

FRED W. MILLER
INTERMEDIATE ELEMENTARY SCHOOL
Grades 3, 4 and 5



Student – Parent Handbook
2016-2017 School Year

Table of Contents

WELCOME TO THE FRED W. MILLER INTERMEDIATE ELEMENTARY SCHOOL

<i>Message from the Principal</i>	1
<i>Mission Statement-Core Beliefs</i>	2
<i>School Philosophy</i>	3
<i>Rights and Responsibilities Statement</i>	4

SCHOOL INFORMATION

<i>A. School</i>	
<i>Hours</i>	4
<i>No School/Delayed Opening</i>	5
<i>Emergency Evacuation Instructions</i>	5-6
<i>Attendance: absence/tardy/dismissal</i>	6
<i>Truancy</i>	6
<i>B. Programs</i>	
<i>Lunch/Cafeteria</i>	6
<i>School Store</i>	7
<i>The Extended Day Program</i>	7
<i>The Holliston After School Program (H.A.S.P)</i>	7
<i>Transportation: Buses</i>	7
<i>Transportation: Parking/Drop off/Pick-up</i>	8
<i>Transportation: Walkers</i>	8
<i>Transportation: Bicycles/Skateboards/Scooters/Heelys/Rollerblades</i>	8
<i>C. Academics</i>	
<i>Expectations</i>	8
<i>Course of Study</i>	8
<i>Textbooks</i>	8-9
<i>Report on Student Progress</i>	8
<i>Agendas</i>	8
<i>Extra Help</i>	8
<i>Homework Guidelines</i>	9-10
<i>Communication/Publications</i>	10
<i>School/Community Group Announcements</i>	11

STUDENT SUPPORT SERVICES

<i>A. Main Office:</i>	11-12
<i>(Administration, Student Registration, Student Emergency Information Forms, Phone Messages/Forgotten Items, Lost and Found, Telephone Use, Restroom Use, Cubbies, Vacations, Visitors)</i>	
<i>B. Guidance Office</i>	12
<i>C. Health Services</i>	
<i>Nurse/Health Office</i>	12
<i>Student Health Regulations/Immunizations/Required Physical Exams</i>	12-13
<i>D. Student Support Services</i>	14-15
<i>(Special Education Services, 504 Accommodation Plans, Behavioral Safety)</i>	
<i>E. Media Center</i>	15

BEHAVIORAL EXPECTATIONS

<i>A. Code of Conduct/SHINE program (Buses, Cheating/Plagiarism, Dress/Appearance, Electronic Devices, Hallways, Buying/Selling, Gum Chewing, Bullying)</i>	<i>15-18</i>
<i>B. Professional Development for School and District Staff</i>	<i>19</i>
<i>C. Discipline/Detention/Suspension</i>	<i>19-23</i>
<i>C. Office Referrals and Due Process Rights</i>	<i>20</i>
<i>D. Disciplining Students with Special Needs</i>	<i>24-26</i>

EXTRA CURRICULAR ACTIVITIES

<i>A. General Requirements</i>	<i>26</i>
<i>B. After School Activities</i>	<i>26</i>
<i>C. Clubs and Organizations</i>	<i>26</i>

FRED W. MILLER ELEMENTARY SCHOOL

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Holliston, Massachusetts 01746

Phone: (508) 429-0667

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David N. Keim
Principal



Brenda Maurao
Assistant Principal

Eileen Harvey
Student Services Administrator

August 30, 2016

Dear Parents/Guardians and Students:

The Fred W. Miller Intermediate Elementary School will utilize this handbook for the 2016-2017 school year.

The handbook communicates behavioral expectations for students and includes information relative to Massachusetts Law and school procedures. The goal of the Miller School Handbook is to help establish a safe and comfortable environment for learning.

In order to foster academic excellence, our school will create a climate in which respect and consideration for others are important core values. I believe students need to feel free to express their ideas and develop their self-confidence through personal achievement.

I am requesting that parents and students discuss this handbook together so that expectations are clearly understood and can be reinforced both at home and at school. It is important for parents/guardians and school officials to communicate regularly in order to ensure each child's success. I look forward to working with you during the school year.

Respectfully,

David N. Keim

DNK/drh

<http://miller.holliston.k12.ma.us/>

HOLLISTON PUBLIC SCHOOLS

MISSION

The Holliston Public Schools are committed to providing the resources and opportunities that will enable each student to develop and maximize individual potential in a positive and collaborative environment that encourages and affirms academic achievement and personal excellence.

VISION

Our goal is to graduate confident, critical thinkers, productive and creative lifelong learners, and socially responsible, engaged citizens who are capable of adapting to change in a technologically advanced and multicultural society. We will:

- Create a challenging and desirable learning environment for students and staff
- Ensure instructional innovation
- Establish and fulfill high expectations of scholarship
- Meet all federal and state accountability measures for student achievement
- Expand educational partnerships within the community and region
- Prepare students for success in a dynamic, multi-faceted world

BELIEFS

We Believe In:

- An emotionally and physically safe school environment
- Instruction that is responsive to student needs and learning styles
- Class sizes and resources that best support instruction and the curriculum
- Recruitment and retention of high quality teachers, administrators and support staff
- Relevant student assessments to measure individual growth, identify individual needs and inform individual instruction
- Expanded use of technology to enhance teaching and learning, and support the efficient management of district resources
- Educating the Whole Child by offering, among other things, a robust fine and performing arts program and a well-respected program of interscholastic athletics.
- Collaboration in learning which engages family and community
- Effective interactive communication among all stakeholders
- The importance of being recognized as a community with superior schools
- Diverse extracurricular and cultural enrichment offerings available to all students
- Promotion of tolerance and respect by understanding and appreciating individual differences

PHILOSOPHY OF THE FRED W. MILLER INTERMEDIATE ELEMENTARY SCHOOL

The philosophy of the Fred W. Miller Intermediate Elementary School is grounded in the belief that all learners can achieve their full potential. Creating a positive atmosphere that celebrates diversity and encourages individual growth will be the responsibility of the entire school community. Through a variety of experiences, learners will interact with their environment, communicate with others and acquire values, knowledge and skills. The Intermediate Elementary School child experiences an emerging sense of self, which will be fostered through a variety of child centered settings.

