

Silver Lake Regional Middle School

2021 - 2022

256 Pembroke Street, Kingston, Massachusetts, 02364

781-582-3555 Main Office 781-582-3599 FAX

Anonymous Hotline 781-582-3555 x3456

slrms.slrsd.org

Name _____

Grade _____ Team _____ Homeroom _____

Locker# _____ Gym Locker# _____ Bus# _____ ID # _____

7:05

BUS ARRIVALS

7:05 – 7:20 HOMEROOM & MORNING ANNOUNCEMENTS

Students Report to Homeroom by 7:15

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:20 - 8:09	1	2	3	4	7
8:09 - 8:58	2	3	4	7	8
8:58 – 9:47	3	4	7	8	1
9:47 - 10:36	4	7	8	1	2
10:36 – 10:58	5A	6C	5A	6C	5A
10:58- 11:20	5B	6D	5B	6D	5B
11:25 - 11:47	6C	5A	6C	5A	6C
11:47 - 12:09	6D	5B	6D	5B	6D
12:09 – 12:58	7	8	1	2	3
12:58 - 1:47	8	1	2	3	4

2:20 – End of Late Nights

3:00 – 3:30 – LATE BUS Departures Monday, Tuesday and Thursday

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If you need assistance reading this document or other school publications, please contact the building principal to obtain translation services.

Spanish

Si usted necesita ayuda para leer este documento y otras publicaciones de la escuela, por favor pongase en contacto con el director del edificio para obtener servicios de traducción.

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German

Wenn Sie Unterstützung dieses Dokument oder andere Schulepublikationen lesend benötigen, treten Sie bitte mit der Gebäudedirektion in Verbindung, um Übersetzungsdienste zu erhalten.

Administration Building

Kingston, MA
781-585-4313

Dennett Elementary School,

Plympton, MA
781-585-3659

Halifax Elementary School,

Halifax, MA
781-293-2581

Kingston Elementary

Kingston, MA
781-585-3821

Kingston Intermediate

Kingston, MA
781-585-0472

Silver Lake Middle School,

Kingston, MA
781-582-3555

Silver Lake High School,

Kingston, MA
781-585-3844

School,

School,

IMPORTANT DATES & INFORMATION

IMPORTANT DATES

August 26	-	Summer Open House
September 1	-	School Opens
September 10	-	School Picture Day
September 6	-	Labor Day
September 23	-	Back To School Night
September 29	-	Early Release - Gr 7-12
October 11	-	Columbus Day
November 2	-	Teacher Inservice Day
November 11	-	Veterans Day
November 24	-	Close at Noon
November 25-26	-	Thanksgiving Holiday
December 24	-	Holiday Vacation Begins
January 3	-	School Re-Opens
January 17	-	Martin Luther King Day
February 21-25	-	Winter Vacation Week
February 28	-	Teacher In-service Day
March 9	-	Early Release - Gr 7-12
April 15	-	Good Friday
April 18-22	-	Spring Vacation Week
May 30	-	Memorial Day
June 15	-	Tentative Last Day

Administration

Mr. Dupille - Principal
Mr. Jeffers - Assistant Principal

Guidance Office

Ms. Donohue - Guidance Counselor (3222)
Mr. Chaffins - Adjustment Counselor (3223)
Mr. Stewart - Psychologist (3221)

SCHOOL CLOSINGS AND DELAYS

WHDH (Channel 7) WFXT (Channel 25)
WCVB (Channel 5) WATD (95.5 FM)
WBZ (Channel 4) WBZ (1030 AM)

Please do not call the school! We need our telephone lines open for emergencies.
Announcements are broadcast on the above radio stations as well as an automated call to your phone from the principal.

**School Lunch & Breakfast
FREE for 21/22 school year**

Milk only ~ \$.75

***** Prices are subject to change**



PTO Meetings

First Wednesday of the month
7:00 PM in Middle School Library

****Check website for complete dates**

Parent Communication Dates

“Back to School Night” - Thursday, September 22, 2021

Term I Parent Conferences - November 17 & 18, 2021

Term II Parent Conferences - February 2 & 3, 2022

Midterm Academic Reports

Issued on

October 7, 2021
December 16, 2021
March 10, 2022
May 19, 2022

Report Cards

these dates

November 12, 2021
January 27, 2022
April 8, 2022
June 15, 2022

*Please note: These dates may change as we have to adjust the calendar due to school closings.

VISION STATEMENT

To ensure the success of each individual student.

MISSION STATEMENT

Silver Lake Middle School is a community built on respect, responsibility, and academic excellence. Our mission, in collaboration with students’ families and the larger communities, is to foster social, emotional, and academic growth in our middle level learners. In a healthy, safe environment, students are challenged by rigorous academics and encouraged by dedicated staff to discover and embrace their own unique abilities and talents. We seek to promote a pattern of lifelong learning that will best enable our students to be contributing members of society and meet with success in a rapidly changing world.

CORE VALUES

Respect, Responsibility, and Academic Excellence

A MESSAGE FROM THE PRINCIPAL

The administration, teachers, and support staff proudly welcomes you to Silver Lake Regional Middle School. Built around a solid middle school philosophy, we have prepared an excellent program of studies and activities to ensure your successful transition from elementary school to the rigor and demands of the high school. To achieve that success, you will need to engage, to work hard, and to learn and apply new information and knowledge.

This **Student Agenda** provides an overview of how your school is structured, describes how it operates, and is your ongoing reference for all policies, guidelines, procedures, and regulations. The front section of the agenda provides clear statements of what is expected of you in all dimensions of student life within the Silver Lake Regional Middle School community.

Follow-up sections provide helpful tools, guides, and charts for use as quick references in your individual classes or to improve your study skills and habits. Finally, the calendar sections can be used to write down and keep track of all your assignments, school activities, or important dates. It is expected that you use the agenda/handbook on a daily basis. Our wishes for a great year filled with new learning, new experiences, new friends, and great success.

MISSION STATEMENT

In order to accomplish the goals set forth in the SLRMS Mission Statement, students will be challenged to:

- Master basic skills and demonstrate knowledge preparing them to meet or exceed local, state and national performance standards.
- Become effective communicators.
- Develop individual abilities and talents.
- Exhibit positive social development and cooperative interaction.
- Apply problem solving methods to responsible decision-making.
- Demonstrate behaviors that show respect for themselves and others.

ACADEMICS

Teachers create a class policy for grading students. It is imperative that you have a copy of the class policy for each teacher and that you fully understand the method in which you will be graded. These policies are based on departmental objectives and standards of excellence.

Grades are used for promotion, honor roll, counseling, recommendations, and eligibility for extracurricular activities.

GRADING SYSTEM

Avg.	Grade	Avg.	Grade
97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	0-59	F
77-79	C+		

POWERSCHOOL

Silver Lake Regional Middle School uses a web-based student information system called PowerSchool. Through this program parents/guardians can check their child's grades and attendance at their discretion and become more aware of their progress. Updates on PowerSchool are at the discretion of the individual teachers.

In order to access PowerSchool, parents/guardians will need the website location, <https://ps.slrmsd.org/public>, or PowerSchool can be accessed from the Middle School website at <http://www.pearsonschoolsandcolleges.com/demos/powerschool/parents/>. A brief tutorial can be found at <http://www.pearsonschoolsandcolleges.com/demos/powerschool/parents/>.

Parents/guardians may receive a digital correspondence with a confidential identification number and a password prior to the first day of school if they are a new user to PowerSchool. If this information is misplaced, please call the school's Guidance Office. The identification number and password should be kept confidential so only the parents/guardians and student can access the information.

MIDTERM AND REPORT CARDS

Midterm Progress Reports are issued during the middle of each marking term to all students in all subjects (see school calendar) This report summarizes the student's performance status and is not a midterm grade. All progress reports are disseminated and made available online in PowerSchool. If parents have any questions, please contact your son or daughter's teachers regarding the information on the progress report.

Report Cards are issued four times each year. The dates on which report cards are given out are listed in the school calendar and are also in the local papers. All Report Cards are disseminated and made available online in PowerSchool. If parents have any questions, please contact your son or daughter's teachers regarding the information on the report cards.

LEVELS OF INSTRUCTION

For the 2020-2021 school year, the middle school has two instructional levels in math for both 7th and 8th grade. ELA and science have two instructional levels in 8th grade only. All other courses are unleveled. Placement into the advanced math, English, and Accelerated Science courses is based on specific data points which include results from standardized tests, samples of students work, and a teacher generated student profile. Class placements are communicated to students and parents prior to the academic school year. Students must maintain a B- or better and teacher recommendation to stay in Advanced ELA and Algebra during the current academic year. Parent(s)/Guardian(s) may choose to override the criteria, and place their child into an advanced section for 7th or 8th grade (see parent/guardian waiver process below).

❖ Parent/Guardian Waiver Process

❖ Math Placement (7th Grade)

- Meet w/ Grade 6 Teacher
- Meet w/ K-6 Coordinator
- Meet w/ 7-12 Math Coordinator and sign waiver

❖ Math, ELA, Science Placement (8th Grade)

- Meet w/ Grade 7 Teacher

- Meet w/ 7-12 Coordinator and sign waiver

Even though English, science, and math offer advanced classes, the content and standards (Massachusetts Common Core Frameworks) of all classes are the same. Additionally, expectations for student effort and performance remain a constant. The difference in instructional levels results in the pace of the course, student's responsibility for independent learning, and the level and expectations of student assignments within individual learning units.

HONOR ROLL

High Honor Roll - to be on High Honor Roll, a student must receive an "A-" or better in *all* subjects. Students who receive a D or lower at midterm average (mid-year average) will be dropped to the standard class per the teacher's discretion.

Honor Roll - to be on the Honor Roll, a student must receive a "B-" or better in *all* subjects.

PROMOTION

Students are expected to attend school regularly and work to the best of their ability in all of their classes. Any student who receives a failing grade for the year in two or more core subjects (ELA, math, science and social studies) may be required to attend summer school, and will be considered for retention or an alternative program. A maximum of two courses can be taken in summer school.

All of the students who fall into this category will be carefully reviewed by the Promotion Review Committee to determine their placement for the following year. During this review, consideration will be given to both extenuating circumstances and the students' performance in non-core subjects. The Principal will have the final say in matters of promotion.

GRADE EIGHT PATHWAYS TO HIGH SCHOOL HONORS CLASSES

English	Honors English I
Requirement:	B- or better in Advanced ELA A - Or better in Grade 8 ELA teacher recommendation
Math	Honors Geometry
Requirement:	B- or better in Algebra
Science	Honors Introductory Physics
Requirement:	B- or better in Algebra I B- or better in Science
Social Studies	Honors World History Since 1815
Requirement:	A- or better in Grade 8 Social Studies

GUIDANCE

Guidance counselors are available for individual counseling, career exploration, course selection, test interpretation, and any other school related issue. In addition to the above, counselors are also available to do group counseling and to work with students and their families concerning social, behavioral or school adjustment problems. Appointments with the counselors are made by filling out an appointment slip and leaving it with the guidance secretary. When possible, guidance appointments should be made during lunch, before or after school.

STUDENT ATTENDANCE POLICY

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.

We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse. Teachers are not required to provide work in advance. It is the students' responsibility to ask each teacher for make-up assignments.

We understand that there are instances when a student may be absent from school due to personal illness, family-related issues or religious holidays. If, however, parents are aware of an absence that cannot be scheduled other than school time, please contact an administrator at least five days in advance.

Parents/guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

When a student reaches:

I. Five unexcused absences:

1. A phone call will be made to discuss with the parent/guardian concerns regarding the child's attendance.
2. A letter will be mailed home to the family, which documents the schools awareness regarding the child's attendance.

II. Twelve unexcused absences:

1. All of the above steps for five absences will be repeated.
2. The parent/guardian may be asked to attend a meeting at school (with the child present) at this time to discuss the correlation between academic achievement/success and student attendance.

The goals of the meeting will be:

- a. To connect with and offer support for the parents.
- b. To discuss with the parents the impact that school absences and tardies have upon student learning.
- c. To help students problem solve and increase their responsibility for his/her attendance.

III. Seventeen unexcused absences:

1. A phone call will be made to request that a parent/guardian come to school for a meeting (which will include the student) to discuss the significant concerns regarding the student's attendance.
2. A third letter will be mailed to the student's parent(s)/guardian reiterating and documenting the significant concerns

voiced by the administration regarding the child's attendance.

3. If the student's absences reach or exceed seventeen absences within a school year or 8 absences within a term, the school, as a mandated reporter, may file a CRA, Child Requiring Assistance petition.

If the student's absences or continued tardies occur on a regular basis and impede their academic progress, the school, as a mandated reporter, may consider filing a CRA, Child Requiring Assistance petition. Should the decision be made to file a CRA petition, parent education about this process will take place.

School officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court which could result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA, Families and Students will be required to work with school administrators to improve the student's attendance.

