or she should contact the teacher at a later time for an appointment.
6. When a visitor leaves the classroom, he or she shall return directly to the principal's office before leaving the building and record the time of departure in the logbook.
7. The principal shall have authority to exclude from the school premises any person he or she has reason to believe is disrupting the educational program, the children, or the building staff.

VOLUNTEERS

On November 27, 2002, chapter 385 of the Acts of 2002, "An Act Further Protecting Children," was enacted. That law contains a provision authorizing school committees, superintendents and principals to have access to criminal offender record information ("CORI") and requires that they obtain "all available" CORI of *"any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children."*

Parents (and others) are welcome to work in the school under the direction of their classroom teachers. Teachers will explain the best way to provide support for their classrooms during the Fall Parent Information Night/ Open House Confidentiality of information regarding students **must** be adhered to at all times. Any misuse of information will result in the immediate termination of the volunteer services being provided. Volunteers will be required to sign a confidentiality statement.

According to School Committee policy 5009, class lists shall not be made available to any individual or group without the express permission of the Boxford School Committee. No information provided to the school by the parents or guardians of students will be released to any individual or group without the express permission of that child's parent or guardian except as provided by law.

WALKERS AND BIKE RIDERS

Children should start on their way to school so that their arrival will be no sooner than 10 minutes before school begins. They should also be warned about talking with strangers and accepting rides with anyone. Only students in grades 3 and above will be allowed to ride bikes to school. Bike riders will be dismissed following the last bus.

If regular bus students walk or bicycle to and from school, parents are requested to send a note to that effect. Bike riders need to have a permission slip on file in the school office. This needs to be done on an annual basis. By state law, bike riders 12 years and younger are required to wear safety helmets. For security reasons, all bikes must be equipped with a lock. The school does not take responsibility for lost or stolen bicycles.

BEHAVIOR AND DISCIPLINE CODE

It is expected that students will conduct themselves in a manner that exhibits respect for the rights of others and contributes to the more orderly and effective operation of the school. For the most part, our children know what is expected of them in terms of behavior and/or conduct. It is possible, however that not all children are completely aware of what constitutes proper conduct in various areas of the building.

If we are to expect high standards of conduct, we must first let the children know what is expected of them. The following code was established to assist students, teachers, supervisors, parents, and administrators in developing patterns of behavior, which will enhance an orderly learning environment within our schools. The following definitions will be used for clarity in dealing with matters of infractions:

- **Insubordination or Defiance:** refusal to follow reasonable directions by teacher and/or staff member; being uncooperative to the point of creating a disruptive environment that will not be tolerated.
- **Vandalism:** the intentional, willful and malicious or wanton destruction of private or public property in which a person paints, marks, scratches, etches, places stickers or otherwise defaces, removes or destroys property.
- **Threat of Personal Injury or Harassment:** taunting, teasing, tormenting, and/or agitating of an individual to the point of interfering with his or her rights. These are threats of verbal and/or physical abuse.
- **Infringement of Civil Rights:** complaints of civil rights violations may take the form of references or gestures related to race, color, sex, religion, national origin, disability and/or sexual orientation.
- **Sexual Harassment:** unwelcome sexual advances, creating an intimidating, hostile, or humiliating environment due to sexual remarks and other physical or verbal conduct of a sexual nature.

This code of conduct and discipline shall apply to all students, including those with special needs, except as specifically noted in an Individual Education Plan.

HARRY LEE COLE SCHOOL BEHAVIOR AND DISCIPLINE CODE

At Cole School we value and expect **Respect, Responsibility, and Resourcefulness** for each and every member of the school at all times. It is our belief that Cole School must be a place where:

- *All students can learn and grow in a safe environment.
- *There is respect for all members of the school community.
- *Everyone works together to make this the best place it can be.

The following Behavior Code has been written and approved by the School Council. Together with the staff, the council identified those areas of the school where a uniform policy of acceptable and unacceptable behaviors was needed and then developed reasonable expectations and consequences for each area. These are as specific as possible to eliminate confusion and misunderstandings.

RIGHTS and RESPONSIBILITIES of H.L.COLE STUDENTS

PREAMBLE

As citizens of the school, students have both rights and responsibilities. The well being of the school depends on

students knowing both their rights and their responsibilities.

STUDENT RIGHTS AND RESPONSIBILITIES

I have a right to be happy and treated with respect.

No one has a right to laugh at me or to hurt my feelings.

I have a responsibility not to hurt anyone's feelings.

I have a right to be myself.