At the Holliston Intermediate Elementary School, we:

- Expect all students to strive for excellence in an atmosphere of high, yet realistic, expectations which are constantly readjusted as students progress toward mastery of basic skills and higher level thinking.
- Create and foster a respect for learning, a respect for self and others, a respect for property, and a sense of responsibility.
- Provide a safe and caring learning environment where students take risks, ask questions and have access to challenging, innovative educational experiences.
- Affirm and support the essential role of arts education in the development of the Intermediate Elementary School child through instruction and experiences in the visual and performing arts.
- Develop a student's critical and creative thinking through experiences in humanities, arts and sciences in order to promote a sense of joy and wonder about the learning process.
- Promote the physical well-being of all students through health, safety, and physical education programs.
- Problem solve to ensure that decisions made within the school community consider the needs of all learners.
- Establish and maintain channels of communication with the community at large for the mutual benefit of all.
- Implement a variety of interdisciplinary approaches and strategies directed toward the discovery and development of individual interests, learning styles, and aptitudes.
- Maintain a challenging curriculum with varied and meaningful assessment practices.

RIGHTS AND RESPONSIBILITIES

All members of the Holliston Public School community, including the School Committee, the administration, faculty, staff, students, parents, and volunteers, are committed to the proposition that every person at the Fred W. Miller Intermediate Elementary School has the right to learn and work in a positive, mutually-respectful environment. Each of us has the responsibility to demonstrate a positive attitude and to respect the school as a place of learning and to respect each other. In order to achieve this goal, all members of the school community will:

- Treat others as we would have others treat us;
- Accept each others' differences;
- Practice common courtesy, friendliness and the use of appropriate language;
- Be cooperative, attentive, and supportive in class and in school activities;
- Accept the ideas of others in and outside of the classroom with an open mind and polite attention;
- Solve problems with thoughtful dialogue;
- Support one another in our efforts to do our best as we pursue our individual goals;
- Value the environment within and without the school and maintain school facilities, keeping the school free from litter and vandalism;
- Take responsibility for our own actions and be ready to accept the rewards and/or consequences of those actions.

Because we all share the responsibility for setting and maintaining standards of respectful behavior, all members of the school community will be responsible for setting a positive example while on school grounds, on school buses, and/or at school-sponsored events. We know that school safety and a respectful school culture are promoted by dealing with small problems when they are small, before they escalate into more dangerous behaviors. Therefore, we are committed to establishing a high standard of behavioral expectations. Certain behaviors will not be tolerated. Those behaviors and their consequences are listed in detail elsewhere in this Handbook. They include, but are not limited to:

- Harassment and threatening behavior of any kind that creates an intimidating, hostile or offensive environment;
- Conduct that interferes with school discipline;
- Malicious destruction of property;
- Possession of alcohol, drugs, drug paraphernalia, or weapons, including facsimiles of guns or other weapons; and
- Possession or use of tobacco and tobacco products.

SCHOOL INFORMATION



School Hours

School begins at 8:10 a.m. and is dismissed at 2:33 p.m. Students are asked not to arrive on school grounds prior to 7:55 a.m. Supervision cannot be provided prior to that time. This is a safety issue to which parents need to adhere. Upon arrival, but no earlier than 7:55, students are expected to go directly to their cubbies to secure their belongings before reporting to homeroom. The warning tone for homeroom will ring at 7:55. Students are expected to be settled into homeroom by the late tone at 8:10. A homeroom period is scheduled at the beginning of each day. The homeroom period begins at 8:10 a.m. and ends at 8:17. During this time, the homeroom teacher will take attendance and hand out take home information to students. The Pledge of Allegiance and a moment of silence are observed, followed by the morning announcements.

At dismissal, students may go to their cubbies to gather their belongings before departing the school. No students will be allowed to stay after school unless they are attending a supervised activity, extra help, or detention.

No School, Delayed Opening, And Emergency Dismissal Procedures

1. The welfare and safety of our youngsters is our highest priority.
2. Just as the school has developed emergency procedures, each family should develop and implement a family emergency procedure to include:
 - Neighbor back up
 - Communication System
 - Safe Haven with food, water, first aid and equipment
3. The following procedures are used when (a) canceling school, (b) delaying the opening of school, and (c) sending students home early because of severe weather conditions or other emergency situations.
 - A. **Canceling School** – When the conditions of the roads and access to schools are judged to be unsafe for bus travel, schools are canceled. **This information will be posted on: Channels 4, 5, 7, and 25; Holliston Local Cable Access Channels - Comcast 8, 11 & 96, and Verizon 32, 33 & 34; and the Holliston Public Schools Webpage – <http://www.holliston.k12.ma.us>**

In addition, at 6:30am and 7:00am the Fire Department will sound a signal consisting of four rounds of 2

PLEASE DO NOT TELEPHONE THE POLICE OR FIRE DEPARTMENT ABOUT SCHOOL CANCELLATIONS as such calls tie up the telephone lines needed for emergency calls.

School will be in session, if possible. You as a parent should feel free to keep your child home if you do not agree with the decision to hold classes.

- B. **Delayed Opening** – On days when road conditions in the early morning make driving hazardous, but school could be held by opening one or two hours later, the delayed opening procedure will be used. **This information will be posted on: Channels 4, 5, 7, and 25; Holliston Local Cable Access Channels - Comcast 8, 10 & 11, and Verizon 32, 33 & 34; and the Holliston Public Schools Webpage – <http://www.holliston.k12.ma.us>**

Bus pick-ups will occur one or two hours later than ordinarily scheduled. School will be dismissed at the regular times.

- C. **Emergency Dismissal** – Announcements of emergency dismissal will be made on: **Channels 4, 5, 7, and 25; Holliston Local Cable Access Channels - Comcast 8, 10 & 11, and Verizon 32, 33 & 34; and the Holliston Public Schools Webpage – <http://www.holliston.k12.ma.us>**

Please review with your child and with your friends and neighbors where your child should go if you are not at home when school is dismissed.