An ***Excused Absence/Tardy*** includes:

- Medically documented illness or injury
- Bereavement/family funeral
- Major religious observations
- Court documented absence

An ***Unexcused Absence/Tardy*** is any absence or tardy that is not covered by the aforementioned definition of "Excused Absence/Tardy". Examples of an unexcused absence may include, but may not be limited to:

- Absence or tardiness due to illness or injury not documented by a doctor or other medical professional.
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

FILE JH: STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The School Committees of Silver Lake, Halifax, Kingston and Plympton recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused

temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between attendance and grades, chronic absence policies, and accommodations for students requiring special placements.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the

student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

DROPOUT PREVENTION

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable.

The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20 Adopted Feb. 2015 Adopted & Approved October 2020

• Dismissals

Students may not leave the school building during school hours without permission from the nurse or an administrator. If a student wishes to be dismissed for a reason other than illness, he/she must bring a note in advance, signed by a parent or guardian. The note must contain the reason, time for dismissal and phone number where a parent/guardian can be reached if verification is necessary. Dismissal notes should be given to the homeroom teacher so they can be forwarded to the main office and filed. The school requires that a parent/guardian must sign a student out in the main office before the student can be released. Identification may be required for dismissal. Students may only be dismissed to people named on the contact list unless prior arrangements have been made. If a student is dismissed for the day before completing four full periods, he/she is considered absent due to dismissal. Student participation in extracurricular activities that day will be at the discretion of the principal or his/her designee.

• Absence Notes

A student returning from an absence is expected to bring a note from his/her parents or guardians explaining the reason for his/her absence from school. This note will justify, not excuse, the absence. All absence notes are to be given to the student's homeroom teacher.

Student's absences of five or more consecutive school days or absences resulting from a communicable illness, require a physician's note to return to school.

Even though parents and the school are in contact by phone reporting a student's absence, for legal purposes a written note with a parent/guardian signature must be sent in. Email is not considered written documentation.

• Tardy to School

Being on time is an important trait for school and in all other areas of a person's life. A student is marked tardy to school when he or she arrives late. School starts at 7:20 AM. If a student arrives late to school, after 7:20 AM, he/she must sign-in

at the main office before going to class. If a student reports to school on time but is late to class he/she will be asked to sign in late to class.

If a student is late more than 4 times during a quarter, the student is considered to be “excessively tardy” and his/her parents will be notified. Office detentions will be given as a consequence for tardy #5. If a student is tardy 6 times or more in a quarter, additional detentions and/or additional suspensions will be given. The administration may excuse tardiness which results from extenuating circumstances. We ask that parents submit documentation in the form of appointment cards and/or notes to the school regarding such extenuating circumstances.

• Tardy to Class

If a student is tardy to class and does not have a late pass, the teacher will allow the student into the class and may assign a teacher detention. On the second tardy to class the teacher will allow the student into the class and the student will receive a detention. On the third or more times tardy to class, the student will be taken into class and referred to the administration for discipline. Students chronically tardy to class are subject to multiple office detentions and additional discipline.

THE STUDENT AGENDA BOOK

It is a school-wide policy that all students must have their agendas with them for all classes. The use of the Student Agenda teaches organizational skills for life, including good study/work habits. Students will use their agenda books to:

- check out library books
- record all homework and tasks
- remember quiz and test dates, study schedules, and personal commitments
- plan when to do their work
- record upcoming events as they come up during morning announcements
- to be used as a pass

When necessary, teachers and families can communicate through writing notes in the agenda. Similar to a textbook, the Student Agenda is purchased by the school system and is the property of the school. Students must handle the

agenda with care to ensure the pages are not damaged. Students who damage and/or lose their Student Agenda will be required to purchase a replacement book (\$5.00 fee) through the office.

Corridor Passing and Behavior

For safety and courtesy reasons, students are required to walk on the right as they pass through the corridors of the building. Although we do not expect students to be silent when passing through the corridors, they are expected to behave in a well-mannered way. All of our students should feel safe when passing through the corridors. Any student who shoves, pushes, and/or is otherwise physical with other students while passing will be referred to an administrator for disciplinary action.

Since any activity of this type puts other students at risk of injury, “we were just fooling around” is not an excuse for this type of behavior.

MAKE UP WORK

It is the student's responsibility to make arrangements for makeup work within the following guidelines:

1. Work assigned before a student is absent is generally due upon his/her return. However, teachers have the discretion to grant extensions based on individual student issues. All work missed when a student is absent from school must be made up as soon as possible upon the student's return, consistent with individual teacher or team guidelines.
2. Parent/student should check team/teacher websites for work and current assignments.
3. In the case of extended absences of greater than three days, due to illness or family emergency, parents can request make-up work through the student's guidance counselor. This work may be picked up in the guidance office at the end of the next school day (24 hours from request).
4. If absence from class is due to tardiness, dismissal, field trips or other school activities, work may still be due on that day at the discretion of the teacher.
5. In the case of out-of-school suspension, students are expected to make up work subject to the same guidelines as other absences.

6. Students who are absent from school for vacations cannot be excused. Students who are absent miss classroom instruction. Classroom time is uniquely beneficial to students to the degree that it cannot be replicated at a later time. The Silver Lake Middle School does recognize the importance of quality family time for its students. Furthermore, the Silver Lake Middle School understands the difficulty and complexity of scheduling a family event. To resolve the matter in a manner that best supports the goals of the school and the needs of the student, the guidelines presented below represent Silver Lake practices.
7. Parents assume the responsibility of removing students for family vacations.
 - Teachers are not required to provide assignments in advance to students.
 - Students and parents must assume the initiative for making up specific assignments, etc. missed because of vacations during school time.
 - Introduction to new material occurs daily. Therefore, the acquisition of newly learned material presented during the time missed is the responsibility of the student and his/her parent or guardian.

AFTER SCHOOL - Cafeteria Policy

Teachers will escort students to the cafeteria after extra-help has commenced. Students must obey all school rules as well as the following:

- "Electronic devices are to ONLY be used in the cafeteria after school. Students are also able to use cell phones to communicate with parent(s)/guardian(s) to arrange for pick-up. Staff and/or administration have the right to revoke these privileges due to any disruptive and/or inappropriate acts. Students who use their electronic device in an unsafe or inappropriate manner will be given a consequence per the SLRMS code of discipline."
- Students must wait for their ride in the cafeteria. If a student's ride has not shown up prior to the late bus arrival (approx.

3:00pm), the student MUST take the late bus home.

- Students Must be seated at a table at all times.
- Students must ask the supervisor for permission to leave the cafeteria.
- Students must sign out to exit the cafeteria.
- Students may not leave the cafeteria after 3:00 P.M. unless for an emergency deemed by the cafeteria supervisor.

EXTRA HELP

All teachers stay after school Monday, Tuesday, and Thursday until 2:20 p.m. to provide extra help and time for students to do make up work, quizzes or tests. Students are expected to schedule their time and check with individual teachers to ensure their availability for needed extra help or make up work. Teachers may require students to remain for extra help to ensure student success. Late buses are provided on Mondays, Tuesdays and Thursdays only!

WORK PERMITS

If a student holds a full or part time job, whether related to school or not, he/she must provide their employer with a work permit. This form indicates to the employer that the student is still in school and therefore may not be employed during school hours. This request is in accordance with the provisions of Section 86 of Chapter 149 of the General Laws of the Commonwealth of Massachusetts.

Students may obtain a work permit from the guidance secretary only if they are fourteen (14) years of age. Students must provide proof of age and must have employment in order to obtain a working permit.

LIBRARY MEDIA CENTER

The Silver Lake Regional Middle School Library Media Center is a state-of-the-art facility offering print and non-print resources to meet the research needs and recreational interests of all students. Online resources, periodicals, reference and

non-fiction books are chosen to support the curriculum.

Students are sure to find a good book to read from the large collection of books.

Students are encouraged to use the Library Media Center at the following times:

1. During homeroom period to return or check out a book. Students must have a signed pass or electronic hallpass from their homeroom teacher.
2. During class time at the teacher's discretion (must call librarian prior to sending student).
3. After school Monday, Tuesday and Thursday with a signed pass from a signed pass or electronics hallpass and a specific task or project.
4. Library Media Center - Students can obtain books during SSR with a phone call & permission by the library staff.

Guidelines for borrowing books:

1. Library books may be borrowed for one month and may be renewed.
2. Students should have their school ID with them to take out books.
3. Books must be returned on or before the due date stamped.
4. Students who fail to return books within 30 days of the date due will lose library borrowing privileges and be put on a school activity ineligible list.
5. School policies for lost books apply to library books.

Guidelines for after school library use:

1. Students should arrive soon after dismissal with all necessary materials, and a signed pass from a teacher.
2. Students must have work to do.
3. Students are expected to maintain a quiet library atmosphere for reading and studying. Students found to be disturbing others or coming to the library to socialize will be referred to the administration and may lose their after school library privileges.
4. Computer use is for related classroom assignments according to the Silver Lake

Regional School District Acceptable Use Policy.

5. Students will be escorted by the librarian to the cafeteria for the late bus.

SSR PROCEDURES

Our middle school has a *Student Support/ Reading (SSR) Program*. All students and staff participate in this program and we treat this time seriously. Research is clear that regular reading of this type benefits students in all of their academic subjects. To make our program work, we require students to follow these guidelines:

1. The student will be expected to bring a book or other approved reading materials.
2. Everyone must report to his/her assigned room during SSR. Students who have appointments or are participating in an activity (Guidance, Main office, Best Buddies, etc.) MUST report to SSR before attending their appointment or activity.
3. With teacher recommendation a student may access academic support during SSR.
4. For students who are disruptive:
 - * Minor offenses will be dealt with by the teacher/team.
 - * Students who chronically disrupt SSR will be referred to the administration.

EXTRA CURRICULAR ACTIVITIES ELIGIBILITY

An essential aspect of middle level education is to provide students with a range of activities that allows them to explore their attitudes, interests and individual talents. To this end, students are encouraged to participate in a variety of after-school, evening and/or weekend activities, sports programs and clubs at the middle school. The first responsibility of all students must be to strive for academic success. In order to participate in athletics and clubs, students may not fail more than one class per term on their report card. Students must also be present in school the day of an event. In addition, students have an obligation to behave responsibly and to demonstrate their growing capacity for self-control and self-management.

A student whose achievement or behavior is continuously a problem may be declared ineligible to participate in extracurricular activities. Some activities may necessitate specific guidelines that

will be given to students in advance. An advisor or staff member may refer a student to the administration who may, after consultation with involved parties, determine the student's eligibility. A periodic review of that determination on at least a quarterly basis will be conducted by the administration.

Extra-Curricular/Athletics Policy

Message to Student - SLRMS Athletic handbook

- A student cannot fail more than one subject during the last preceding marking period preceding the contest.
- A student must be recorded as "present" before 10:36 A.M. and he/she must remain in school for the day in order to participate in a game, practice or activity unless excused by the Principal/Assistant Principal.
- A student may not participate in any practice, game, or activity on a day where he/she is absent from school.
- A student must fulfill all after school responsibilities prior to any practice, game or activity. Failure to meet these requirements will result in non-participation for the scheduled practice, game or activity.

STUDENT COUNCIL & PEER LEADERS

All Student Council and Peer Leaders members and Class Officers must meet all eligibility criteria as designated in the Silver Lake Regional Middle School Student Council Constitution. These criteria are:

- 1) "C" or better average in all subjects
- 2) Good attendance
- 3) No out-of-school suspensions
- 4) No discipline infractions
- 5) Good citizenship in and out of school

Failure to meet these criteria may result in removal from office.

STUDENT ACTIVITY FEES

Certain extracurricular clubs may be subject to a fee for participation and/or materials. All fees are to be determined based on events and will be communicated at club meetings. All students who participate in Intramural sports will be expected to pay a one time intramural activity fee of \$120. The Silver Lake Regional School Committee sets this fee. If any student has difficulty paying the fee, he/she should contact the main office. Administration has the right to waive fees for any student involved in any school activity.

WAITING FOR A RIDE AFTER SCHOOL

For safety reasons, students waiting outside for a ride home are limited to the areas just in front of the main entrance to the building.

After 2:20 p.m., students must wait inside in the cafeteria for the late buses. If a parent pick-up fails to arrive prior to late bus arrival (approx. 3:00 p.m.) the student will be placed on his/her appropriate late bus. Parents are asked to park in the parking lot and come into the building to get their student. Parking directly in front of the building is prohibited since this area must always be clear and available for emergency vehicles.

HALL AND AFTER SCHOOL PASSES

It is the school's legal obligation to know where students are at all times. If a student is out of his/her class for any reason, he/she must have signed pass or pass in agenda or electronic hallpass and have signed out on classroom log. Students found in the halls or other parts of the building without a signed pass or pass in the agenda or an electric hallpass will be referred to the administration for disciplinary action.

No student is allowed in the building after dismissal without permission of a teacher or administrator. Students who stay after school for extra help or any other school activity will be escorted by the supervising teacher to the cafeteria. Students are encouraged to stay after school for extra help or any scheduled activity. Students may not stay after school unless they are with a teacher, doing work in the library or participating in a supervised activity.

Students traveling from one teacher to another, or from a teacher to an after school activity, will need a signed pass or electronics hallpass to go to their next destination.