No one has a right to be unfair to me because of:

- The way I am,
- The color of my skin, eyes, or hair,
- My size or shape,
- My clothes,
- The way I look,
- Whether I am a boy or a girl,
- My age,
- My family or where I live,
- The way I talk, see, or walk.

I have a responsibility to respect people's differences.

I have a right to be safe.

For example, no one has a right to:

- Start a fight with me,
- Hit me,
- Poke me,
- Spit at me,
- Push me,
- Kick me,
- Trip me,
- Interrupt games I am playing,
- Hurt me, etc.

I have a responsibility to help keep myself and other people safe.

I have a right to the exclusive use of my own personal property and to decide who else may use it and when.

I have a responsibility to respect the property of others.

I have a right to use the facilities and materials provided by the school, when appropriate.

I have a responsibility to use the facilities and materials in a careful manner.

I have a right to hear and listen.

I have a responsibility to stay quiet and to listen when someone else is talking.

I have a right to hear only appropriate language. (For example, no one has a right to swear, call names, threaten, spread rumors, tease, etc.)

I have a responsibility to use only appropriate language.

I have a right to learn about myself.

I have a responsibility to respect other people's feelings, opinions, and beliefs.

I have a right to learn according to my own ability.

I have a responsibility to respect the learning styles of others.

Adapted from "Our Human Rights and Responsibilities" by Mrs. Jackie Knight, Woodland Montessori School, Madison, Wisconsin.

Code of Behavior and Respect

As members of the H.L.Cole School community we agree to

Respect Ourselves

By:

- Doing our best
- Being responsible for our actions and property
- Coming to school clean, rested, on time, and prepared
- Using words and language which are not mean or offensive
- Being honest and fair
- Bringing only appropriate items to school
- Playing and acting safely

Respect Others

By:

- Accepting everyone's differences
- Observing classroom, lunchroom and playground rules
- Being polite, courteous, and cooperative in work and play
- Making sure that games and activities are open to everyone
- Walking quietly at all times in the building
- Helping those who are hurt or need a friend
- Following directions from all teachers and supervisors
- Demonstrating a respectful attitude toward adults

Respect Property

By:

- Keeping all areas of the school neat and orderly
- Using materials in ways that don't waste, litter, or damage

STANDARD RULES OF BEHAVIOR

This means we will not

- Tease or hurt the feelings of others
- Threaten, bully, or harass others
- Fight, "play fight," push, shove, kick, grab, trip, pull on clothes, or have hands, feet or bodies on others
- Be disrespectful to adults
- Destroy or damage property
- Bring or use things which are distracting, dangerous, or cause problems
- Take or use someone else's belongings without permission
- Pick up or throw rocks, snowballs, sticks or other objects that can cause harm
- Use inappropriate language
- Run in school
- Be dishonest

- Yell indoors or disturb others who are learning nearby

Recess Expectations

1. Wear and bring appropriate clothing to lunchroom. Children will not be allowed to return to classrooms for clothing, in order to ensure their supervised safety during times classrooms are empty.
 2. Receive a pass from supervisor to reenter the building (for emergency bathroom, nurse visits or disciplinary needs).
 3. Remain in assigned play area and where supervisors can see you (not on the rocks, not in the woods, not in the parking lot).
 4. Follow directions from teacher or aides in charge.
 5. No running is allowed around the Cole Castle area.
 6. Share playground equipment and use it appropriately.
 7. Keep playground litter free.
 8. Do not grab, tackle or push down others, even in games.
 9. Stop playing and line up when the whistle is blown.
 10. Follow indoor recess expectations as set by your teacher and aides.
- **For consistency in disciplining inappropriate playground behavior, a two-minute “time-out” on the bench will be given to students. The teacher will be notified if inappropriate behaviors continue.**
 - **To reinforce positive and appropriate playground behaviors, staff will utilize a program called “Catch a Recess Star” Positive messages and stickers will be given to students who consistently display appropriate playground behaviors.**

Lunchroom Expectations

1. Walk to the cafeteria and lunchroom with your teacher.
2. Eat only when seated.
3. Sit one person to a seat.
4. Leave seats only with permission of the aide.
5. Behave with courtesy and respect for people and property.
6. Talk quietly.
7. Eat only foods you bring from home or buy at the kitchen.
8. Don't throw food or objects or touch someone else's food.
9. Clean up after yourself.
10. Dispose of trash and table scraps in proper containers and leave the tables and floor clean.