The welfare and safety of our youngsters is our highest priority. With your cooperation, we can keep any inconvenience to a minimum. Thank you for your assistance.

Emergency Evacuation Instructions

Periodic emergency evacuation drills will be held. The signal will be a prolonged ringing of the fire alarm. Directions for a swift and orderly evacuation of the building are posted in all rooms. GOOD ORDER is to be maintained during the drill. When the fire signal rings:

1. Close windows, turn off lights, close the door, and proceed in a single file out posted exits.
2. If the signal rings and you are not with your class, go out the nearest exit and locate your class or a find a trusted adult.
3. The students who reach the outside exits first should hold the doors open until the building is cleared.
4. Remain at least 100 feet away from the building. Keep off the road and driveways, and at least 50 feet away from fire trucks.

5. Talking should be kept to a minimum, as there may be directions over the PA system or special instructions by faculty members.
6. Return inside when the “all clear” is sounded.

Attendance

Massachusetts Law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and sixteen to attend school. The school must uphold state laws relative to student attendance. For the complete Holliston Public Schools’ School Committee policy visit -- [HSC School Absence and Dropout Prevention Policy](#)

Truancy

Any student who is absent for all or part of the school day without the knowledge/consent of his/her parent/guardian or who leaves school during the school day without prior knowledge and consent of school authorities and of his/her parent/guardian shall be considered truant.

Being truant and/or being late for class or missing a class deliberately is serious and disciplinary action will be taken.

Notification of Absence/Tardy

When a student is **absent** from school or going to be **tardy** (arrival after 8:10 is considered tardy) parents are asked to call the school prior to 8:10 a.m. on the day of the absence/tardiness and leave a message on the absentee line; 429-0667, option 3. When a student returns to school from an **absence**, he/she **must** have a note from a parent/guardian excusing the absence. The student will report directly to homeroom and give the note to the homeroom teacher.

Students arriving **tardy** must be signed in by a parent/guardian or present a note from a parent/guardian to the main office and obtain a tardy pass.

An Excused Absence/Tardy includes:

- Illness or quarantine
- Bereavement/serious illness in family
- Weather so inclement as to endanger the health of the child
- Major religious observations

For students who have five tardies (excused or unexcused) or five absences (excused or unexcused) per 45 school days, an internal review will be conducted by the school based Team to identify, if necessary, whether appropriate interventions and/or accommodations are needed. For students with seven tardies or absences (excused or unexcused) per term a staff member will make contact with parent/guardian and a meeting may be held. For those students who reach 10 days of tardies or absence (excused or unexcused) during a 45 day span a letter regarding absences will be mailed home and the parent/guardian will continue to work with the school regarding missed educational time.

Dismissal

If a student needs to be **dismissed** prior to the end of the school day, a note from a parent/guardian must be brought to the Main Office during homeroom period. The student will be given a dismissal pass to allow him/her to leave the classroom at the requested time. Students are not allowed to leave the school building during the school day without a note and proper dismissal by the Main Office.

PROGRAMS

Lunch Program

Each day students who attend Holliston Public Schools are provided the opportunity to buy school lunch. An attempt is made to provide students with the most nutritional meals possible. Standard prices are \$3.25 for lunch, which includes milk. Milk may also be purchased separately for .60 cents. A la Carte items are available as well.

Parents have the option of pre-paying for their child's lunch by the week or by the month. Pre-payments can be completed online only by clicking on the link at the top of the online school menu or by going to <https://unipaygold.unibank.com/default.aspx?customerid=352>

Reduced and free lunches are available through the Federal Government. Forms, along with any and all other information regarding the food program, are available in the Main Office of each school.

The Cafeteria

Students should pass quietly in the corridors when going to and returning from the cafeteria. It is important to remember that other students are in class.

While in the cafeteria, students should behave in a courteous and orderly manner. They are expected to clean their tables, as well as underneath the table, and dispose of their materials in the trash receptacles.

No student is to leave the cafeteria without verbal permission from a cafeteria supervisor.

Students acting inappropriately in the cafeteria may be placed on restricted lunch, losing their cafeteria privileges. They may lose recess privileges and/or receive a detention.

School Store

Our school store, run by HEPTSA volunteers, is open two days per week at the Miller School during lunch periods. The store is located in the cafeteria, and students in grades 4 and 5 may volunteer to work shifts during their lunch period.

The Extended Day Program

The Holliston Public Schools' Extended Day Program is a self-supporting, non-profit organization offering recreation and enrichment to those children needing care when school is not in session. The Holliston Public Schools and a Parent Advisory Board govern the program. Holliston Extended Day maintains a non-discriminatory policy with respect to staff and enrollment. It is open to all Holliston school children in grades preschool through seven.

The Extended Day staff recognizes the uniqueness and importance of each child and strives to create an environment where each child can learn to make choices, discover new pastimes and explore new ideas in a safe, supportive and creative manner. Contact Ms. Carol White at (508) 429-0664 or by email at Whitec@holliston.k12.ma.us for more information.

The Holliston After School Program (H.A.S.P.)

The Holliston After School Program offers children opportunities to learn a skill or to participate in an activity in an open and relaxed setting. The program is divided into three sessions (fall, winter and spring) each of which runs for six weeks. Any citizen with a particular talent or skill that he/she would like to share with elementary students is urged to contact the Director of the H.A.S.P. program at (508) 429-0664 or by email at Whitec@holliston.k12.ma.us.

TRANSPORTATION

Buses

All students riding our school buses must have a bus pass. Bus passes must be obtained through the application process at our Central Office 508-429-0654 ext 1139 or online @ <http://bit.ly/1Pnut3r>



Students are only allowed to ride on their assigned bus. Schedules are posted on the Holliston website and printed in the local media prior to the opening of schools. Please clip the schedules for future reference. They are also posted at each of the elementary schools, at the Town Hall and at Fiske's. These times are tentative and changes are inevitable. Please be patient for the first few days of school. **Our Holliston School Bus Coordinator is Mrs. Pat Weston. She can be reached at 508-429-0654 ext. 1133.**

Students are expected to be at their bus stop at the scheduled time and are expected to behave in an appropriate manner. When getting on or off the bus students are asked to cross in front of the bus so that they will be in safe view of the driver. Students are expected to behave appropriately while riding the bus. Please see page 16 for our behavior expectations.