GENERAL INFORMATION

ENTERING THE BUILDING

Once a student enters the building in the morning, he/she is to go directly to his/her locker and then report directly to class. If a student needs to access any other part of the building, he/she needs to have a pass signed by the classroom teacher. Video cameras may be used to ensure the safety of students and the security of the building.

VISITORS

The Silver Lake Regional Middle School has updated the security features at the main entrance in an effort to increase the safety and well being of all the students and staff in the building. During school hours, the first and second set of doors at the main entrance will be locked, requiring all visitors to check in with the front office staff prior to gaining access to the front lobby and building. The new protocols for ALL visitors are as follows:

1. Ring the video doorbell outside the main entrance. The front office staff person will grant access into the entryway and greet the individual at the visitor window.
2. The visitor will then communicate their need to the front office staff person.
 - a. If the need of the visitor requires entry into the building or is dismissing a student, **the visitor must provide a valid form of ID (i.e. drivers license, passport, or Massachusetts REAL ID)** to be scanned for a printed visitor's pass.
 - b. If the need of the visitor does not require entry into the building, then the visitor does not need to show an ID to be scanned.
3. If the visitor is entering the building, a self-adhesive pass with their picture will be printed and given to the visitor to be worn while in the building.

4. Prior to exiting the building, the visitor must sign out in the main office.

All volunteers and chaperones must complete a CORI and SORI form.

FILE KI: VISITORS TO THE SCHOOLS

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Any student who wishes to have a guest in school must ask permission of the Principal or designee 24 hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.
5. Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

Updated & Approved October 2020

LAVATORIES/BATHROOMS

Bathrooms are available for student use. Students must have a signed pass from their classroom teacher and sign the classroom log. If a student uses the bathroom during lunch, he/she must go to lunch first and get permission from a cafeteria supervisor.

LOCKERS

Each student will be assigned a school locker for his/her own use. These lockers are the property of the school, and the administration reserves the right to inspect them at any time and/or revoke locker privileges. Lockers should be used according to the following guidelines:

1. A master key and copy of combinations for lockers is retained by the school.
2. Certain items may not be stored in lockers (including, for example, weapons, illegal drugs, alcoholic beverages, stolen property, etc.)
3. The school retains the right to inspect lockers periodically for compliance with these rules.
4. Students are not to share a locker. Students who share lockers will be subject to disciplinary action.
5. Do not tamper with another person's locker. If a student is found entering another person's locker without permission, he/she will be referred to the assistant principal.
6. Students should not knowingly leave their locker open or ever stick anything into the keyhole or locking mechanism.
7. Do not give the combination to anyone. The school does not give out the combination to anyone else. Students are responsible for the contents and security of their locker.
8. Stickers, writing, etc. are not to be put on the lockers.

TELEPHONES/ELECTRONIC EQUIPMENT

USE OF CELL PHONES AND OTHER PORTABLE ELECTRONIC EQUIPMENT

Office telephones are available by request.

During the instructional day, the use of cell phones and other portable electronic equipment including any SMART device and earphones of any type which have not been approved by administration are not allowed as it causes a distraction to the learning environment. While we recognize the importance of the use of cell phones for families to stay in contact with each other, we request that school phones be used instead. If you choose to bring a cell phone/portable electronic device to school, it must be turned off and stored in your locker during the instructional day (7:10 a.m.-2:20 p.m.) including lunch time.

These devices cannot be used in the building for any purpose (including, but not limited to, checking the time, text messaging, photographing, etc.). After 2:20 p.m., students may use a cell phone only in the café next to the outside doors, if they have permission from a teacher/faculty member.

Cell phones/portable electronic devices in use during the day will be confiscated by staff. Confiscated cell phones may be picked up in the Main Office by parents/guardians **only**.

Students who use cell phones/portable electronic equipment during the school day will be subject to discipline. This includes texting or calling parents.

Parents who wish to contact their child during the instructional day in emergency situations may do so by calling the school.

CAFETERIA

Students either bring lunch or buy lunch from our cafeteria. If students bring lunch, milk and snack items are available for purchase. If students buy lunch, they get a complete lunch except snack items, which may be purchased separately. Free and reduced meal assistance applications are available in the main office.

Parents have the option of putting money in a student's account by either sending in cash, checks made out to *Silver Lake School Food Service*, or by signing up for our on-line payment system. "My School Bucks" at www.myschoolbucks.com. Parents may also request a print-out from the cafeteria of an

itemized list of debits. Students may not borrow money or food from other students for lunch. If a student forgets his/her money or lunch, he/she should still buy a lunch in the cafeteria. Their account will be debited that amount and the student can pay at a future date. Students may charge a full lunch. If a student does not have cash or money in an account, snacks and ala carte items may not be charged. For more information on charging, please see the Silver Lake Regional Middle School's Charge Policy at www.slrds.org, click on SLRMS, then Info, then Cafeteria. If the parent does not wish their child to charge, they should contact the café to put a restriction on the account. Restrictions can also be added to limit the amount or type of food purchased.

Lunch periods are supervised by teachers, schools aides, the assistant principal, and the principal. Students are expected to respond equally to the directions of anyone on supervisory duty in the cafeteria or anywhere else in the school.

At Silver Lake Middle School, we have multiple lunch periods. Regardless of which lunch period students have, we want to be sure to provide them with a clean cafeteria. To accomplish this goal, our students are responsible to clean up their table and table area after eating. The cleanliness of a lunch table and surrounding area is the collective responsibility of all the students who eat at that table. Students will not leave the cafeteria until they are dismissed.

LOST AND FOUND

Anyone finding a lost item should bring it to the office. Lost items will be kept in a lost and found area located in the cafeteria. These items will often be on display in the cafeteria during lunch periods and after school. Some found valuables, such as wallets, purses and jewelry, are kept in the main office. Unclaimed items will be donated to local charities.

SCHOOL DRESS

The Silver Lake Regional School District is committed to establishing a positive learning environment in class, on campus and at school events. We believe that appropriate dress and grooming contribute to a productive learning

environment. The dress code represents that commitment and applies to all students. Students are responsible for following the dress code. Parents are responsible for ensuring students are dressed appropriately for school. The dress code is enforced at school and school functions not open to the public.

These guidelines are intended to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances and minimize distractions of other students so as not to interfere with the educational process. Our dress code is governed by health, safety, good taste and the protection of school property. Because of these factors, we ask that all students come to school dressed neatly, cleanly, appropriately and modestly.

Dress of students must not interfere with their ability or other students to perform their assigned class activities or pose a health or safety hazard to themselves or others. With this in mind, the following are general guidelines; remember these are not all-inclusive lists.

Students may not wear clothing or accessories bearing:

- Obscene, profane, or vulgar statements or pictures.
- Statements advocating immoral, illegal, sexual or violent behavior.
- Messages referring to death, violence, racism, or sex.
- Messages of disrespect toward the school, law, or authority.
- Advertising, promoting or picturing alcoholic beverages, tobacco, or drugs.
- Messages, symbols, insignias denoting gang affiliation.

The following clothing/garments are not permitted on campus or at any school activity:

- Strapless or backless clothing.
- Halter-tops, low-cut tops, or bare midriffs.
- Pajama bottoms, tops, or slippers.
- Spaghetti straps; there is a two-inch minimum strap width for any clothing with straps.

- Face painting with bright, unnatural colors.
- Spiked or studded belts, chain belts, handcuffs, wallet chains, or sharp, heavy rings.
- Blouses or shirts that reveal cleavage.
- Blouses or shirts with gaping arm holes.
- Blouses or shirts of transparent or mesh material revealing bare midriff, shoulders, or cleavage.
- Clothes shall be sufficient to conceal undergarments at all times. See-through fabrics, sheer, fishnet fabrics (clothing with large holes), halter tops, bralettes, off the shoulder, low cut tops that do not conceal undergarments are not allowed.
- All skirts and shorts must be as long as the longest finger when hands are placed to the student's side, unless the student is wearing leggings.
- No undergarments should be revealed at any time.
- For safety purposes, shoes or sandals must be worn at all times.
- Parents will supply something additional for the student to wear. Clothing will indicate good taste and modesty in whatever situation or position at all times.
- The final determination of appropriate clothing falls to the judgment of school administrators.

Additional Dress Code Information

- Coats, jackets, book bags, gym bags, and musical instruments should be stored in the students' lockers or appropriate classrooms during school hours.
- Sunglasses are prohibited inside the building
- Headwear including hats, bandanas, and hoods are not to be worn inside the building.
- Grooming shall take place in restrooms. Any grooming that causes or is likely to cause disruption to the schools instructional program is prohibited.

- All athletic uniforms must comply with the existing dress code.

DRESS FOR WELLNESS

Given the active nature of these activities, for participation in wellness classes and intramural activities, we require that all students wear T-shirts that have either long or short sleeves. No tanks or sleeveless T-shirts are allowed. Bottoms are to be modest and appropriate for wellness activity, no pajama pants. Sneakers are required, and they must be tied.

MUSIC

For all performances, band/chorus members are required to follow the dress code below:

- **Boys:** White button-down shirt and black slacks (no jeans), black socks.
- **Girls:** White (not off-white or ivory) top, black pants or long dresses (no jeans or skirts), black socks.

Students, who come to class in inappropriate dress, as determined by any faculty member, will be detained in the office, until they have changed into proper clothing.

FOOD, DRINK, AND GUM

Consumption of food, candy, mints, and beverages is prohibited in the hallways. Consumption of food and beverages other than water is prohibited in the classroom. Students may drink water as long as it is clear water, in a clear plastic container, 24 ounces or less. Soda and energy drinks are not allowed in the building. Gum chewing is strictly prohibited.

Open containers such as coffee, soda, etc. are not allowed. Violation of this policy may result in a detention.

ASSEMBLIES/IN-SCHOOL ACTIVITIES

Throughout the school year we will have assemblies. Unless otherwise communicated, students will report to their scheduled class. An announcement will be made from the office, directing students and teachers to the auditorium. Expectations for student behavior in an assembly are the same as a classroom. Students asked to

leave the assembly will be referred to the administration for disciplinary action.

DANCES

Dances are scheduled periodically throughout the school year. Only Silver Lake Regional Middle School students are allowed to come to the dances. Tickets are sold on a first come, first served basis at lunches. Tickets may not be transferred from student to student. Students on the social restriction list will not be allowed to buy a ticket.

All school rules are in effect during the dance, including the dress code. If any chaperone refers a student to an administrator for inappropriate behavior, he or she will be required to call home for a ride. Depending on the behavior, a student may not be allowed to attend the next scheduled dance. For dances held in the evening:

1. Hours vary, but are routinely from 7:00 p.m. to 9:30 p.m. Check before each event.
2. Doors do not open prior to the start time.
3. Parents are expected to pick up their student at 9:30 p.m. Students not picked up on time may not be allowed to attend the next scheduled dance.
5. Refreshments will be available during the dance in designated areas only.
6. Parents with current CORI and SORI are welcomed as chaperones as needed.
7. No student will be allowed to leave the dance until 9:30 p.m. unless the parent has made prior arrangements to come in and get the student.

TRANSPORTATION

Riding the bus is considered a privilege designed to provide students with a safe and expedient transportation to and from school. Video cameras are on the buses to ensure student safety. Any conduct which may distract the driver and interfere with the safe operation of the bus is prohibited. Such conduct will be reported by the bus driver and will result in disciplinary action. The same rules and regulations regarding the behavior of students in school apply to the behavior of students on the bus. In addition, student misbehavior on the bus may result in temporary or permanent loss of the privilege to


ride the bus. The following are examples of behaviors which could result in danger to the bus driver and/or students on the bus:

- Refusing to obey the driver
- Intimidation, harassment or threatening the driver and/or students
- Smoking on the bus
- Fight or other disruptive behavior
- Use of profane or vulgar language
- Tampering with an emergency door
- Vandalism or destruction of property
- Possession and/or use of a dangerous weapon - including fireworks and other explosive material
- Use of a controlled substance (drugs)
- Excessive noise

Students with repeated bus problems and disciplinary issues will have increasing levels of loss of bus riding privileges. The Administration will determine how many days a student will not be able to ride the bus.

The following guidelines may be used:

The following is expected discipline for a bus violation:

- 1st offense - Office detention and one (1) day off the bus.
- 2nd offense - Office detentions and three (3) days off the bus
- 3rd offense - Office detentions and five (5) days off the bus
- 4th offense - Office detentions and ten (10) days off the bus
- 5th offense - Office detentions and twenty (20) days off the bus
- 6th offense - Office  detentions and loss of bus privileges.

FILE EEAEC (also JICC): STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students waiting for or riding in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

REF.: Student Handbooks Updated & Approved October 2020

BUS ASSIGNMENTS

Students must ride to and from school on their assigned buses. Per the bus company policy, there will be **NO bus passes**. Students must ride their assigned bus **ONLY**. Late buses will be available at approximately 3:00 p.m. on Mondays, Tuesdays, and Thursdays. Students are not permitted to leave the building then return and take the late bus.

FILE EEAG: STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, or in the case of an emergency, private vehicles may be permitted to transport students with the approval of the Superintendent of Schools or building Principal.