VIOLATIONS OF THE CODE

As a member of the H. L. Cole School community, I understand the Code of Behavior and Respect. I realize that if I violate the code, there will be certain consequences to those actions.

The accepted consequences include:

- Being corrected by a teacher or supervisor
- Apologizing to the person(s) affected by my actions
- Receiving a “time-out” for part or all of one or more recesses or being restricted from a particular activity or location
- Having item causing problem kept in the office for parent pick-up
- Being sent to the principal or checking in with the principal
- Filling out a “Think Sheet” that parents sign
- Having my parent(s)/guardian(s) contacted in writing or by phone and/or asked to come in to meet with the principal and me

- Replacing or repairing any property or material I have caused to be damaged
- Losing special privileges such as attendance at field trips, parties, etc.
- Spending free time helping to clean our school or performing other school services
- Staying after school
- Being suspended from school (in-school or at home)
- Being expelled from school (see suspensions)

**SPOFFORD POND SCHOOL
BEHAVIOR AND DISCIPLINE CODE**

No list of rules can cover every possible situation. The following Guiding Principle and Rights and Responsibilities should guide both students' and adults' interactions with others in the school community.

Guiding Principle: The first Core Value of the Boxford School District is "respect for oneself, other children and adults." At Spofford Pond School, our guiding principle is **respect for people and property**.

Rights and Responsibilities: In a democratic society, every right of individuals is paired with a responsibility to ensure that others' rights are met. At Spofford Pond School, we all have the following rights and responsibilities:

- | | |
|---|---|
| * Right to be heard | * Responsibility to learn |
| * Right to be safe physically and emotionally | * Responsibility to behave in a safe way towards self and others |
| * Right to kindness and respect | * Responsibility to treat others with kindness and respect |
| * Right to learn | * Responsibility to help others learn |
| * Right to work/participate in learning | * Responsibility to consider the learning needs of others |
| * Right to have property respected | * Responsibility to respect the property of others |
| * Right to a pleasant, organized environment | * Responsibility to contribute to a pleasant, organized environment |
| * Right to participate | * Responsibility include others |

Rules for Behavior

The Spofford Pond School Council and staff recognize that many students benefit from specific guidance about appropriate behavior in a variety of situations encountered in school. Rules may need to be modified during the year to ensure student safety and an environment that supports learning.

EXPECTATIONS

At all times at Spofford Pond School

Students are expected to:

- * Speak and behave respectfully and safely.
- * Use appropriate manners.

UNACCEPTABLE BEHAVIOR

Do NOT:

- * Speak, touch others, or behave in a disrespectful manner (for example, do not

- * Respect others' property and care for school property.
- * Keep hands and feet to self.
- * Listen to others and follow instructions of adults.

- tease, swear, "talk back," "put down," call names, yell, poke, grab, push, fight, make or repeat others' inappropriate comments).
- * Vandalize property in any way or grab or take other's property.
- * Bully, harass or intimidate others or violate their civil rights.
- * Buy or sell any items or information.

Cafeteria Expectations

Students are expected to:

- * Enter quietly and keep to the right.
- * Dispose of all rubbish and get tables ready for release.
- * Check and clean table when assigned.
- * Wait for an adult to release each table, line up promptly, quietly and in an orderly fashion.
- * Exhibit self-control. Talk quietly. Be respectful of those who are speaking.
- * Visit the restrooms or leave the room only with permission from an adult.
- * Use bathrooms in 5th/6th grade wing.

Do NOT:

- * Throw food, papers and/or debris.
- * Get on or put things on the stage.
- * Touch the public address system.
- * Pop cartons or food bags.
- * Eat food outside of the cafeteria, including desserts.
- * Play with, throw, or bounce balls or other equipment.
- * Talk loudly, yell, and make inappropriate noises.

Hallway Expectations

Students are expected to:

- * Walk at all times.
- * Stay on the right side of the hallway.
- * Hold the door open for the person behind you.
- * Remain quiet.
- * Keep hands and feet to self.
- * Be respectful of hallway displays.
- * Respect property of others.

Do NOT:

- * Run.
- * Disturb classes.
- * Allow door to shut in face of person behind you.
- * Touch displays or others' property.

Bathroom Expectations

Students are expected to:

- * Use the student bathroom facilities properly.
- * Flush the toilet properly.
- * Dispose of paper towels in the barrels.
- * Notify an adult if you notice a problem (running toilets, mess, etc.).
- * Return to class promptly.

Do NOT:

- * Vandalize (any type is unacceptable).
- * Throw papers.
- * Clog the toilets with any materials.
- * Hang and/or swing on doors.