Parking/Drop Off/Pick-Up

To insure the safety of every child, please drive with extreme caution and respect the stop signals and signs on our school buses. **REMEMBER THAT IT IS A STATE LAW THAT CARS MAY NOT PASS A SCHOOL BUS WHEN THE BUS HAS ITS LIGHTS FLASHING.**

- For the 2015-2016 school year, the Placentino loop will be our bus loop. Please do not leave your car parked in our bus loops. "Live parking only" is allowed in the Miller front loop or center loop during morning arrival time.
- Students who are being picked up or walking are dismissed to the Miller and Central loops.
- Please note that parking in areas designated for "Handicapped Use" is not allowed unless you have Disabled Person plates or a Disabled Person Parking Placard. Parking in areas that are marked as fire lanes is not permitted at any time.
- Our school police officers enforce these parking restrictions to ensure the safety of our students, staff, and visitors.

Walkers

Students may walk to and from school. In the case of severe, inclement weather, parents are asked to make alternate arrangements. In the case of **thunder and lightning**, students will not be dismissed to walk home at the end of the school day if the teachers or administrators do not feel it is safe. Parents who have not made alternate arrangements will be contacted. If a parent cannot be reached, an emergency contact on the Emergency Dismissal Card will be notified. Children will remain at school until it is safe to release them to walk or they have been picked up.



Bicycles/Skateboards/Scooters/Heelys/Roller Blades

Students may ride their bikes to school. There are bike racks available to store bicycles for the day. **Students who ride their bikes to school must wear a helmet.** Once on school property, students are asked to walk their bicycle along the sidewalks until they reach the bike rack.

We are concerned about the safety of all students. For this reason, under no circumstances should skateboards, scooters, heelys, and/or roller blades be brought to school or on the school bus.

ACADEMICS

Expectations

At the Miller School we have created a set of learning standards for each grade level across all subject areas. Each child's progress will be measured against these grade level learning standards.



Course of Study

The following courses are common to all students in grades 3 through 5: mathematics, English Language Arts/reading, Spanish, and social studies. All students have physical education, art, music, and science/health once per week, and computers and technology/engineering/social studies half a year each. French Immersion classes are provided in grades 3 through 5 for those students who have been previously enrolled in the program in the Holliston Elementary Schools. Students in the French Immersion Program in grades 3, 4, and 5 will receive writing enrichment in lieu of Spanish.

Textbooks

Textbooks are provided for students in certain subject areas by the Holliston School Department. **THESE BOOKS MUST BE COVERED AT ALL TIMES.** A student must return the book(s) he/she was issued to the appropriate subject teacher at the end of the school year or upon transfer out of the school. The books shall be returned in good condition. On the inside cover of each book, the student's name, issue date, condition, and homeroom should be recorded.

A student will be financially responsible for books lost, destroyed, damaged, or missing. Replacement cost for missing or damaged books will be determined in keeping with the current cost of the new textbook(s).

Report on Student Progress

The Miller School Report of Student Progress, issued twice yearly, in January and June, measures student progress toward the [Learning Standards](#). In addition, teachers will conduct a parent/teacher conference in November. At this conference, a parent of each child is asked to come to school at a mutually convenient time to discuss the student's progress and provide the teacher with needed information, which will be helpful in meeting the needs of the student.

Agendas

A student agenda will be issued to every student at the beginning of the school year. It is the student's responsibility to use the agenda to record daily and long-term assignments. The agenda facilitates communication between home and school. A Student Handbook, which is a supplement of this Student/Parent Handbook, is enclosed in the front of the agenda.

If the agenda is lost or stolen, the student will be required to replace it at a nominal fee.

Extra Help

Extra help sessions are provided by teachers throughout the school year. If a student is having trouble in any subject it is recommended that he/she arrange for extra help with the teacher.

HOMEWORK GUIDELINES

PHILOSOPHY

Miller Elementary School believes that homework is a valuable learning tool that teaches children how to organize materials and budget time, while promoting student responsibility and good study habits. The purpose of homework is to reinforce, strengthen, and extend skills taught during the school day. Homework provides a useful link between home and school, which encourages teacher/parent communication and facilitates parent understanding of topics taught at school. Homework habits taught at Miller will provide a foundation of skills that will assist the students in their academic future.



TIME GUIDELINES:

- Grade 3 20-35 minutes per day
 - Grade 4 30-45 minutes per day
 - Grade 5 45-60 minutes per day *
- *Consultation between team members is necessary to achieve these guidelines

ROLE OF TEACHER:

- Provide a procedure and opportunity for students to record assignments in the agenda and gather materials
- Examine completed homework assignments so that the instructional program can be adapted to meet observed needs
- Design homework that reinforces, strengthens and extends taught concepts
- Communicate with parent and pupil when problems concerning homework arise

ROLE OF STUDENTS:

- Establish a study area with your parents
- Record assignments in the agenda accurately
- Bring home all necessary materials
- Follow a study schedule agreed upon with parents
- Repack and return assignments and materials on time
- Communicate openly with teacher and parents regarding any difficulties
- Work towards independence in the homework process

ROLE OF PARENTS:

- Establish a suitable study area with your child

- Plan a homework schedule with your child
- Encourage your child to record assignments
- Review assignments in the agenda with your child
- Encourage your child to accept responsibility and ownership of the homework process
- Provide necessary support until your child has solidified good homework habits
- Work through an example rather than simply provide the answer
- Praise child's efforts
- Share concerns

We encourage parents to help their children with a literacy and math experience each day. These fun and meaningful activities can be incorporated into your child's daily routine. Of course, model what you would like them to do:



- Family reading time
- Read to your child
- Read recipes and cook together
- Measure while cooking and following recipes
- Play math games while traveling in the car using license plates
- Children read to younger siblings
- Read the newspaper together
- Read the comics to you
- Subscribe to children's magazines that are of special interest
- Ask child to read signs while traveling/driving
- Read menus at restaurants
- Read aloud the writing on breakfast products
- Leave fun messages on sticky notes around the house, encourage your child to respond in writing
- Put notes in children's lunches and sports bags
- Child writes grocery list for you

- Use any excuse to have children write - Birthday Invitations, Valentines Cards, Posters, Thank You Notes, etc.
- Give journals as special presents
- Follow your favorite teams in the sports pages
- Compare scores in the sports pages
- Use mental math to guesstimate totals at the supermarket and in restaurants
- As children begin to see the value of reading, writing, and math in authentic situations, they will understand the power of words and numbers, and increase/improve their ability to use them effectively.