Whenever practical, parents of students to be transported in this manner will be fully informed ahead of time as to this means of transportation. Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall

not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.
Updated & Approved October 2020

HEALTH CLINIC

The School Nurse works to promote a healthy and safe environment providing a health program that enables all students to reach their full educational and physical potential by keeping healthy and remaining in school

Students who become ill during school hours should:

- Report to their teacher who will give them a pass to the nurse.
- Students coming to the health office between periods must obtain a pass from the next period teacher.
- In case of an emergency the nurse will be called to the site to assess and implement care. If a student becomes ill and in the teachers judgment is unsafe to walk to the nurses office the student will be escorted to the nurse's office or the nurse will be called to the site. No student is to leave school because he/she is sick unless arrangements are made in the nurse's office.
- If a teacher notices a student with a new injury, the teacher should refer the student to the school nurse to document the injury and determine any additional needs the student may require while injured.

HEALTH REQUIREMENTS

Immunization:

- Chapter 76, Section 15 of the General Laws of Massachusetts requires students to be immunized against certain diseases.
- If in review of health records, the student is not fully immunized, the parent/guardian will receive written notice that he/she has thirty (30) days to obtain the necessary immunizations. If the parent/guardian fails to have the student immunized within thirty days of notification, the parent/guardian will be considered to be in violation of the law and the student will be excluded from school until he/she is immunized.

- The State also requires a **Physical Exam** upon entering the seventh grade.

Medication:

- All medication that is to be given in school is to be kept in the Nurses Office and is administered by the nurse.
- An order from the physician and written parental permission must accompany prescription medications. Any over the counter medication must have written parental permission. With proper written orders and permission, students may carry inhalers after contact is made between student and the nurse to assess proper usage.
- All medications must be delivered by a parent in a properly labeled prescription bottle and/or in the original over-the-counter container.
- Potassium Iodide is made available by the State, for distribution at school, in case of a nuclear event. This medication is given with prior consent of a parent or guardian. Permission forms are sent home at the beginning of the school year.

Nurse's Contact Cards:

The parent/guardian must fill out and return a nurse's contact card at the beginning of each school year. This card provides the nurse with important information needed for emergency situations. It is important that a new card be filled out and signed by the parent/guardian each year so that the information contained on the card will be as accurate as possible. Please inform the school nurse of any changes of contact card information which may occur during the school year. It may be helpful to keep a copy for your records.

SCHOOL INSURANCE:

Inexpensive school medical insurance is made available to all students. School insurance may provide additional coverage, which is not included in a family's policy. Insurance envelopes are sent home during the first few weeks of school and should be returned immediately. Students who participate in some extracurricular activities may be asked to have school medical insurance or proof of family medical insurance.

Scoliosis Screening

State Mandated Screenings offered in school.

EXAM	GRADE
Scoliosis	7 and 8
Vision	7
Hearing	7
Body Mass Index	
7	
Height/Weight	7

Physical Exams are required in grade 7 along with state mandated immunizations. Because your family Physician has a comprehensive knowledge of your child's health status, it is recommended that he/she perform the exam.

Universal Precautions for School Settings

"Universal Precautions" refers to the usual and ordinary steps all school staff needs to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood borne organisms (such as Hepatitis B virus). They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV-infected. They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines. Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the cleanup of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean-up. Latex gloves contribute an added measure of protection but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets, and other cleaning equipment with fresh bleach solution.

5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomits, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from the Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers, and Preschoolers with HIV Infection/AIDS in Early Childhood Settings.

MASSACHUSETTS STATE LAW REGARDING CONCUSSIONS

A. This law requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules make sure that student athletes and their parents, coaches, athletic directors, school nurses and physicians and others learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play”. The law also prohibits coaches, trainers and others from encouraging or permitting a student athlete from using sports equipment as a weapon or engaging in sports techniques that unreasonably endanger the health and safety of him/her or other players.

IMPACT CONCUSSION MANAGEMENT PROGRAM

B. The Silver Lake Athletic Department conducts a baseline test for each athlete that is mandatory and valid for a two-year period. The results of the test are on file with the Impact database program which is managed by our school’s certified athletic trainer. In the event that a student suffers a concussion, the baseline test can be utilized by a physician to compare and contrast with regards to

the recovery process for the student. The athletic department also has the capability to provide post-tests upon request.

MANAGING THE CARE OF STUDENTS WITH ATHLETIC CONCUSSIONS

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression. Most athletes who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on an athlete’s self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome, or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored sporting event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.

2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury.

Concussion is one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury results in no structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

3. Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neurocognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play.

BICYCLE RIDER & WALKER SAFETY RULES

Students who choose to ride their bike or walk to and from school must agree to abide by the following rules. Failure to follow these rules will result in the loss of the privilege.

1. The wearing of bike helmets is required on school property.
2. Upon arriving to school, students will park their bicycles in the appropriate areas designated by a bike rack.
3. At dismissal, students can retrieve their bicycle only after the last bus has left the parking lot.
4. There will be one rider per bike.
5. Bike riders and walkers will use the sidewalk until they cross at the corner cross walks and are to exit through the main office lobby doors.
6. Students should understand the Silver Lake Middle School handbook is in effect while attending any event on school grounds and to include any high school events.
7. Any violation of the above rules will result in disciplinary action and loss of the riding privilege.

SCHOOL SAFETY

Knowing and following the rules for school safety are vitally important. As in any emergency, your total cooperation is needed so that instructions can be heard and procedures clearly understood.

- Video Cameras may be used to ensure the safety of the students and the security of the building.
- Video Cameras are on all buses to ensure student safety.

EMERGENCY PROTOCOL PROCEDURES

Safety is of the utmost importance for the faculty and staff of our school. Evacuation and lockdown procedures are located in each classroom. Specific details with regard to these situations are relayed from teachers to students. The administration and staff of the school, in conjunction with the local police and fire departments will conduct planned evacuation and lockdown drills throughout the school year.

SAFETY REGULATIONS

Safety regulations are posted in all laboratories, and instructional areas as required. These regulations will be fully explained by the teacher. You are to follow these regulations carefully.

OTHER EMERGENCIES

For all other public emergencies special instructions will be broadcast over the public address system. At the discretion of the administration, police K-9 dogs may be utilized to search the school premises and/or individual possessions, and school lockers used by students. For the protection of the students and staff, the building will be locked throughout the day and evening. All visitors must enter through the main entrance and sign-in at the main office.

ACCESS TO DIGITAL RESOURCES/INTERNET SAFETY POLICY IJNDB

The School Committee supports the right of students, employees, and community members to have reasonable access to various information

formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.
- Monitoring of students online activities and communications through SLRSD provided resources

SLRSD will also provide education to students in online safety and security.

All students K-6 will be educated in an age appropriate manner on proper Internet usage including but not limited to sharing of personal information, social media usage, and cyberbullying.

Students in 7th grade orientation are advised on where to report any issues of cyber bullying, and encouraged to make good choices regarding information they share, sites they visit, etc. The 7th grade Health curriculum embeds lessons on cyber-safety and online etiquette to inform students on how best to conduct themselves when using social media, sharing information, etc.

SLRSD will maintain on its website a list of resources available for parents/guardians to utilize when talking to their children about Internet safety.

Our K-12 Acceptable Use Policy contains a set of regulations that include such principles as "communicate only in ways that are kind and respectful" and "report threatening or discomfoting materials to a teacher or administration". This page is part of the text that all students and parents are asked to read and acknowledge.

It shall be the responsibility of all members of the SLRSD staff where practical to supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives. The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network. Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

Audit of Use

The Superintendent or designee shall establish a process to determine whether the District's technology resources being used for purposes prohibited by law or for accessing sexually explicit materials. The process may include, but not be limited to

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

SOURCE: MASC

FIRE DRILLS

Regular fire drills will be practiced during the school year. These are regular exercises that prepare us for any real emergency situation and, as such, are taken very seriously. Students will be completely silent during fire drills and quickly exit the building as directed by their teachers. Fire drill exit paths are posted in every classroom. Students are to remain with their group when outside. Teachers will take attendance. Students

not following these rules will be referred to the administration for disciplinary action.

ACCIDENTS

All accidents, no matter how minor, must be reported to a teacher, the nurse or an administrator.

THREATS

Threats will be referred immediately to the Kingston Police Department for investigation. Students who threaten the safety of others could be suspended or expelled from school and could face criminal prosecution.

POSSESSION OF A WEAPON, DRUGS, ALCOHOL

Pursuant to M.G.L. Chapter 269 Section 10(j), the possession of a firearm or other dangerous weapon in any building or on the grounds of a secondary school is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. This is a serious breach of school regulations and *will* result in suspension or expulsion. Police *will* be notified and the student *will* be arrested and prosecuted. Students who are in possession of a weapon, drugs (nicotine related substances, including, e-cigarettes, vapor pipes, etc...), drug paraphernalia, or alcohol on school property will be subject to a Silver Lake Regional Middle School safety plan. This plan represents the reasonable efforts of Silver Lake Regional Middle School and the Principal, through his authority under M.G.L. Chapter 71, Section 59B, to help a student maintain their personal safety. The student for whom the plan is written must comply with the plan in full in order for the plan to have a reasonable chance of success. The plan applies to the regular school day of Silver Lake Regional Middle School and/or on school property and school activities.

CHEATING/PLAGIARISM

Any student who has cheated on any academic exercise will receive no credit for that exercise. Any student involved in the incident will receive the same consequences. Plagiarism is a form of cheating. A parent/guardian will be notified by

the involved teacher in all instances of cheating. Additional discipline will be assigned by the assistant principal.

COPYING HOMEWORK

A student who copies another student's homework will receive no credit for the assignment. A student who allows another student to copy his/her homework will receive the same consequence.

VANDALISM

At Silver Lake Middle School, we take great pride in our school building. Any student who disfigures or damages our school and adjacent property in any way will be required to pay for the damage. In addition, the student will be referred to the Assistant Principal for disciplinary action and the incident may be reported to the police.

TEXT BOOKS

Students are responsible for the proper care of all books, materials and school property, including student agendas supplied by the school. Textbooks are to be covered at all times. Failure to keep books covered is subject to teacher discipline. Students are responsible for all books issued to them that are lost, stolen or damaged. Students must take good care of books as they will be charged the replacement cost of a damaged or destroyed book. If a student pays for a lost book and it is later found, the school will refund the student's payment in full.

DISCIPLINE

A discipline code is established to ensure the rights of all students to an equal educational opportunity and safe environment. Therefore, we have developed a set of guidelines to deal with behavioral problems that disrupt the learning in classrooms and other operations of our school. Our focus is to reinforce the expectation that students will demonstrate respect and responsibility in dealing with each other, with teachers, with our building, and with the communities served by the school. This discipline code and guidelines extend to school property, which includes the middle school, surrounding fields, and the property of our immediate

neighboring abutters. With the exception of teacher detentions, the administration makes decisions regarding a student's discipline consequence. At times, discipline may involve more than one category. Disciplinary consequences are determined on a case by case basis. Repeated violations of the school's discipline code will result in more severe consequences.

Parents will be notified by email, a note in the agenda, a phone call or a discipline slip when a student is disciplined by teachers or the school administration. The school administration and staff recognize the importance of working with families to help our students understand their responsibilities within the school community. In determining the severity of the penalty or suspension, the administration may consider all relevant factors, including but not limited to the following:

- a. The student's previous disciplinary record.
- b. The severity of disruption to the educational process.
- c. The degree of danger to self, others, and the school in general.
- d. The degree to which the student is willing to change his/her inappropriate behavior.

The types of behavior that will not be tolerated have been categorized into four groups (A through D), based on the seriousness of the infraction. The listed behaviors are merely examples of prohibited conduct. Any conduct that is disruptive to an appropriate educational environment, whether or not listed, may result in discipline.

CLASSROOM CONDUCT

Teams and individual teachers have developed classroom discipline policies that are consistent with the philosophy of the Silver Lake Regional Middle School. Students will be given team and teacher policies in writing at the beginning of the school year.

Teams and teachers handle unacceptable classroom behavior with a teacher detention or other appropriate action. If student misbehavior continues, he/she will be referred to the Assistant Principal's office where he/she will wait until a conference takes place for further consequences.

TEACHER DETENTION

1. Students will get a 24-hour notice for a detention. Teacher detentions start at 1:50 and may last until 3:00 P.M. (normal dismissal is 2:20 P.M.) The date of the detention will be written in the student agenda followed by parent notification via email or phone call.
2. If a student has more than one detention - he/she will stay for the teacher who assigned the first detention unless other arrangements are made by the teachers involved.
3. If a student cannot stay for a teacher detention, the parent/guardian must provide written explanation to the teacher on the day the detention is to be served or the following day.
4. If a student misses a teacher detention without a documented reason, he/she will have to make up that detention and be given an office detention. If the student fails to show for a second teacher detention, he/she will be referred to the assistant principal and receive an additional office detention. The student must serve the original teacher detention(s).
5. If students are absent, or school has been cancelled on the day a detention is scheduled, the student must serve the detention on the next available day after he/she returns to school.