At Dismissal/Bus Lines

Students are expected to:

- * Stay in your own classroom during dismissal unless your teacher has asked you to wait somewhere else.
- * Talk quietly and listen so that everyone can hear as buses are called.
- * Be prepared to line up when called.
- * **Walk** to the bus/dismissal door quietly. One person

Do NOT:

- * Leave your classroom before your bus is called.
- * Run.
- * Push or go through door more than one at a time.
- * Visit other bus lines.
- * Disturb others.
- * Touch others with hands and feet.

- through the door at a time.
- * Keep hands and feet to yourself.
- * Respect property of others.
- * Stay in your own bus line.
- * Ask permission if you need to leave the line.
- * Talk to your friends quietly.

Indoor Recess Expectations

Students are expected to:

- * Walk quietly back to their classrooms.
- * Stay in their homeroom classroom.
- * Follow each classroom teacher's rules about acceptable behavior for indoor recess posted in classroom.
- * Play quietly and cooperatively.

Do NOT:

- * Use or throw balls or any objects (except paper or soft balls if allowed by classroom rules).
- * Talk loudly, yell, or disturb others.

Playground Expectations

Students are expected to:

- * Welcome all students into games and play areas.
- * Take turns and share school equipment.
- * Remain within sight of adults.
- * Play in a cooperative manner. Solve problems using the Second Step process.
- * Play in designated areas for activities.
- * Stay away from classroom windows at all times.
- * Stop playing and line up immediately when the bell rings.
- * Line up in designated lines quietly, keeping hands & feet to self & holding balls.
- * Place litter in trash barrels.
- * Play only on blacktop when so directed by adults (because of mud, ice, or snow on fields).
- * Alert an adult if there is a problem or someone needs help.
- * Go one at a time only sitting **down** on the slide.
- * Go inside only when you have permission to do so.

Do NOT:

- * Throw balls on the roof or near dumpster or windows.
- * Go inside, unless instructed by an adult.
- * Stand inside or in front of doorways.
- * Go into the woods.
- * Roughhouse on school grounds (NO wrestling, tackling, tackle football, take-away, pushing, hitting, pulling on clothes, piling on, poking, grabbing, "play" fighting, etc.)
- * Pick up or throw rocks, sticks, or peastones
- * Pick up or throw snow, or other objects.
- * Interfere with others' games.
- * "Flip" on swings.
- * Climb or stand on play structures, dumpster, or anything not designed for that purpose.
- * Eat or drink anything outside.
- * Crawl up or throw any objects up the slide.

Consequences: Children are encouraged to solve problems and monitor their own behavior before rules are broken. Depending on the severity and frequency the principal will determine consequences for inappropriate behavior. Consequences **may** include:

- | | |
|----------------|--|
| LEVEL 1 | Verbal or written warning from adult in charge. |
| LEVEL 2 | Loss of all or part of recess or another activity (e.g. sit near the office on chair or near wall at recess).
Exclusion from particular activity or location (e.g. from game or sitting away from others in cafeteria, loss of trip, etc.).
Restitution (e.g. repair of damaged property, note of apology).
Service to the school (e.g. clean-up).
Note home from child informing parents. |
| LEVEL 3 | Call home from the Principal.
Possible parent / Principal / student conference. |
| LEVEL 4 | Detention. |

- LEVEL 5** Suspension or expulsion (Following established guidelines).
Police may be called at the discretion of the parties involved regarding assault and/or violation of civil rights.

S U S P E N S I O N & E X P U L S I O N

The following is based on Massachusetts General Laws Chapter 71, Section 37H, 37L, Chapter 380 of the Acts of 1993, and Chapter 76, Sections 16 & 17.