Communication/Publications

Telephone Communication

In an effort to have the best possible home-school relationships, the Holliston Public Schools have developed avenues for effective two-way communication. Parents/guardians, as well as teachers, are encouraged to initiate telephone conferences in an effort to monitor student behavior and academic progress.

Teacher Conferences

Conferences between parents and teachers will be scheduled in the fall. Sign-up sheets will be provided at the Back to School Nights. Additional conferences are welcomed by the school. The only requirement is that the request be made by a note to the teacher or by telephone so that the teacher may make the time available and have the necessary materials at hand. Parents are urged to meet with the teacher prior to meeting with an administrator.

The Holliston Public Schools posts important school announcements on the district webpage <http://www.holliston.k12.ma.us/> as well as on individual school web-pages. The link to the Miller School web-page is <http://miller.holliston.k12.ma.us/>

A subscription system is being developed that will allow you to sign up for email notifications when news is added to district and individual school websites.

STUDENT SUPPORT SERVICES

The Main Office

The Miller School Main Office houses the offices of the Principal, Assistant Principal, and support staff. These professionals provide supervision, evaluation, curriculum development, and the implementation of a positive educational environment for parents, students, and staff.

For students, the Main Office is a place to:

1. get a dismissal slip
2. get a late pass if the student is tardy
3. get an admittance slip (if the student does not have a note for being absent or tardy)
4. make an appointment with the Principal or Assistant Principal
5. pick up a forgotten item

Student Registration

Parents who wish to register a new student should meet with the Data Specialist in the Main Office. If you plan to enroll your child in a different school system, please make sure the Data Specialist is notified so that proper paperwork can be completed.

Student Emergency Information Forms

A **Student Emergency Information Form** will be distributed at the beginning of the school year for each student. This form must be completed with current information and **returned by the third day** of the new school year. This form is invaluable both to the nurse and to the Main Office for current daytime and evening telephone numbers of parents, guardians, neighbors or relatives to notify in case of illness, early school closing, etc. On an ongoing basis, **the school should be notified of changes in addresses, phone numbers, work locations, etc. as soon as they occur.** It is very helpful in emergency situations to have all the emergency information on hand. This will help to insure the best emergency response to a situation.

Phone Messages/Forgotten Items

Students are reminded to come to the Main Office with your teacher's permission to pick up personal belongings that have been dropped off at school. If students call home and ask for something to be brought to school, it is the **student's** responsibility to come to the office to pick it up. This includes lunches, snacks, lunch money, books, reports, homework, etc. Musical instruments should be delivered to and picked up in the Multi-purpose Room. **It is our procedure NOT to interrupt class to call students to the office for forgotten items.**

Parents are also asked to keep interruptions to a minimum. The Main Office receives many phone calls to deliver message reminders. **However, unless it is of an emergency nature, the school cannot be responsible for reminding students of appointments or after school arrangements.** Students should use their agendas to manage both school assignments and after school events. **Your cooperation in reducing the number of interruptions will be appreciated.**

Lost and Found

Please see that all removable clothing, lunch boxes, books, etc. are clearly marked with your child's name so that they may be returned to students promptly. Articles found at school are turned in to the "LOST AND FOUND" box located outside the Multi-purpose Room at the Miller School. Items of value, such as eyeglasses, keys, money, etc., may be found in the Main Office. Unclaimed articles will be donated to charity periodically throughout the school year.

Telephone Use

Although personal phone calls are discouraged, students may use classroom phones in an emergency with teacher permission. The Main Office is not equipped with phones for student use.

Restroom Use

Students should get permission from a staff member and put their name and time on a sign-out sheet before leaving the classroom to use the bathroom. Students should not use the restrooms while passing between classes or without a pass. Sign the time of return on the sign-out sheet when you return to class.

Cubbies

Students in grades 3-5 will be assigned a cubby. Cubbies do not have locks, so items of value should not be brought to school. Backpacks, coats/jackets, and other bulky material should be stored in cubbies during the school day.

The storage of contraband items (weapons, drugs, alcohol, lighters, electronic items, stolen property, etc.) in cubbies is not permissible.

Cubbies are only provided for use that is consistent with legitimate school functions and are subject to periodic inspection to insure compliance with these policies. The administration has the right to search cubbies if there is reasonable suspicion of something illegal, dangerous, or disruptive to students or the school.

Vacations

The school administration discourages students from taking vacations other than those that are regularly scheduled. If students are going to be out of school for reasons other than sickness, the students should bring a parent/guardian note to every teacher and notify the Main Office.

Please contact your child's teacher(s) regarding work to be made up. The decision about assignments will be based on whether or not the work can be assigned in advance and done without previous instruction from the teacher.

Visitors

Parents and visitors are required to enter the Miller School through the front entrance. All exterior doors are locked after the students arrive in the morning. When visiting the school for any reason, visitors must first be "Buzzed" into the building. The "Buzzer" is located to the right of the front right hand side doors. **All visitors need to be prepared to show a photo identification and obtain a Visitor's Badge when signing into the Main Office.** Anyone not wearing a Visitor's Badge will be stopped immediately and redirected to the office to obtain a badge. Visitors should return to the office after visiting to sign out. Parents are always welcome to visit our school, but need to follow the protocol for visitors. All visitors are encouraged to make an appointment prior to visiting a teacher or administrator. **We do not allow students from other schools to visit while school is in session.**

Guidance Office

There are two guidance counselors as well as a part-time school psychologist who work with Miller School students. Their job is to guide your learning so that you are comfortable during your three years here. If you have a problem or just want to talk about yourself, a student, or a teacher, they are available to help you. A counselor provides support and encouragement for academic, personal, or social problems. Classroom observations and student records also help them to assist you. Contact the Guidance Office if you would like to schedule an appointment to meet with a guidance counselor.