OFFICE DETENTION

The principal or an assistant principal can assign one or more office detentions for a range of behaviors. The rules for office detentions are:

1. Students are given a 24-hour notice of an assigned office detention. Office detention begins at 1:50 P.M. and ends at 2:45 P.M. The date of the detention will be written in the student agenda followed by parent notification via email or phone call.
2. If a student is late to office detention, without a valid reason, he/she will receive an additional office detention.
3. If a student misses office detention without a valid reason, he/she will have to make up

that detention and the assistant principal will assign further disciplinary action.

4. Office detention will be served after previously assigned teacher detentions.
5. While in office detention, students are expected to do school work and/or have appropriate reading materials.
6. If a student is sent out of office detention, a discipline report will be written and he/she will not be given credit for a detention served and will be assigned an additional office detention or out-of-school suspension.
7. If a student is absent, or school has been cancelled on the day that a detention is scheduled, the student must serve the detention on the next available day after he/she returns to school.

IMPORTANT NOTES:

- Office detentions may be scheduled at alternative times by the administration.
- If a student cannot stay for an office detention, he/she must submit a letter in writing from his/her parents *before* the detention.

EXTENDED AND SATURDAY DETENTIONS

Extended detention will take place from 1:50 to 3:45 p.m. It will be supervised by a faculty member. Parents will be contacted by an administrator and there will be a minimum of 24 hour notice. Students are expected to get their own transportation.

An extended detention may be assigned when a student has missed two office detentions for the same offense, or has had repeated violations of the school's discipline code.

If a student misses two extended detentions, the student will be assigned a Saturday detention, and the student will still owe the two extended detentions.

Saturday detention will take place from 8:00 a.m. until 12:00 p.m. It will be supervised by a faculty member. Parents will be contacted by an administrator and will be given reasonable notice. Students are expected to get their own transportation.

A Saturday detention may be assigned when a student has missed two extended detentions for the same offense, or has had repeated violations of the school's discipline code.

If a student misses a Saturday detention, an additional Saturday detention will be assigned. If a student misses two Saturday detentions, the student will be assigned an out-of-school suspension, and the student will still owe the two Saturday detentions.

SOCIAL RESTRICTION POLICY (SOCIAL PROBATION)

In an effort to hold students accountable for continuous poor and disruptive behavior, SLRMS maintains a social restriction list. Students who accumulate three or more office referrals or one or more out-of-school suspensions during thirty school days prior to a scheduled school/team activity will not be allowed to participate in the event. Students who have not met their financial obligations (overdue library books lost or damaged books, unpaid lunch money loans, or vandalism) will be on the restriction list. A student may also be restricted if they receive a grade of "F" in two or more subjects. Extenuating circumstances may be appealed to the principal.

OUT OF SCHOOL SUSPENSION

Some infractions are of such a serious nature that immediate and severe action is warranted. Suspension is the temporary exclusion from the regular school program for a specified number of days. The number of suspension days assigned is determined by the administration and depends on the nature of the case and the student's disciplinary record. *Because of our commitment to make discipline more effective and to keep students in their classes, we will use suspensions rarely and only in seriously disruptive situations or when a student owes an excessive number of hours of detentions.* Out of school suspension will be imposed for serious infractions including, but not limited to, fights, drugs, alcohol, weapons, or other very serious offenses deemed so by the administration. Police may be involved in any instance that requires out-of-school suspensions.

Before a student is suspended from school, he or she is first given an informal hearing by an administrator. During the time of out-of-school suspension, a student may not participate in any sports practices and games, or extracurricular activities.

Furthermore, a student must stay off school grounds during this time. In cases of a serious nature, OSS will begin immediately. Otherwise, OSS will be in effect for twenty-four hours for each day of suspension from 7:10 a.m. to 7:10 am the next school day. Work missed due to suspension can be made up. Teachers will be notified of the suspension and may provide work that must be completed while the student is out of school. The parent must make arrangements to pick up the assignments within 24 hours of suspension.

As with other levels of discipline, anytime a student is suspended, the parent will be notified. The student will receive a copy of the discipline slip, which is to be taken home. A duplicate copy will be mailed to the parents. In all cases, telephone contact will be made by the administration. An office copy is kept in the student file. Parents may be required to attend a re-entry meeting with their child before he/she will be readmitted to school.

GROUP A

A minimum - one (1) day to ten (10) day suspension from all classes and school activities, restitution for any damage, involvement of the police and/or fire department as appropriate, social probation.

GROUP B

A minimum - two (2) office detentions to five (5) days of suspension from all classes and school activities, restitution for any damage, reporting to the police and/or fire departments as appropriate, social probation.

Additional Action: Consequences under Group A.

GROUP C

A minimum - one (1) office detention to (3) days suspension from all classes and school activities, social probation.

Additional Action: Consequences under Groups A/B

GROUP D

A minimum - one or more of the following: conference with an administrator and parent, office detentions, suspension at the discretion of the administrator, social probation.

Additional Action: Action noted under Groups A, B and C above.

POSSIBLE DISCIPLINARY OFFENSES BY GROUP

Students are subject to either in-school or out of school suspension for, but not limited to, the following reasons:

GROUP A

1. Causing false fire alarms.
2. Threats against the safety or lives of anyone within our school community.
3. Possession or use of alcohol or alcohol related substances.
4. Possession or use of any controlled substance (drugs).
5. Fighting.
6. Physical altercation/assault towards a student and/or staff member
7. Threats toward other students, administrators, teachers or other staff members both on and off school property.
8. Stealing.
9. Possession and/or use of fireworks - including snaps.
10. Vandalism - destroying or damaging school property.
11. Possession or use of a dangerous weapon.
12. Stink bombs or similar items.
13. Possession and/or use of inappropriate items for school such as, but not limited to:
 - laser pens
 - water pistols
 - lighters
 - leather straps/large chains

- stars
- inhalants or any type of aerosol spray can used as an inhalant.
- Possession of alcohol-based mouth wash/mouth spray.

14. Physical or verbal harassment including hazing, bullying, sexual harassment, and discrimination.
15. Other disruptive or inappropriate acts judged serious by the administration.

GROUP B

1. Smoking or possession of nicotine related substances, including but not limited to snuff and dip chewing tobacco, e-cigarettes, vapor pipes, etc...
2. Truancy - skipping school.
3. Leaving the building without permission.
4. Repeated office referrals for disrupting classes and failing to follow teacher directions.
5. Disrespectful behavior.
6. Threatening to fight. Students who encourage others to fight or set up fights between other individuals may also be suspended.
7. Abusive/vulgar language or threatening the health, safety, and/or property of any student or staff member.
8. Inappropriate use of the computer network within or outside of Silver Lake, including but not limited to email and the Internet.
9. Other disruptive or inappropriate acts judged serious by the administration.
10. Forgery - signing any one's name, other than your own, to any school related document with the intent to deceive.
11. Unsafe behavior.
12. Intimidating a witness

GROUP C

1. Public displays of affection (Kissing, embracing and/or other forms of inappropriate sexual behavior).
2. Disruptive hallway behavior, for example: running, shouting, and shoving.
3. Failure to report to the office when told to do so by a staff member.

4. Insubordination and/or refusal to obey any reasonable request by a staff member.
5. Skipping class.
6. Loitering on school grounds in an unauthorized area which includes before and after school hours.
7. Violation of dress code.
8. Possession and/or use of inappropriate items for school such as, but not limited to: music playing devices, cell phones, inhalants or any type of aerosol spray can.

GROUP D

1. Any form of gambling/card playing.
2. Selling items including gum and candy.
3. Failure to report to an office detention.
4. Violation of school's tardy policy.
5. Failure to report for mandatory extra help.

PARTICIPATION IN ACTIVITIES AFTER ABSENCE OR DURING SUSPENSION

No student who has been absent from school or suspended, in or out, from school is to participate or attend any school activity, function or athletic event during the day or evening of his/her absence or suspension. This includes any student who is dismissed before 10:30 A.M. or any student who enters school after 10:30 A.M. Students who are suspended are not eligible to participate in school related events from the beginning of the suspension through the last full day of suspension.

DUE PROCESS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- The disciplinary offense;
- The basis for the charge;
- The potential consequences, including the potential length of the student's suspension;
- The opportunity for the student to have a hearing with the principal 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/guardian to attend the hearing;
- The date, time, and location of the hearing;
- The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate; and

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Additionally, the student shall have the following additional rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- The right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- 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; and
- The right to cross-examine witnesses presented by the school district;
- The right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out key facts and conclusions reached by the principal;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and

parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. If the appeal is not timely, the Superintendent may deny the appeal or allow the appeal at his/her discretion. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and 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 principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall not remove a student from the School until adequate provisions have been made for the student's safety and transportation. The principal shall also provide

the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall 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 principal shall 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 shall be scheduled on the day of the

suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall 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 principal shall 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 principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her

appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal 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 the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process.

The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law.

Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability.

Any time school personnel seek to remove a student from his or her current educational placement for more than ten (10) school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student's disability and the behavior subject to the

disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability the student's Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his or her educational placement unless the parent/guardian and the school agree otherwise.

If the behavior is not a manifestation of the student's disability, then the student may be removed from his or her educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his or her special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. A student may also be placed in such a setting on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is substantially likely to injure him/herself or others.

If a special education student commits an offense, which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at www.doe.mass.edu/bsea/ or can be requested from the Director of Special Education at 978-249-2403.

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates the Student Code of Conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

1. The parent/guardian of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
2. The parent/guardian requested an evaluation of the student; or
3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent/guardian has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

DISCIPLINE OF STUDENTS ON 504 PLANS

School personnel may not suspend a student on a 504 plan for more than ten (10) consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student

populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

POLICY ON PHYSICAL RESTRAINT

Silver Lake Regional Middle School complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. ("regulations"), as required by law on school ground and at school-sponsored events and activities.

Physical restraint is direct physical contact which prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint shall only be used in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint is prohibited as a form of punishment, when it cannot be safely implemented because of student medical safety concerns, as a response to student misbehavior (not resulting in assault or imminent, serious, physical harm), or as a standard response.

Whenever possible, physical restraint must be witnessed by at least one person who is not participating in the restraint. When the use of physical restraint is appropriate, properly trained employee(s) shall only use the amount of force reasonably necessary to protect a student or

another member of the school community from assault or from imminent, serious, physical harm.

Physical restraint shall only be used by employees who have received the necessary training under 603 CMR 46.04(2) or 603 CMR 46.04(3). Employees shall use physical restraint with two goals in mind:

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

The use of physical restraint shall be done in the safest method available and appropriate to the situation in a manner to prevent or minimize physical harm. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention. Physical restraint shall not be administered in a manner in which the student is prevented from breathing or speaking.

During the restraint a staff member must continuously monitor the physical status of the student, including skin temperature and color, and respiration. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Any use of physical restraint shall end as soon as the student is no longer an immediate danger to him/herself and/or others. If a student is restrained for a period longer than twenty (20) minutes, program staff shall obtain the approval of the Principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

The use of mechanical restraint, medication restraint, and seclusion are prohibited in all instances. Prone restraint is prohibited, except when all of the following criteria are met:

- the student has a documented history of repeatedly causing serious injury to self or others;
- all other forms of restraint have been unsuccessful in ensuring safety;
- there are no medical contraindications as documented by a licensed physician;
- there is psychological or behavioral justification with no psychological or behavioral contraindications as documented by a licensed mental health professional;
- the program has obtained consent from the parent to use prone restraint in an emergency, and the consent has been approved in writing by the principal;
- the program has documented all of the above in advance of the use of prone restraint.

As stated above, seclusion is prohibited.

Time-outs, however, are a permitted behavioral support strategy. Time-outs involve a temporary separation of a student from learning activities or from the classroom, either by choice or by direction of staff for the purpose of calming.

Time-outs must end as soon as the student has calmed. If time-outs are used as a behavioral support strategy, there must be a procedure in place for the use of time-outs that includes a process for obtaining principal approval for time-outs of more than thirty (30) minutes.

During a time-out the student must be continually observed by staff member(s). Staff member(s) must be with the student or immediately available to the student at all times.

The space used for time-out shall be clean, safe, sanitary, and appropriate for the purpose of calming.

PUPIL ABSENCE NOTIFICATION PROGRAM

G.L. c. 76 has been amended to include section 1B, which requires each school committee to establish a pupil absence notification program in each of its schools. Under this provision, the program must ensure that the school notifies a parent or guardian if the student was absent and the parent has not notified the school of the absence within 3 days of the absence.

In addition, the school committee must have a policy of notifying the parent or guardian of a student who has:

- missed 2 or more periods unexcused over at least 5 days in a school year, or
- missed 5 or more school days unexcused in a school year.

Under the policy, the principal, headmaster, or designee must make reasonable efforts to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan for student attendance as prescribed in the statute.

ABUSE OF ALCOHOL OR CONTROLLED SUBSTANCE POLICY

In order to safeguard the individual and general welfare and safety of all students, the Silver Lake Regional School District has established the following guidelines for dealing with drug, alcohol, or other controlled substance cases.

No one may possess, be under the influence of, distribute, sell, or ingest a controlled substance or look-a-like on any school premises or while attending an authorized school related activity. At the discretion of the administration, police K-9 dogs may be utilized to search the school premises and/or individual possessions, school lockers used by students. Referrals may be made by any staff member (teachers, secretaries, custodians, etc.) to a building administrator who may consult other administrators, school nurse, and/or superintendent of schools.