1. Suspension of a pupil for sufficient disciplinary infractions may be imposed by the principal. The principal shall have the authority to suspend from school any student whose conduct is such as to be detrimental to the good order of the school, or whose parents willfully neglect or refuse to cooperate with the principal or the teachers in carrying out the regulations of the school.
2. Before the student is suspended, except in the situation described in paragraph 7, he/she shall be given oral or written notice of the charges against him/her, and if he/she denies them, an explanation of the evidence the principal has and an opportunity to present his/her side of the story.
3. For short-term suspensions (ten days or less), there need be no delay between the time notice is given and the time of the hearing. The principal may informally discuss the alleged misconduct with the student shortly after it has occurred. The student must be first told of what he/she is accused of doing and what the basis of the accusation is in order that he/she may be able to explain his/her version of the facts at the discussion. This requirement of effective notice (oral or written) and informal hearing permitting the student to give his/her version will provide a meaningful hedge against erroneous action. It will alert the principal to the existence of disputes about facts and arguments about cause and effect. The principal may then determine him/herself whether to summon the accuser, permit cross-examination and allow the student to present his/her own witnesses.
4. In connection with short suspensions (ten days or less), the student shall not have the right at hearings to secure counsel, confront and cross examine witnesses supporting the charge, or to call his own witnesses to verify his version of the incident.
5. Suspensions of more than ten days and expulsion require a written notice of the charge, the right to be represented by a lawyer or advocate at the student's expense, adequate time to prepare for the hearing, the right to request that witnesses attend the hearing and question them, a reasonably prompt written decision including specific grounds for decision.
6. Any suspensions shall be reported immediately in writing to the superintendent and parents or guardian of the pupil.
7. In the special case where the presence of a student at school presents a continuing danger to person or property, or an ongoing threat of disrupting academic progress, he/she may be immediately removed from school. The necessary notice and rudimentary hearing shall follow his removal from school as soon as possible. The guidelines set forth in the above paragraph (except as to notice and hearing) are equally applicable to proposed suspensions in this paragraph.
8. A student who is expelled may appeal the decision to the superintendent within ten (10) days of notification of the decision to expel.

Note: The use of tobacco products is prohibited within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel.

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

(b) Any student who assaults a principal, teacher, teacher's aide, or other educational staff on school premises or

at school-sponsored or school-related events, including athletic games, may be subject to suspension and expulsion from the school or school district.

(c) Any student who is charged with either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing provided, however, that student may have representation, along with the opportunity to present evidence and witnesses at said hearing. At the elementary level, expulsion is decided as indicated under Massachusetts General Laws Chapter 71, Section 37H, 37L, Chapter 380 of the Acts of 1993, and Chapter 76, Sections 16 & 17.

After said hearing, a decision may be made to suspend rather than expel a student who has been determined to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to as outlined in Massachusetts General Laws Chapter 71, Section 37H, 37L, Chapter 380 of the Acts of 1993, and Chapter 76, Sections 16 & 17. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made may request and shall receive from the superintendent of school expelling said student a written statement of the reasons for said expulsion.

A copy of the Juvenile Diversion Program is on file in each principal's office.

SPECIAL EDUCATION DISCIPLINE POLICY

The IEP Team for every special education student determines whether a student's disabling condition(s) interferes with his/her ability to meet the regular discipline code and if not, what modification of the code is required. If a modified discipline code is necessary, it is described in the Individual Education Program (IEP).

In the event that a special education student is suspended for more than ten (10) days in a school year, the IEP Team reconvenes to examine the IEP implementation and placement. Suspension is defined as any action which results in the removal of a student from the program prescribed in his/her IEP. This term includes "in-school suspension" as well as any exclusion from transportation services, which prohibits the student's participation in his/her prescribed program.

The suspension policy is:

If the TEAM determines that the student's misconduct is related to a disability, an inappropriate Special Education Placement, or an IEP not fully implemented; the student is not suspended and the Plan is modified with the help of parents or special education personnel and school officials. Following parental approval, the student's amended or new Individual Education Program is implemented.

If the TEAM concludes that the student's misconduct is not a result of a disability or the result of an inappropriate special education placement and that the original IEP was fully implemented:

- a. An amendment to the IEP is developed and implemented to assure the student's access to special education services during the suspension
- b. The original IEP is modified to meet long-term plans (including discipline code expectations) designed to assure the student's continued participation in an educational program.

If suspension results in absence for more than ten (10) days in the school year, immediate written notification of the suspension and a request for approval of an alternative plan must be submitted to the Division of Special Education with a copy sent to the student's parents. Parents have the right to accept or reject this component of the IEP.

BULLIES: HOW TO HELP SOLVE THE PROBLEM

Parents, please share the following information with your children. Being a bully is not permitted in our schools. Sometimes bullies say mean things by teasing, calling kids or their friends and family nasty names. Sometimes bullies do mean things like hitting, pushing, making rude gestures, or touching kids in a way that they don't want. If you think someone is being a bully to you or to one of your friends, tell them to stop and then walk away. If the bully won't stop, tell one of the adults in school who will try to solve the problem. Many concerns can be quickly resolved by an adult or the Principal. Sometimes, concerns are more serious and there may be some discipline for the bully and parents may be called. The bully is not allowed, however, to try to get back at you for reporting your concerns to an adult. If that happens, tell an adult again right away. It is important to us that our elementary schools are safe and caring places for all our students and that everyone acts in a courteous and respectful way towards each other.