Nurse/Health Office

The school nurse is here every day during school hours to help keep students healthy. The school nurse is a liaison to the school. Parents are encouraged to communicate any health, illness or injury related concerns to the school nurse by calling or coming in during school hours. Please inform the nurse of any medical information or medication that the student is on that may affect the school day. Students are encouraged to see the school nurse when they are ill or injured or with any other related concerns. It is very important for the nurse, as well as the Main Office, to receive a copy of the Student Emergency Information Form in the event a parent needs to be contacted.

Student Health Regulations

A record will be kept of all visits to the Health Office. Parents will be notified if a health problem seems to be developing.

The school nurse provides advisory and emergency care only. The school health office is not a diagnostic clinic. Once first aid has been administered, it is the responsibility of the family and the family physician to carry out treatment and after care. Only those injuries or illnesses occurring in the school, on the school bus or on the school grounds are the responsibility of school personnel.

If a student becomes ill or injured in school and must be sent home, parents must make provisions for transportation. If parents are unavailable, students may be dismissed to one of the emergency contacts listed on the Student Information Form. In case of extreme emergency, where it is impossible to reach the parents and the nurse is not available, the principal acts as parent in absentia and will take whatever steps deemed appropriate.

A copy of the **Student Emergency Information Form**, signed by the parent or guardian must be on file in the school health office and in the Main Office for each student. The form is supplied to each student at the beginning of the school year. The information is essential in time of illness or injury and must be updated as necessary. Information on both parents (if addresses differ) should be included. If there are any custody issues or concerns, the school needs appropriate documentation.

We encourage parents to notify the school nurse, preferably in writing, of any health condition pertinent to the child's well being: food allergies, tendency to nosebleed, allergic reaction to bee stings, diabetes, asthma, bone and joint problems, difficulties with speech, vision or hearing and religious stipulations regarding medical care. We also encourage parents to make an appointment for a conference with the nurse to develop an Individual Health Care Plan.

Medication Procedures: Signed consent by the parent/guardian is required to dispense any medication.

All medication requires a signed medication order. This includes non-prescription medication. The written medication order form should be taken to your child's licensed prescriber (physician, nurse practitioner, etc.) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

Special medication situations: For short-term prescription medication, i.e., those requiring administration for ten (10) school days or less, the pharmacy labeled container may be used in lieu of a licensed prescriber's order.

Medicine should be delivered to the school in a pharmacy or manufacturer labeled container by the parent/guardian or responsible adult whom you designate. Do not have your child transport medicine on the school bus. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty (30) day supply should be delivered to the school. When your child needs medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible.

Please pick up all medications on the last day of school. The school nurse will dispose of any medication left in the Health Office.

Please note: The school nurse must administer all medication taken during the school day.

The School Immunization Law is fully implemented in Holliston. **No student will be admitted unless immunization requirements are met.** All students entering school must present a physician's or Board of Health Certificate showing complete immunization as required by the Massachusetts Department of Public Health.

The law also requires Physical Examinations for students in grades PK, K, 4, 7 and 10. The examinations must be conducted within 6 months prior to entering or anytime within the school year. Results must be on file by June 1. These exams should be completed by your child's primary care physician. If a student is without a PCP he/she will be referred to the school physician.

If a student does not have health insurance he/she will be referred to state programs such as Mass Health or the Children's Medical Security Plan. Hearing (grade 3); vision (all grades); growth, including body mass index, (grade 4); and postural screening (grade 5) are mandated by state law and are conducted each year by the school nurse. Students will be referred to their primary care provider if problems are identified at the time of screening. Any parent not wishing their child to participate in the above screenings must present a physician's statement that the child has been tested and must send the results to the school nurse.

Head Lice (pediculosis) may be a problem among school children. We request that all parents check their own children at least once a week. **All cases must be reported to the school nurse** in an effort to control an outbreak. Children are excluded from school until all nits are removed.

Students contracting a disease noted below shall be excluded from school for the following **minimum times**:

- Scarlet Fever: May return in 24 hours after treatment has begun and the child is fever free for 24 hours.
- Chicken Pox: One week with certificate from Board of Health located at the Town Hall (429-0605) or a doctor's certificate.

- Strep Throat: Strep throat is highly contagious among school age children. A child must be on medication for 24 hours before returning to school. Symptoms include sore throat, headache, nausea, vomiting. A throat culture should be considered. Strep throat, left untreated, can lead to rheumatic fever or kidney disease.

Students with contagious skin disorders (impetigo, ringworm, etc.) will be excluded from school and re-admitted at the discretion of the school nurse.

The Board of Health is located in the Town Hall. The telephone number is (508) 429-0605.

Student Support Services

Student Support Services are available for our entire school population. The Student Services Administrator is available to identify, assess, and, when appropriate, implement support for students who may require specific services to optimize learning opportunities.

Our school provides a rich curriculum, instructional practices and varied programs of services geared to individual needs, including opportunities for strong family involvement and awareness of the educational services in the school.

Special Education Services

Special Education services are offered to Holliston students in accordance with 603 CMR 28.00 of the General Laws of the Commonwealth of Massachusetts (formerly Chapter 766). Special Education is intended to provide services to students who have disabilities and who, because of those disabilities, need help to make progress in the general education program of the school and thus to receive the full educational benefit of the district's programs.

Our Student Services Administrator works with the classroom teacher, specialists and parents to ensure that, when appropriate, referrals are made to assess a student's eligibility for special education services. Any questions you may have regarding Special Education services and programs should be referred to the following:

- Miller School: Eileen Harvey
508-429-0667 x 1332

- District Wide Office: Meg Camire
508-429-0662

504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 is a civil rights law prohibiting discrimination on the basis of a handicap and/or disability. The law is designed to protect: "Any person who has a physical or mental impairment that **substantially limits** one or more major life activities, has a record of such an impairment or is regarded as having such an impairment." The major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

Students who fit this definition are entitled to a "free and appropriate" public education comparable to that provided to students without disabilities. This may include regular or special education services. However, students can receive related services under Section 504 with the appropriate documentation, even if they are not provided any special education.