Suspicion of Being under the Influence of a Controlled Substance:

1. Opinion of a second person (school principal, assistant principal, teacher, and/or school nurse)
2. Parent/guardian requested to take student home

Possession of a Controlled Substance:

1. Opinion of a second person
2. Parent/guardian called to take student home
3. Letter to parent/guardian - copy placed in student's temporary file
4. Immediate suspension from all school programs

5. Parent/guardian must confer with the school administration before pupil will be readmitted

6. Referrals to rehabilitation program
7. Notification of local police department
8. Notification of superintendent

Use of Controlled Substance While in School, or Prior to Coming to School or at a School

Sponsored Activity:

1. Parent/guardian called to take student home
2. Letter to parent/guardian - copy placed in student's temporary file
3. Immediate suspension from all school programs
4. Referral to superintendent of school for consideration of further disciplinary action
5. Parent/guardian must confer with the school administration before the pupil is readmitted
6. Referral to rehabilitation program
7. Notification of local police department

Selling or Distribution of Controlled Substances:

1. Parent/guardian called to take student home
2. Letter to parent/guardian - copy placed in student's temporary file
3. Immediate suspension from all school programs
4. Notification of local police department
5. Parent/guardian must confer with the school administration before the pupil is readmitted
6. Referral to superintendent of schools for consideration of further disciplinary action

ALCOHOL/CONTROLLED SUBSTANCE POLICY

In order to safeguard the individual and general welfare and safety of all students, the Silver Lake Regional School District has established the following guidelines for dealing with drug, alcohol, or other controlled substance cases. No one may possess, be under the influence of, distribute, sell, or ingest a controlled substance as determined by an administrator on any school premises or while attending an authorized school related activity. At the discretion of the administration, police K-9

dogs may be utilized to search the school premises and/or individual possessions, vehicles parked on school property, school buses, and school lockers used by students. Referrals may be made by any staff member (teachers, secretaries, custodians, etc.) to a building administrator who may consult other administrators, school nurse and/or superintendent of schools.

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. The Department of Education Policy on Disciplining Students with disabilities requires that the team evaluation determine which student's handicapping condition requires modifications of the rules and regulations as outlined in the student handbook. The following additional requirements apply to the discipline of students with disabilities who have an IEP or 504 plan or are in the process of determining their request for an IEP or 504 plan.

1. The I.E.P. or 504 plan for every student with disabilities will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification.
2. Suspension is defined as a day in which a student with disabilities is denied the opportunity to participate in special needs services as a result of not complying with the rules and regulations outlined in the student handbook.
3. When it is known that the suspension(s) of a student with disabilities will accumulate to ten days in a school year, a manifestation determination and review of the I.E.P. or 504 plan will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either: a) design a modified program for the student; or b) write an amendment to provide for the delivery of special education services during the suspension and any modification of the I.E.P. or 504 plan relative to discipline code expectations.

BULLYING POLICY

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property;
- Places the victim in reasonable fear of harm to himself or of damage to his property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

At Silver Lake Middle School, we do not tolerate bullying in the building or on the bus to and from school. Students found to be directly bullying other students, or supporting or encouraging the act of bullying, are subject to discipline up to and including suspension from school.

Superintendency Union 31 & Silver Lake Regional School District

BULLYING PROTOCOL

I. GOALS

The Superintendency Union 31 and Silver Lake Regional School District Public Schools are committed to providing our students equal educational opportunities, and a safe learning environment free from bullying. "Bullying", the repeated use by one or more students or by a member of the school staff including, but not

limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property;
- Places the victim in reasonable fear of harm to himself or of damage to his property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying. This will be possible when all members of the school communities treat each other with respect, appreciating the individual differences in our schools. This protocol is an integral part of Superintendency Union 31's and Silver Lake Regional School District's comprehensive efforts to promote learning and eliminate all forms of violent, harmful and disruptive behavior. All students require this support to reach their personal and academic potential.

The Superintendency Union 31 and Silver Lake Regional School District will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. Such reports of bullying will be promptly investigated.

"Cyber-bullying", 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.

Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the MA Superintendency Union 31 Public School Departments of Halifax, Kingston and Plympton; or the Silver Lake Regional School District. Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the MA Superintendency Union 31 Public School Departments of Halifax, Kingston and Plympton or the Silver Lake Regional School District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

The Superintendency Union 31 and Silver Lake Regional School District responses to bullying actions will include, when appropriate, referral to a law enforcement agency. The Superintendency Union 31 and Silver Lake Regional School District will support this protocol in all aspects of their activities, including their curricula, instructional programs, staff development, extracurricular activities and parental involvement.

II. RATIONALE

The Superintendency Union 31 and Silver Lake Regional School District prohibit all forms of harassment, discrimination and hate crimes based on regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency . The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. The Superintendency Union 31 and Silver Lake Regional School District also prohibit bullying of school community members for reasons unrelated to their regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency . Further, Superintendency Union 31 and Silver Lake Regional School District will also not tolerate retaliation against persons who take action consistent with this protocol.

III. APPLICATION

This protocol applies to all sites and activities under the supervision and control of Superintendency Union 31 & Silver Lake Regional School District, or where they have jurisdiction under the law. The protocol applies to all students and staff on school premises or in school-related activities, including

school-related transportation. Nothing in this protocol is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this protocol covers the conduct.

IV. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this protocol is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. The District is committed to protecting the complainant, and all students, from bullying. Procedural manuals containing responsibilities of staff and students, reporting procedures, complaint process, resolution, and protection against retaliation shall be in place at each level. All disciplinary incidents will be reported using the school disciplinary action process.

PREVENTION AND INTERVENTION PLAN

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

SECTION 504

MGL Chapter 76, Section 5 specifically states, "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of regardless of race, color, sex, gender identity, religion, national origin, sexual

orientation, disability, homelessness, or limited English proficiency.

The Assistant Superintendent, Ryan Lynch, is the Title IX, Chapter 622 and Section 504 Coordinator. She will coordinate the Silver Lake Regional School District's efforts to carry out the responsibilities of the regulations. Any inquiries concerning the application of the regulations to the practices and policies of the Silver Lake Regional School District may be addressed to the Assistant Superintendent, Silver Lake Regional School District Administration Building, 250 Pembroke Street, Kingston, MA 02364. Telephone 781-585-4313, or the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20221.

HARASSMENT POLICY:

REPORTING

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

If you feel that you are the victim of any type of harassment, including, but not limited to, cyber bullying, you should follow the policy listed below:

1. Report the matter to a school administrator, counselor, teacher and/or other staff member.
2. The principal will then arrange for a prompt investigation. The principal will meet with

all of those involved who will have an opportunity to explain their side of the story.

3. If the accusation of harassment has been substantiated the principal, appropriate discipline will be administered depending on the nature of the offense.
 - a) Verbal first offenses will be handled by a warning to be followed by much stricter discipline if the offending behavior continues. Parents will be notified.
 - b) Physical offenses will be taken very seriously. Appropriate discipline will be administered. Parents will be notified.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be

contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students and staff who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies, up to and including suspension and expulsion for students and termination for employees.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

The Committee recognizes that children learn best and teachers teach best when schools are safe. In safe schools, students and teachers feel physically secure, respected and supported. The Committee promotes Civil Rights and Protecting Students from Harassment, Bullying, and Hate Crimes. The Complaint Procedure beginning on page 39 of this handbook may also be followed in appropriate circumstances.

RETALIATION

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

TARGET ASSISTANCE

The MA Superintendency Union 31 Public School Departments of Halifax, Kingston and Plympton and Silver Lake Regional School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

TRAINING AND ASSESSMENT

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

PUBLICATION AND NOTICE

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook. The bullying prevention and intervention plan shall be posted on the MA Superintendency Union 31 Public School Departments of Halifax, Kingston and Plympton and Silver Lake Regional School District.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission Title IX of the Education Amendments of 1972 603 CMR 26.00 M.G.L. 71:370; 265:43, 43A; 268:13B; 269:14A
REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

POLICY FOR MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

PURPOSE

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Silver Lake Regional School District and Superintendency Union #31

shall ensure that every effort is made to comply with this legislation.

DEFINITION

Silver Lake Regional School District and Union 31 is in compliance with the Massachusetts Department of Education (MADOE) which has adopted Section 725(2) of Act regarding the definition of homeless children and youth:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelter, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Unaccompanied youth - a youth not in the physical custody of a parent or guardian.

LIAISONS

The McKinney-Vento Act requires the Silver Lake Regional School District and Union #31, along with every school district, to designate a staff person to serve as the Homeless Education Liaison whose role it is to assist homeless students enrolled in

school and to ensure that they receive the educational services for which they are eligible. This liaison may have other duties within the school district. This liaison shall be responsible for developing the grant application to MADOE.

ENROLLMENT

Silver Lake Regional School District and Union #31 must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment - such as school records, medical records or proof of residency. Furthermore:

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- Homeless Education Liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

Silver Lake Regional School District and Union #31 shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin. Furthermore:

- If the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation;
- If the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

ACCESS TO COMPARABLE SERVICES

Homeless students are to be provided services and education programs comparable to those received

by other students and for which they meet eligibility criteria, such as services provided under Title 1 or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of a homeless shelter where the students reside as the determination of eligibility for free lunch.

ACCESS TO PRESCHOOL

An important goal of McKinney-Vento is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The Silver Lake Regional School District and Union #31 Homeless Education Liaison and early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers, must coordinate and collaborate to review and revise practices, or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

DISPUTE RESOLUTION

If a dispute arises over school selection or enrollment, the Silver Lake Regional School District and Union #31 will immediately enroll the homeless student in the school in which enrollment is sought - pending resolution of the dispute - and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The Silver Lake Regional School District and Union #31 shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

UNACCOMPANIED YOUTH & CHILDREN AND YOUTH IN STATE CARE OR CUSTODY

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives.

EDUCATION OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The collaborative process, based on the individual student's unique best interests and involving input from multiple parties, is used for making decisions about whether a student placed in foster care should continue to attend the school of origin.

Foster Care: placement by DCF of a student into 24-hour out-of-home care, away from his/her parents or guardians. These placements include, among others:

- foster family homes;
- foster homes of relatives;
- emergency shelters (including STARR programs and Transitional Care units);
- residential facilities;
- child care institutions;
- group homes; and
- pre-adoptive homes.

Local School District: the Massachusetts

school district in which the student's foster care home, provider, or facility is physically located. When it is determined to be in a student's best interest to leave the school of origin, the local school district must enroll the student immediately.

School/District of Origin: the school/district that a student was attending at the time of placement in foster care or the school/district a student is attending at the time of any subsequent change in a foster care placement. For students whose IEPs place them in out-of-district approved private or public special education schools or collaboratives, the district of origin is the district in which the student was enrolled at the time of the DCF placement.

Best Interest Determination

Best interest determinations are conducted to make decisions about the school a student will attend following a foster care placement or change in placement into a new city/town. These decisions will be made collaboratively by the parties who are best situated to understand the student's unique needs. These parties often include DCF; some combination of the student, the student's family, and any educational decision maker; the district and school of origin; and the local school district (as appropriate). When the District is involved in a best interest determination, every effort will be made to reach consensus regarding the appropriate school placement of a student in foster care. If there is disagreement regarding school placement for a student in foster care, DCF is considered the final decision maker in making the best interest determination. If the District is the district of origin, students will be permitted to continue to attend the District while best interest determinations are being made.

The District can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF.

Continued Enrollment

"It is the practice of the Silver Lake Regional School District, when it is the district of origin, to allow students placed in foster care to remain in their school of origin either for the duration of the student's time in foster care or until the student completes all the grades in the school, whichever takes place first. If at any time it is determined that remaining in the school of origin is not in a student's best interest, the student can enroll in the local school district." The District will then provide the local school district with the student's educational records upon request.

When a student exits foster care during a school year and is attending school in the District, if in the student's best interest, the District will permit the student to continue in the District through at least the end of the academic year.

Transportation

It is the practice of the Silver Lake Regional School District to collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. The District will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with 42 U.S.C. 475(4)(A) of the Social Security Act.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from the local educational agency, etc. Absent other agreements between the district and DCF, the District understands that the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

It is the practice of the Silver Lake Regional School District, when it is the local school district, to immediately enroll a student who is in foster care into the District when it is determined such would be in the best interest of the student. The District will not require documents including proof of residency; academic records; IEPs; discipline records; documents evidencing proof of custody (e.g., birth certificates, or custody or guardianship orders); identification documents; and medical, health, and immunization records prior to enrollment. The District will require emergency contact information upon enrollment. Immediate enrollment will not be delayed due to a student's IEP.

The District will assign students to schools and classes in the same manner and according to the same process used for all other students in the District (with the exception of immediate enrollment as described above). The District will prepare to provide a comparable placement for students whose IEPs call for out-of-district or other specialized placements. The District's foster care point of contact will initiate a school-to-school transfer of records with the school of origin and ensure that the student is attending school while the records are being transferred.