Anti-bullying policies and practices will be regularly reviewed, discussed and shared with parents, staff and students. At both the Harry Lee Cole School and the Spofford Pond School, anti-bullying programs are part of the curriculum. At the Harry Lee Cole School, *Second Step* curriculum is taught and the sister program, *Steps to Respect* curriculum is taught to assist students in preventing social problems, such as, bullying. The *Second Step* lessons study and discuss core ethical values such as fairness, honesty, compassion, responsibility, respect, and self-discipline. The *Steps to Respect* lessons study core ethical values such as respect for self and others, caring, responsibility, compassion, trustworthiness, and self-discipline.

HARASSMENT

The Boxford Public Schools are committed to maintaining a school environment free of harassment. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school sponsored events is unlawful and is strictly prohibited. The Boxford Public Schools require all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community.

Harassment of students by other students will not be tolerated in the Boxford Public Schools. 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, 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 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;
- Communications such as jokes, comments, innuendoes, notes, text messages, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others;
- Posting of any of the above anywhere on the Internet.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may

reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.

INVESTIGATION

Any individual, who believes he/she has been harassed or who has witnessed or learned about the harassment of another person in the school environment, should inform the appropriate building Principal or District Title IX Coordinator as soon as possible. If the individual does not wish to discuss the issue with him/her, or if he/she does not address the problem in an effective manner, the individual should inform the Superintendent of Schools/Title IX Coordinator who can be reached at 28 Middleton Road, Boxford, and (978) 887-0771 ext.224.

The Boxford Elementary Schools will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse under state law. The Boxford Elementary Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

RETALIATION PROHIBITED

Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Boxford Elementary Schools.

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.

DISCIPLINARY CONSEQUENCES

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

CLOSURE OF A COMPLAINT

When an investigation has been completed, school personnel will inform the complainant in writing of the results and file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

The Boxford Elementary Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can resolve the issue. The state agency responsible for enforcing laws prohibiting harassment is the Office of Civil Rights which is located at the J. W. McCormick Building, Post Office Square, Boston, MA 02109. The agency responsible for enforcing federal

laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at the John F. Kennedy Building, Room 275, Government Center, Boston, MA 02203, (617) 565-3200. The agency responsible for enforcing the federal law prohibiting harassment on the basis of sex is the Office for Civil Rights within the United States Department of Education, which is located at J. W. McCormick Building, Post Office Square, Boston, MA 02109.

INTERNET ACCEPTABLE USE POLICY
Harry Lee Cole School
2008-2009

At the Harry Lee Cole School we use computers to support learning and enhance instruction. Internet access through Comcast cable service allows us to interact with hundreds of thousands of computers around the world.

Children at the Harry Lee Cole School do not have unsupervised access to the Internet.

Teachers at Harry Lee Cole School:

- Preview all Internet sites and related links during the lesson planning process before allowing children to view them

Teachers and students at the Harry Lee Cole School:

- Use the Internet to research classroom projects
- Use the internet to access online resources that may include text, graphics, video, multimedia, and interactive software that support and enhance classroom curriculum and objectives
- Send and receive class e-mail through a standard classroom e-mail account
- Comply with standard copyright laws

Access to the Internet is a privilege and users agree to act in a responsible, considerate, ethical and legal manner. The Internet is to be used for educational purposes, defined as purposes directly related to a Harry Lee Cole School assignment, project, or activity.

The Harry Lee Cole School provides a school web page with several links to other educational web sites. Cole School staff previews these outside sites before they are linked to our site, and we review these links on a regular basis. However, because of the volatility and size of Internet resources, the school cannot be responsible for all the content of these pages. We believe that children must have careful, adult supervision when working on the Internet, even when branching out from our own Home Page.

Because access to the Internet provides connections to global computer systems, users and their families must understand that the Harry Lee Cole School and its faculty cannot completely control the content of information obtained from other systems, nor does it condone the use of controversial or offensive materials.

The Internet is an environment where many products and services are also advertised. The Harry Lee Cole School does not encourage or promote the use of any products or services advertised on the Internet. We are not connected in any way to these advertisers.

While there are some "controversial" areas in the use of the Internet, it is (and will be); the communication tool of our children's present and future. At Harry Lee Cole School we try to provide all students with the tools to use this exciting medium in a responsible way while in a protected environment.