Please contact the Guidance Office if you have questions or would like more information regarding 504 Accommodation Plans.

Behavioral Safety

Holliston Public Schools are committed to providing quality education to our students while promoting behavioral safety within our schools. Our school has adopted the Safety-Care™ Training Program, developed by Quality Behavior Solutions, Inc., which is a behavioral safety program for our educators and is in compliance with the State of Massachusetts Department of Elementary and Secondary Education (DESE) regulations. This program provides our educators with the skills they need to confidently, safely, and respectfully prevent, minimize and manage student behavioral challenges.

Please feel free to contact our building administrators or our district Behavior Inclusion Specialist if you have any questions or would like more information about this program.

Media Center

The Media Center is open Monday through Friday from 7:55 a.m. until 2:33 p.m. Much of what is done in class each day is related to the materials that can be found in the Media Center. Books, magazines, reference materials, etc. can be found in the Media Center. Students are allowed to borrow up to two items at a time from the Media Center. Items are expected to be returned on time and in the same condition they were in when they were borrowed.

BEHAVIORAL EXPECTATIONS

Code of Conduct

The Holliston Public Schools place a high value on each student as an individual. We honor diversity and believe that each and every student is unique.

In order to accomplish and fulfill the Mission of our schools, each of us takes on the responsibility of instilling in students a sense of respect for themselves and others.

You must be respectful toward everyone - fellow students, teachers, and all the employees in the school. You may not use rude, profane or obscene language, or gestures toward anyone. The Code of Conduct embodies the principles of respect and defines the Holliston Schools in its pursuit of excellence.

One way we try to get students to own these rules is by teaching positive behavior traits focusing on these rules. At the Miller School we want students to SHINE!



SHINE

S = Self Control

H= Honesty

I = Independence

N = Nice

E = Effort

These traits will help students learn and grow at the Miller School.

The following is a listing of behavioral expectations and disciplinary sanctions. This list is not and cannot be all-inclusive, but is designed to provide guidance to students and their parents of the behavioral expectations. As stated explicitly below in connection with specific offenses, severe or habitual violations of the code of conduct can result in the denial of school privileges and/or participation in extra-curricular activities.



- **Buses**

School buses are an extension of the school and students are under the jurisdiction of the school while riding the bus.

Students should behave appropriately while riding the bus. This appropriate behavior includes remaining seated, not eating or drinking, or engaging in any other distracting or disruptive behavior. Gum chewing is not allowed on school buses. The use of cell phones and electronic devices is not allowed. Swearing is not allowed and students must keep hands and heads inside the bus at all times, and refrain from loud talking and horseplay that may divert the driver's attention, making safe driving difficult. Students are not permitted to leave their seats while the bus is in motion. Students are strictly forbidden from tampering with the emergency door. After each disciplinary notice for inappropriate behavior on the bus, parents will be notified. The student's privilege to ride the bus may be revoked for a period of time if he/she gets a third notice or, if in a single incident, a student's behavior is considered excessively dangerous. State law prohibits smoking on school buses.

The school department or the transportation company is not responsible for articles left on the bus. Bus rules apply to the regular daily buses to and from school, late buses, field trip and athletic buses, and all bus trips by Holliston Public Schools.

- **Cheating/Plagiarism**

All students are expected to present their own work for evaluation. A teacher who determines that a student has been guilty of the above offenses shall take all reasonable and necessary steps to address this first with

the student and his/her parents. The teacher may then choose to refer this matter to an administrator after giving a grade zero for the work in question.

Violations may result in loss of privileges and, in some cases, can lead to suspension from school. A student who disagrees with the teacher's finding that she/he has been guilty of cheating or plagiarism can appeal this claim to the Principal.

- **Dress/Appearance**

The school administration and staff reserve the right to make decisions in cases of the propriety of the dress or appearance of any student. Students are not allowed to wear articles of clothing or accessories that are disruptive, offensive, disrespectful, discriminatory, suggestive or that interfere with learning or student safety. A student should use the rule that an appropriate shirt or top must be long enough to be tucked in and tank top straps must be at least two inches wide. No spaghetti straps or strapless tops are allowed. Pants that show undergarments are not permitted.

Shorts must be below middle finger tip length. Skirts/dresses must fall no more than four inches above the knee. Proper attire is required for participation in all physical education classes.

Footwear must be worn at all times in school and on school grounds. Flip-flops or sandals without a back strap should not be worn by students. Students are to leave all outdoor apparel in their cubbies during the school day. **Hats/hoods are not to be worn in the school at any time.**

- **Electronic Devices**

No electronic devices are allowed at school during school hours or on the bus. These devices include: cell phones and iPads. Such devices will be confiscated by school personnel and brought to the main office. Calculators **are** allowed. Exceptions may be made for field trips.

- **Hallways**

Students who are in the hallways while classes are in session should pass quietly and not cause any disruption. You must walk, not run to your classes. You are expected to stay on the right side of stairs and corridors and to hold the swinging doors for the person behind you.

- **Trading Cards /Buying & Selling**

Trading cards are not allowed on school buses or school property. You cannot buy anything from or sell anything to other students on school property for any reason.

- **Gum Chewing**

There is absolutely no gum chewing in the Miller School, on school grounds, or on school buses. If you disobey these rules you will have to face disciplinary action by the office.

- **Bullying**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. The law was updated in July 2013 to expanded the list of possible aggressors/perpetrators to include school staff members. Chapter 86, Section I(3) provides that each bullying plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

Definitions

Perpetrator is a student or a member of a school staff including but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or a paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students or by a member of a school staff including but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or a paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- I. The creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
- II. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of conditions enumerated in clauses (i) to (v) inclusive, of the definition of bullying.

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

Victim is a student against whom bullying, cyberbullying, or retaliation is directed.

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

Prohibition

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or School
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet)
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school

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

Reporting

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the assistant principal, principal or another staff member, or incident reports may be made anonymously using the anonymous Incident Reporting Form below.