Point of Contact

The Silver Lake Regional School District will select a point of contact for child welfare agencies. This person will oversee implementation of the District's responsibilities for children in foster care as well as be responsible for:

- Participating in the process for making best interest determinations in collaboration with DCF representatives, and documenting those determinations;
- Ensuring school enrollment and attendance of students in foster care and timely transfer of records, as needed;
- Developing and implementing procedures for providing and coordinating cost-effective transportation, as needed; and
- Facilitating professional development

for district staff as needed to promote educational stability for students in foster care.

The District's point of contact will also help ensure that students in foster care:

- Are identified and supported through coordination between districts and DCF;
- Are enrolled in and regularly attending school; and
- Have full and equal opportunity to succeed in school and to meet the same challenging state academic standards as other students, and to receive educational services for which they are eligible.

LEGAL REFS: *Every Student Succeeds Act* (ESSA); 603 CMR 28.10;

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home

station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a

Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.
- LEGAL REFS: M.G. L. 15E; Interstate Compact On Educational Opportunity for Military Children

STATE AND FEDERAL NOTICE OF NON-DISCRIMINATION

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

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, pregnancy or pregnancy related condition, religion, national origin, sexual orientation, disability, or homelessness. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, their complaint should be registered with the Title IX compliance officer.

REHABILITATION ACT OF 1973

Several important pieces of federal and state legislation are listed here for your benefit. These laws prohibit discrimination in public schools. The essence of these laws is presented in the following paragraphs: Title IX "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance."

Chapter 622

"No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency. Section 504 MGL Chapter 76 specifically states, "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency. The Assistant Superintendent, Ryan Lynch, is the Title IX, Chapter 622 and Section 504 Coordinator. She will coordinate the Silver Lake Regional School District's efforts to carry out the responsibilities of the regulations. Any inquiries concerning the application of the regulations to the practices and policies of the Silver Lake Regional School District may be addressed to: Assistant Superintendent Ryan Lynch, Silver Lake Regional School District Administration Building, 250 Pembroke Street, Kingston, MA 02364. Telephone 781-585-4313, or the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20221.

NOTICE OF NON-DISCRIMINATION

The Silver Lake Regional School District reaffirms that it does not discriminate on the basis of regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency, or exercise of civil rights in admission to, access to, treatment in, or employment in its

programs and activities. The Silver Lake Regional School District also affirms its commitment to maintain a school and work environment free of harassment based on regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency or exercise of civil rights. Any harassment on the basis of sex, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency will not be tolerated.

The District's Equal opportunity, Title IX, Section 504, Civil Rights and Americans with Disabilities (ADA) coordinator is the Assistant Superintendent of Silver Lake Regional Schools. The Assistant Superintendent, Ryan Lynch, Ph.D. has been designated to respond to any questions about the district's policy and the review process for complaints and concerns about discrimination. Dr. Proulx can be reached at 250 Pembroke Street, Kingston, MA 02364 and at 781-585-4313.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violation to the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced within a reasonable period of time. The building principal will issue his/her decision in writing to you within ten (10) days of the conclusion of the investigation,
2. If the complaint is not resolved, it can then be appealed to the Equal Opportunity/Title IX/Section 504/ADA coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The Equal Opportunity/Title IX/Section 504/ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation, which will be

conducted promptly, the Coordinator will make a final determination on whether there has been a conclusion of any additional investigation. If there has been a violation, the coordinator will indicate the steps to be taken to correct it.

Inquiries concerning non-discrimination may be referred to the Regional Director, Office of Civil Rights, U.S. Dept. Of Ed. J. W. McCormack Bldg. POCH, Room 222, Boston, MA 02109.

Non-Discrimination on the Basis of Disability

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association. Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District. Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity. Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is

necessary, the District shall give primary consideration to the requests of the individuals with disabilities. Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions. Limits of Required Modification: The District are not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision. Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA. Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any

action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that: 1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and 2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SOURCE: MASC July 2016

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, pregnancy or pregnancy related condition, religion, national origin, sexual orientation, physical and intellectual differences, foster care status or homelessness.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of all state and federal statutes, inclusive of Massachusetts Equal Educational Opportunities Law, which prohibit discrimination in public school admissions and programs. The law reads as follows: No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, foster care status or homelessness.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. All implementing provisions issued by the Board of

Education in compliance with this law will be followed.

SOURCE: MASC LEGAL

REFS.: Title VI, Civil Rights Act of 1964

STUDENT RECORDS/ RELEASE OF STUDENT INFORMATION

The regulations pertaining to student records were developed by the Massachusetts State Board of Education to ensure parents, students and former students of their rights of confidentiality, inspection, amendment and destruction of student records. The regulations have the force of law and apply to all elementary and secondary schools. Below is a summary of the major provisions of the regulations. A copy of the regulations is available for inspection in the main office. A parent or any student who is at least 14 years old has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student not later than two days after the request, unless the student or parent consents to a delay. Copies of the record must be given to the student or parent upon request for a fee of no more than the actual cost of copying. The student record consists of the transcript and the temporary record. The transcript contains your name, address, telephone number and your birth date; the name, address and telephone number of your parents or guardians; course titles; grades (or the equivalent when grades are not applicable); grade level completed and the grade completed.

The temporary record consists of all the information in the student record that is not contained in the transcript. This information may include your standardized test scores, extracurricular activities in which you took part and evaluations by your teachers, counselors, or other school staff. A school health record, which gives a general profile of your health, is included. The temporary record will not contain any anonymous information and will be destroyed after graduation.

Regarding general release of information to third parties, Silver Lake Regional Middle School will (at its discretion) release information, as outlined below. If a parent or guardian does not wish to have any or all of this information released, a written request from the parent or guardian, not

to do so, must be submitted to the principal or his designee.

FILE JRA: STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law. Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
603 CMR: Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995
CROSS REF: KDB, Public's Right to Know
Updated and Approved October 2020

603 CMR23.07(4)(a)

A school may release the following information without prior consent: "A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans." However, before school releases this information, it must give public notice (herein noted) that it releases these types of information and it must inform parents and eligible students that they have a right to request that this information not be released without prior consent. This notice may be included in the routine information the school publishes.

VIDEO TAPING OF STUDENTS

Silver Lake Regional School District has, on occasion, the need to use videotape of various school activities and classes. The District produces video programming designed for instructional and informational purposes that may be shown on ETV-51, CTV-20 and/or other cable or broadcast stations. The District wishes to notify parents and guardians that unless a written objection is received in the office of the principal by September 15th of the school year the District will assume the right to use video tape in which a student may appear or be heard. The District will continue to notify parents or guardians when special needs classes are involved.

SILVER LAKE SCHOOL COMMITTEE POLICY: PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, parents/guardians may exempt their child from portions of the curriculum that primarily involve human sexual education or human sexuality issues by sending a letter to the school principal requesting an exemption. Program instruction material will be made reasonably accessible for review by the parent or guardian by contacting the health educator and setting up an appointment. The Silver Lake School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Over the course of two years of Health in the Wellness department, students will be prepared to independently make the most educated decision to live a healthy lifestyle.

The course curriculum includes human sexuality, pregnancy, and growth and development. Through the sex education unit based upon the Health Frameworks of Massachusetts, students will learn the benefits of abstinence, and setting limits. There will also be discussions on short- and long-term consequences of sexuality-related risk behaviors and therefore students will be able to identify supports for making health-enhancing decisions. The curriculum will also touch upon the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct.

Parents/guardians may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting

an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the pSILVER LAKE SCHOOL COMMITTEE POLICY: PARENTAL NOTIFICATION RELATIVE TO

SEX EDUCATION

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Over the course of two years of Health in the Wellness department, students will be prepared to

independently make the most educated decision to live a healthy lifestyle.

The course curriculum includes human sexuality, pregnancy, and growth and development. Through the sex education unit based upon the Health Frameworks of Massachusetts, students will learn the benefits of abstinence, and setting limits. There will also be discussions on short- and long-term consequences of sexuality-related risk behaviors and therefore students will be able to identify supports for making health-enhancing decisions. The curriculum will also touch upon the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct.

Parents/guardians may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

SEXUAL HARASSMENT

The school's support of equal education opportunity includes the recognition that sexual harassment of students will not be tolerated. "Harassment" means unwelcome sexual advances, requests for sexual favors and other verbal or physical contact of a sexual nature when such conduct by its unreasonable nature creates an intimidating, hostile, or offensive school environment. The victim defines sexual harassment, thus an individual's feelings and reactions to inappropriate behavior may determine whether sexual harassment has taken place. Any student who feels that he or she has been the victim of sexual harassment should report the matter immediately to a school administrator, counselor, teacher, and/or other staff member who will arrange for a prompt investigation, and corrective action, where appropriate.

SILVER LAKE REGIONAL SCHOOL DISTRICT SEXUAL HARASSMENT POLICY/COMPLAINT PROCEDURE FOR STUDENT

PURPOSE:

To create for all Silver Lake Regional School District and Superintendency Union 31 students a study environment free of sexual harassment.

The Silver Lake Regional School District and Superintendency Union 31 are committed to safeguarding the right of all persons associated with the Silver Lake Regional School District and Superintendency Union 31, including students, employees, school committee members and volunteers to a work in an educational environment that is free from all forms of sexual harassment on its premises.

All individuals associated with the District and Union, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the

school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises or if it is required that they enter the premises, they will be accompanied by a School District representative at all times.

All reports of sexual harassment will be reported to the Title IX Coordinator unless the alleged aggressor is the Title IX Coordinator. If the sexual harassment is criminal in nature, the offense shall be reported to the police department. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted. In these circumstances, the School's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Any student who believes that he or she has been subjected to sexual harassment should make a complaint to any administrator, the Title IX Coordinator, or directly to the Superintendent, so that appropriate action may be taken at once.

Management representatives and school employees are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision or on school premises. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

The Title IX Coordinator will investigate complaints promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure, or for cooperating in an investigation of a sexual harassment complaint.

A copy of this policy and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

The Title IX Coordinators for the Silver Lake Regional School District and MA Superintendency Union 31 are: Assistant Superintendent, Ryan Lynch, who can be contacted at 250 Pembroke Street, Kingston, MA 02364, (781) 585-4313 extension 3517, (or press 5); and Principal, Michaela Gill, who can be contacted at 260 Pembroke Street, Kingston, MA 02364, (781) 585-3844 extension 1007.

SEXUAL HARASSMENT DEFINITION

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly or implicitly made a term or condition of a student's educational development; or
2. Submission to or rejection of such conduct is used as a basis for education decisions affecting such student; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's educational performance, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment)
3. Implying to withhold or actually withholding grades earned or deserved, suggesting that a poor progress report will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational

opportunities, grades and/or the learning environment of a student.

5. Offering or granting favors or education benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, staff, or students, is also prohibited. Such conduct includes but is not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Sexually explicit language or gestures;
3. Inquiries into one's sexual experiences, and/or discussion of one's sexual activities;
4. Touching that an individual reasonably interprets as sexual in nature;
5. Any unwelcome physical contact;
6. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes.
7. Verbal or non-verbal behavior about an individual's body that is sexual in nature.

COMPLAINT PROCEDURE

INFORMAL PROCESS FOR STUDENTS

In determining whether an alleged incident constitutes sexual harassment, the Title IX Coordinators will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure outlined below, unless the Title IX Coordinator is the subject of the complaint.

1. Any student of the District or Union 31 who believes that he/she has been subjected to sexual harassment is to report the incident(s) to any administrator, Title IX Coordinator, or directly to the Superintendent. The administrator and/or Superintendent are to immediately contact the Title IX Coordinator. A written record of the complaint will be made by the party receiving the complaint. A separate file system will be maintained, apart from the student's personal record, regarding these complaints and as to all matters relating to the complaints.
2. If the alleged harassment involves the Title IX Coordinator, the Superintendent of Schools will act as the Title IX Coordinator.

3. If the alleged harassment involves the Superintendent of Schools, the Secretary of the School Committee will act as the Title IX Coordinator.
4. The Principal of the School Building where the alleged incident occurred and the Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. The principal will attempt to resolve the problem by conferring with both parties in order to obtain a clear understanding of the facts. All matters involving sexual harassment complaints will remain confidential to the extent possible.
5. Students may be accompanied, at any phase of this process or subsequent hearing before the Committee, by a parent, guardian or representative of their choosing. Parents will be immediately notified by an administrator of the existence of a student's report of sexual harassment.
6. An administrator will explain each phase of the Informal and Formal Complaint Process to a student who wishes to file a complaint and will assist the student in the processing of the complaint. In addition, the administrator will inform the student of additional forums for resolution of the complaint such as the Office of Civil Rights (O.C.R.) or the Program of Quality Assurance (P.Q.A.).
7. Under normal circumstances, the Title IX investigation will be completed within 10 working days of the initial complaint. Upon completion of the Title IX investigation, the findings will be issued in writing to the student and the alleged harasser.

COMPLAINT PROCEDURE FORMAL PROCESS FOR STUDENTS

1. A complaint may file a formal complaint immediately or may do so after the Principal and the Title IX Coordinator's efforts to reach a settlement under the informal process have proven unsuccessful.
2. The complaint will state clearly and concisely the complainant's description of the incident and it will also indicate any remedy sought. The complaint must be signed by the complainant. The Title IX Coordinator or designee will send the respondent a copy of the complaint within five working days after it

is received. A separate file system shall be maintained as to all matters relating to the complaint. Confidentiality shall be maintained to the extent possible.