Student's Name: _____ **Grade:** _____

Teacher: _____

Parent Signature: _____

INTERNET ACCEPTABLE USE POLICY
Spofford Pond School
2008-2009

At the Spofford Pond School we use computers to support learning and to enhance instruction. Internet access through Comcast cable services allows us to interact with hundreds of thousands of computers across the world.

Because access to the Internet provides connections to global computer systems, users and their families must understand that neither Spofford Pond School nor its faculty can completely control the content of the information obtained from other systems. Some of the information available is controversial or offensive. The Spofford Pond School does not condone the use of such materials.

Access to the Internet is a privilege and will be given to students who agree to act in a responsible, considerate, ethical and legal manner. Parental permission is required. The Internet is to be used for *educational purposes*, defined as purposes directly related to a Spofford Pond School assignment, project, or function for which the user is responsible.

While it is impossible to document all appropriate conduct, the following procedures serve as a guide for acceptable Internet use:

Among other uses a responsible user MAY:

- Use the Internet to research assigned classroom projects
- Use the internet to access online resources that may include text, graphics, video, multimedia, and interactive software that support and enhance classroom curriculum and objectives
-

A responsible user MUST NOT:

- Use disrespectful or improper language
- Download or print indecent or offensive text or images
- Send or receive copyrighted material without permission
- Copy commercial software in violation of copyright laws
- Disrupt or attempt to disrupt the software or hardware of any other users
- Attempt to gain unauthorized access to resources on the Internet
- Use the computer to annoy, hinder or harass other users in electronic communications outside of the Spofford Pond School
- Change the computer files that do not belong to the user
-

A responsible user WILL:

- Report any problems to the Technology Integration Specialist or appropriate school personnel, as soon as possible
- Be courteous by quitting applications and logging off appropriately
- Keep disk storage space at an acceptable level by regularly deleting unnecessary files
- Adhere to acceptable standards of language in all communications

A responsible user DOES NOT:

- Knowingly abuse or allow others to abuse the Internet
- Send or forward any chain letters
- Participate in or visit "chat rooms" or bulletin board sites using school equipment

The Spofford Pond School Internet privileges will be made available only to those agreeing to the user guidelines described above. Violation of the Acceptable Use Policy will result in restricted Internet access or loss of Internet privileges, at the discretion of the Technology Integration Specialist and the Spofford Pond School administration.

Student Agreement

I have read the Spofford Pond School's Internet Acceptable Use Policy and agree to support and uphold the Policy. I understand that any violation of the Policy may result in loss of my privilege to use the Spofford Pond School's media account.

Student Signature: _____ Date: _____

Spofford Pond Internet Acceptable Use Policy Signature Page #2

Parental Consent

I have read that the Spofford Pond School's Internet Acceptable Use Policy. I understand that the Internet is a worldwide group of computer networks. I know that Spofford Pond School does not control the content of these Internet sites. While the school will take all possible precautions to filter inappropriate materials, I realize that students may discover material that I might consider controversial or offensive. The Spofford Pond School has my permission to give Internet access to my child. I understand that my child may keep this privilege as long as procedures described in the Acceptable Use Policy are followed. This consent is in effect from the date of signing until my child leaves the Spofford Pond School or until I rescind it in writing.

Parent/Guardian Signature: _____ Date: _____

or

I DO NOT WANT MY CHILD: _____ to use the Internet at Spofford Pond School.

Parent/Guardian Signature: _____ Date: _____

Written 11/11/96 (with credit to the Shore Country Day School for much of the content)
REVISED 9/20/99, 9/10/05, 8/06

**BOXFORD SCHOOLS
HANDBOOK SIGNATURE SHEET
2008/2009**

Please be sure to return this form to school. Your support and cooperation is greatly appreciated.

Our family has read and discussed the 2008/2009 Parent-Student Handbook.

1. We understand the expectations of the school community regarding behavior in the following areas:
 - a. The Student Code of Ethics and Discipline Policy (pages 25-33)
 - b. The Tri-Town Bus Rider Contract (pages 21-24)
2. As a parent/guardian, I understand the rules pertaining to:
 - a. Medication in School (pages 12 and 13)
 - b. Students Returning to School After Illness (page 13)
3. From time to time, the local media covers student activities and accomplishments. Please indicate below your permission for your child's/children's photograph and/or quotes from your child/children to be included in newspaper coverage of the school.

 I give my permission for my child/children to appear in newspaper coverage
 I do NOT give my permission for my child/children to appear in newspaper coverage
4. From time to time, school events and performances are broadcast on Boxford's local school cable channel. Please indicate below your permission for your child/children to be included in any such broadcasts.