Brenda Mauraο – Asst. Principal, 508-429-0667 or @ mauraob@holliston.k12.ma.us

[Anonymous Reporting Form](#)

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

For detailed information regarding Bullying Prevention and Intervention, please refer to the Holliston Public Schools *Bullying Prevention and Intervention Plan* and the Holliston School Committee's Bullying Prevention Policy (JICFB): <http://www.holliston.k12.ma.us/home/about/bullying-prevention>

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying. Staff must complete the district's annual Bullying Prevention and Intervention training.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

Discipline

Dangerous Weapons, Controlled Substances & Assaults on Educational Staff

Massachusetts General Laws Chapter 71, section 37H requires that all student handbooks contain the following provisions:

(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, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant 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 expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal 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 the superintendent. The expelled student shall have ten 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 before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact. Additionally, students should be aware that the federal Gun Free Schools Act mandates that any student who brings a firearm to school be expelled for a minimum of one year, with exceptions granted only by the Superintendent. Under this Act, a firearm includes not only a gun but also an explosive device.

Felony Complaints or Convictions

Massachusetts General Laws Chapter 71, section 37H 1/2 provides that:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect.

The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

(3) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Procedural Due Process

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. In-School Suspension. An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the

in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.

Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school sponsored events, based on the student's misconduct. Such a removal is not subject to such due process procedures.

II. Short Term, Out-of-School Suspension. Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

III. Long Term Suspension Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following: In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;

- a) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- b) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- c) The right to cross-examine witnesses presented by the school district;
- d) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- e) The right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b) Set out the key facts and conclusions reached;
- c) Identify the length and effective date of the suspension, as well as a date of return to school;
- d) Include notice of the student's opportunity to receive educational services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- e) Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

IV. Expulsion

Students are subject to expulsion (i.e. permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

Procedures Applicable to Conduct Covered by M.G.L. C. 71, §37H AND 37H ½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student’s parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- a) The reason for the suspension
- b) A statement of the effective date and duration of the suspension
- c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator’s judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student’s parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;

- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day. An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student’s request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator’s hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator’s decision.

The decision of the superintendent constitutes the final decision of the school district.

Discipline of Students with Special Needs

All students are expected to follow the Holliston’s Code of Conduct, unless otherwise determined by the student’s Individualized Education Plan Team and written in the student’s IEP or 504 Plan. Federal and state laws provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.

A brief overview of these rights is provided below.

In general, if your child has violated Holliston’s disciplinary code, the school may suspend or remove your child from his or her current educational placement for no more than 10 consecutive school days in any school year. If your child

possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school function; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the school may place your child in an interim alternative educational setting for up to 45 school days.

If your child has been placed in an interim alternative education setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon educational placement unless you or Holliston have initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or you and Holliston agree to another placement.

Any time Holliston wishes to remove your child from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special education law. These include the following:

(a) Prior to any removal that constitutes a change in placement, the school must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address your child’s problematic behavior. If a behavioral intervention plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.

(b) Prior to any disciplinary removal that constitutes a change in placement; the school must inform you that the law requires that the school district consider whether or not the behavior that forms the basis for your child’s disciplinary removal is related to his or her disability. This is called a “manifestation determination.” Remember that you, as the parent, always have the right to participate as a member of the group of people making this determination.

Consideration of whether the behavior is a manifestation of the student’s disability:

The law provides that Holliston and the parent, along with relevant Team members, must consider all evaluation information, observational information, the student’s IEP and placement; and must determine whether your child’s behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of your child’s disability if the conduct in question was caused by, or had a direct and substantial relationship to your child’s disability, or was a direct result of the school district’s failure to implement his or her IEP.

If the manifestation determination decision is that the disciplinary behavior was related to your child’s disability then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use, or serious bodily injury to another) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to your child’s disability, then the school may suspend or otherwise discipline your child according to the school’s code of student conduct, except that for any period of removal exceeding 10 days the school district must provide your child with educational services that allow your child to continue to make educational progress. Holliston must determine the educational services necessary and the manner and location for providing those services.

In the case of a disagreement with the Team’s determination:

If you disagree with the Team’s decision on the “manifestation determination” or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to appeal the Team’s decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

Discipline of Students Whose Eligibility for Special Education is Suspected:

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district

personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have Knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner.

Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

EXTRACURRICULAR ACTIVITIES

General Requirements

Attendance - A student must be in school during the day to attend an after-school activity. An administrator must approve extenuating circumstances.

Home Educated Students - Home educated students participating in events sponsored by the Miller School will be subject to all the procedures, rules and regulations set forth in the Student/Parent Handbook.

After School Activities

5th Grade Band

The band is for 5th graders who have participated in the fourth grade beginner instrumental lessons. 5th grade band members attend a practice once a week after school from 2:30-3:30.

Clubs

The Miller School has four after-school clubs: The **Newspaper and Math Clubs** are for any students in grades 3, 4, and 5 who have not already participated. Participants are chosen at random for the limited number of slots. The **Homework Club** is for students who wish to get after-school assistance one day a week. A couple of different sessions are held during the year. Slots are limited and students who are interested are chosen at random to participate. The **Student Leadership Team** is for fifth grade students who are interested in helping to encourage a school climate where students feel confident and safe, build school community, boost school spirit, create service learning opportunities, develop leadership skills, and have fun. Fifth grade students may apply in October, and two representatives are chosen from each homeroom to serve on the leadership team. The Leadership team meets twice a month after-school. Information and registration forms for these clubs will be posted on backpack express prior to their beginning in the fall.

Parent Teacher Organization (PTO)

The Holliston Parent Teacher Student Association is a volunteer parents group that works closely with the school administration and teachers to provide Holliston's children in grades PreK-12 with special programs and services during the school year. Each school has a dedicated group of volunteers from the Holliston PTSA working to provide information, special programs, and grants. Money raised through dues and several fund raising activities is used to support many different programs at all levels of the system.

Miller School Council

The Miller School Council meets publicly every other month. A copy of the minutes from each meeting is available in the Main Office. The role of the School Council is to serve as an advisory board to the Principal. The Council's work includes setting and monitoring school goals and development of a school improvement plan. Term lengths vary and elections are held annually.