 I give my permission for my child/children to appear in local school cable channel broadcasts.
 I do NOT give my permission for my child/children to appear in local school cable channel broadcasts

We have read the handbook and above-mentioned policies. Our signature indicates acknowledgment of the expectations as indicated.

Parent/Guardian Signature

Parent/Guardian Signature

Date

Child/Grade/Teacher

Child/Grade/Teacher

Child/Grade/Teacher

Boxford Public Schools

Notice of Non-Discrimination

- All programs, activities, and employment opportunities engaged in by the Boxford Public Schools are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability
- The Title VI, Title IX and Section 504 Coordinator for the Boxford Public Schools is:

Bernard F. Creeden D.Ed., Superintendent
Tri-Town School Union
28 Middleton Road
Boxford, MA 01921
Tel: (978) 887-0771
Fax: (978) 887-8042

BOXFORD PUBLIC SCHOOLS 2008-2009 SCHOOL CALENDAR

School Hours

8:40 a.m. – 3:10 p.m.

T = Teacher Day (No Students)
 NS = No School (Holiday/Vacation)
 ER = Early Release
 () = Make-Up Day

Approved: 1/29/08

Correction: 5/12/08
 REVISED: 6/17/08

SEPTEMBER 2008						
S	M	T	W	Th	F	S
	NS	T	ER	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/1 – No School (Labor Day)
 9/2 – Teacher Day
 9/3 – School Opens Grade 1-6
 Early Release 1:15 p.m.
 9/8 – School Opens for Kindergarten

(20 school days)

10/13 - No School (Columbus Day)

(22 school days)

OCTOBER 2008						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	NS	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2008						
S	M	T	W	Th	F	S
						1
2	3	T	5	6	7	8
9	10	NS	12	13	14	15
16	17	18	19	20	21	22
23	24	25	ER	NS	NS	29
30						

11/4 – Teacher Day
 11/11 – No School (Veterans Day)
 11/26 – Early Release 12:00 (NO LUNCH)
 11/27 - No School (Thanksgiving Break)
 11/28 – No School (Thanksgiving Break)

(16 school days)

12/9 – Parent Conferences
 Early Release 12:00 (NO LUNCH)
 12/11 – Parent Conferences
 Early Release 12:00 (NO LUNCH)
 12/24 – 1/2 – No School (Winter Vacation)

(17 school days)

DECEMBER 2008						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	ER	10	ER	12	13
14	15	16	17	18	19	20
21	22	23	NS	NS	NS	27
28	NS	NS	NS			

JANUARY 2009						
S	M	T	W	Th	F	S
				NS	NS	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NS	20	21	22	23	24
25	T	27	28	29	30	31

1/1 –1/2 – No School (Winter Vacation)
 1/19 – No School (Martin Luther King Day)
 1/26 – Teacher Day (Professional Development)

(18 school days)

2/16 – 2/20 – No School (February Vacation)
 2/25 – Early Release 12:30 p.m. (NO LUNCH)

(15 school days)

FEBRUARY 2009						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	NS	NS	NS	NS	NS	21
22	23	24	ER	26	27	28

MARCH 2009						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	ER	18	ER	20	21
22	23	24	25	26	27	28
29	30	31				

3/17 – Parent Conferences
 Early Release 12:00 (NO LUNCH)
 3/19 – Parent Conferences
 Early Release 12:00 (NO LUNCH)

(22 school days)

4/10 – No School (Good Friday)
 4/20 – 4/24 – No School (April Vacation)

(16 school days)

APRIL 2009						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	NS	11
12	13	14	15	16	17	18
19	NS	NS	NS	NS	NS	25
26	27	28	29	30		

MAY 2009						
S	M	T	W	Th	F	S
					1	2
3	ER	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	NS	26	27	28	29	30
31						

5/4 Early Release 1:15 p.m.
 5/25 – No School (Memorial Day)

(20 school days)

180th Day = 6/18
 5 Make – Up Days
 (6/19,22,23,24,25.)

Last Day of School
 Early Release 1:15 p.m.

(14 school days)

JUNE 2009						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	(19)	20
21	(22)	(23)	(24)	(25)	26	27
28	29	30				

Harry Lee Cole School (PK-2)
 978-887-2856
 Spofford Pond School (3-6)
 978-352-8616

Websites:
www.boxfordschools.org (School)
www.tritownschoolunion.com
 (Superintendent's Office)

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