3. The respondent will have ten working days to respond in writing. This statement will contain full and specific references to each claim in the complaint, admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within five working days, the Title IX Coordinator or designee will forward both statements to the complainant and the respondent.
4. There will be two modes of resolution for formal complaints. A complaint may be settled through mediation or through a hearing. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within ten working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a hearing unless the Superintendent is the alleged harasser in which case the hearing will be before the School Committee.
5. When a hearing is requested, the Title IX Coordinator will inform the Superintendent or the School Committee, as the case may be, and the case will be heard at the next regularly scheduled meeting of the School Committee pursuant to the provisions of the Commonwealth's Open Meeting Law or before the Superintendent.

DECISION OF THE COMMITTEE OR THE SUPERINTENDENT

1. After all the evidence, testimony, and written arguments have been presented, the appropriate school committee will convene for deliberations to determine whether the school system's policy on sexual harassment has been violated. If the Committee finds after a roll call vote that the policy has not been violated, that fact will be registered in the records of the hearing, and the written decision will be forwarded to the complainant and the

respondent no later than fifteen working days after completion of the hearing.

2. If the Committee finds after a roll call vote that the charge of violating the school system's policy on sexual harassment has been substantiated, the Committee will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Committee will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.
3. In hearings before the Superintendent, if the Superintendent finds that the charge of violating the school system's policy on sexual harassment has been substantiated, the Superintendent will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Superintendent will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing. The findings of facts as well as the penalty and relief will be based solely on the testimony and evidence presented at the hearing.
4. The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent's personnel file or student record, probation, suspension without pay, dismissal, demotion, or removal from administrative duties within a department; students may be subject to suspension or expulsion proceedings following a finding that the policy has been violated. The Committee or Superintendent may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

HAZING

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization that will endanger, either physical or mental, a student's person.

The law specifically states:

Section 17: Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or both such fine and imprisonment. The term hazing as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether public or private property, which willfully or recklessly may endanger the physical or mental health of any student or other person.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19: Each secondary school and each public and private college shall issue to every group or organization under its authority or operation on or in conjunction with its campus or school, and to every member, plebe, pledged or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen.... Full documentation and explanations are available from the building principal or his designee.

FIELD TRIP POLICY

During the school year, teams of teachers or individual teachers may arrange to take classes of students on various field trips that will take place during the school day. With the exception of field

trips associated with school sponsored clubs, these trips are a related part of the curriculum. As such, it is encouraged that all students participate. However, there may be instances in which those supervising a field trip will recommend to the principal that students be excluded from a trip. Students whose behavior or attitude is considered to pose a threat to the safety of those involved in the trip and/or whose discipline record indicates insubordinate, or disruptive behaviors may be excluded. Decisions regarding a student's participation in a field trip will be made after consultation with the teachers involved in the activity and the administration. The principal will make the final decision.

Students who do not attend the field trip are responsible for completing assignments left behind by their teachers. Students should attend school on the day of the field trip in order to obtain these assignments and to attend classes not affected by the trip. Students who take part in the field should see those teachers whose class they will miss in order to arrange to make up necessary work. They should see their teachers either prior to the field trip or as soon as possible after the trip has been completed. Students should be aware that school rules apply during field trips, especially school policies regarding electronic devices, and as such, are subject to disciplinary consequences for any violation of these rules. Field trips will vary from team to team and class to class. Parents should feel free to call if they have any questions or concerns.

PUBLICATION OF NAMES POLICY

Release of Student Names and Addresses:

The Federal Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Record Regulations (Mass SRR) generally prohibit the release of student record information without written parental consent. However, both FERPA and Mass SSR contain a provision that allows schools to release the names and addresses of students, as well as other "directory" information, to Massachusetts Charter Schools.

Therefore, student names, address, and other "directory" information will be provided to Massachusetts Charter Schools UNLESS the parent/guardian notifies the principal in writing

indicating that they DO NOT want this information released.

SILVER LAKE HOME TUTORING POLICY

While home tutoring is a valuable and necessary substitute for the regular classroom, it must be realized that the absence of participation with one's peers in the classroom or lack of experience in the classroom presentations are losses which home tutoring cannot prevent. Every effort must be made to enhance the home-bound experience as much as possible.

If it seems evident that the student will be out of school for an extended period of time (10 consecutive school days or more) parents or guardians should be aware of the following procedures that must be followed.

1. Parents or guardians should contact the student's guidance counselor and request a home tutoring form.
2. The parent-guardian and physician must complete the form and return it to the student's counselor as soon as possible.
3. The student's counselor will then forward the home tutoring form to the office of the administrator of special education.
4. The guidance department and the administrator of special education are responsible for obtaining qualified teachers to do home tutoring.
5. Students are entitled to one (1) hour of tutoring for every day of absence over ten (10) days.

HOMEWORK POLICY:

"The objective of the (homework) policy is to reinforce the lessons taught in the classroom, stimulate further interest in the topics taught and develop independent study skills" (Eddy, Yvonne. *Developing Homework Policies*. ERIC Digest).

At SLRMS we believe that the practice of homework is an opportunity to enrich a student's scholastic experience, foster a love of life-long learning, and encourage academic excellence. The purpose of homework (practice) is to identify individuals' learning strengths and weaknesses in order to shape meaningful instructional practices.

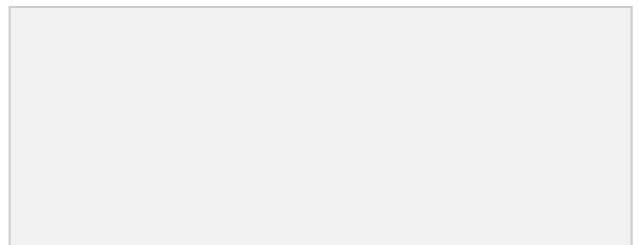
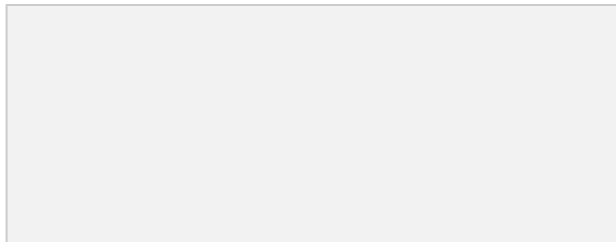
Assessment of assignments:

Homework offers students an opportunity to practice and reinforce academic skills, while developing important personal attributes such as self-discipline, time management and responsibility. Homework is practice, and therefore will be evaluated on the basis of quality, effort and completeness. Teachers will review homework and provide instructional feedback. The overall weight of daily homework assignments will not exceed 15% of a student's final term grade.

Timeliness of assignments:

Students are expected to come to class prepared with completed homework assignments on the assignment due date. A red slash may be recorded in the student agenda on the day a homework assignment is not completed. Partial credit may be given for assignments completed within one day of the due date. Homework **MAY BE ASSIGNED** on Friday.

Students may be expected to complete homework assignments, essays or projects over holiday weekends or vacations.



Silver Lake Regional Middle School

School-Parent-Student Learning Compact

The Silver Lake Regional Middle School, and the parents/guardian, and students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the school administration and entire staff, the parents/caregivers, and the students themselves will share responsibility for improved student performance. This compact outlines the means by which the school and the parents will build a partnership that will help children to achieve the State's identified competencies.

Parent/Guardian Commitment:

I want my child to be successful and to reach his/her full academic potential. Therefore, I commit to do all of the following:

- Ensure that my child attends school each day.
- Send my child to school on time and ready to learn.
- Review homework and offer assistance when needed.
- Limit my child's viewing of television and recreational Internet usage during the week.
- Encourage my child to read for pleasure.
- Show an interest in my child's school life by attending school functions such as the annual Open House and Parent Conferences.
- Respond to guidance and/or teacher requests to participate in meetings about my child.
- Encourage my child to explore his/her interests and talents through participating in after school activities.

Student Commitment:

I want to be successful and reach my full potential as a student. Therefore, I commit to do all of the following:

- Every day, come to school on time, prepared to work, and with my homework and projects completed.

- Pay attention in class and participate in class discussions.
- Stay current with all my homework and seek help when I need it.
- Take pride in my work and always do the very best that I can.
- Show respect to everyone who is a part of my school environment.
- Explore my skills, talents, and interests by participating in after school activities.
- Take pride in being a part of the Silver Lake Regional Middle School community by participating in team and school functions.

Teacher Commitment:

I support the Vision Statement of the Silver Lake Regional Middle School which is *to ensure the success of each, individual student*. Therefore, I commit to do all of the following:

- Develop relationships with all students.
- Set and deliver high instructional standards that support the district benchmarks and are consistent with the Massachusetts Curriculum Frameworks.
- Within each program, teach effective study skills and strategies to ensure the retention of learning.
- Establish flexible approaches in pedagogy to take into consideration the various abilities and learning styles of our students.
- Connect with students who may be having difficulties and being available to those and all students for after school help.
- Initiate contact with parents/guardians whose children may be having performance and learning difficulties.

School Administration Commitment:

The administration works *to ensure the success of each individual student*. Therefore we commit to do all of the following:

- Use data to support the allocation of resources to help students improve their individual achievement and performance.
- Notify parents/guardians when data shows a student attendance problem.
- Support programs and funding to improve the level of pedagogical skill in the school.
- Publicize meetings of the School Council so that any parent/guardian can provide input to the school's decision making process.
- As time allows, participate in meetings related to individual student progress.

SILVER LAKE REGIONAL SCHOOL
DISTRICT AND
MASSACHUSETTS SUPERINTENDENCY
UNION 31 TECHNOLOGY REGULATIONS

The Silver Lake Regional School District or MA Superintendency Union 31 shall provide its employees and students with access to technology resources, including access to external networks, for educational purposes.

Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature.

The purpose of the technology resources is to assist in preparing students for success in life and work, to increase communication (staff, parent, and student), to enhance productivity, and to assist staff in upgrading existing skills and acquiring new skills.

The technology resources will also be utilized to provide information to the community, governmental agencies, and businesses.

The Internet use policy is available on the Silver Lake Regional School District website www.slrdsd.org. Printed copies are available in the main office upon request.

When using Silver Lake Regional School District or MA Superintendency Union 31 Technology resources, all users will, in accordance with the regulations below: Use technology resources for educational purposes only.

1. Design and post online projects and material from school resources, as needed.
2. Use age appropriate social media resources under the direction and supervision of a teacher.
3. Use, install, or download software, if in conformity with laws and licenses, and under the supervision of a teacher, only after approval of the District Technology Coordinator or designee.

All Silver Lake Regional School District and MA Superintendency Union 31 Technology users will:

- Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Only view and use passwords, data, or networks to which they are authorized.

- Not distribute private information about others or themselves, unless necessary for educational purposes.
- Not publish media with identifying names, without appropriate permission(s).
- Respect and protect the integrity, availability, and security of all electronic resources. Observe all network security practices, as posted.
- Report security risks or violations to a teacher or network administrator.
- Not damage or circumvent data or networks.
- Conserve, protect, and share these resources with other students and Internet users.
- Not use resources such as online games or streaming video for non-educational purposes.
- Respect and protect the intellectual property of others.
 - Respect copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
- Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomfoting materials to a teacher or administration.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not use technology resources for non-school business, advertising, or political lobbying.

Consequences of Violation

Violations of this policy may result in disciplinary action, including the loss of privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the

school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. The district will cooperate fully with local, state, and federal officials in any investigation concerning or relating to misuse of the

district's technology resources. There should be no expectation of privacy when using any Silver Lake Regional School District or MA Superintendency Union 31 technology resources.

BOOKS TO READ

NOTES

[illegible]

Student Handbook Addendum

File: EBCFA

Silver Lake Regional School District

COVID-19 Safety and Health Requirements: Mask Policy

The Silver Lake Regional School District is committed to providing a safe environment as our schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds, while attending offsite school-sponsored activities, and on school transportation, even when social distancing is observed. All social distancing, student movement policies, seating assignment, and all health and safety requirements must be obeyed and practiced. It is the expectation of the Silver Lake Regional School District that families ensure their child arrives at school and/or boards the bus with a mask or face covering.

Students and staff may wear protective face mask styles that are two-ply or greater, in order to protect themselves and others. Homemade or store-bought two-ply or greater, cotton masks are acceptable. Disposable surgical masks are also permitted. Face shields are acceptable only when worn with a face mask. **Gaiters, bandanas, and masks with exhalation valves are unacceptable**, as they do not effectively contain respiratory droplets. If a mask is deemed to be inappropriate by school staff, the student will be given a disposable mask to wear in its place and instructed to refrain from the use of the inappropriate mask moving forward. However, student athletes participating in MIAA outdoor sports are allowed to wear gaiters on the field during practices and home games.

Masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in

consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

Additionally, face masks or face coverings will not be required during designated time for eating or drinking when six foot social distancing is enforced; nor when outdoors or during mask breaks when six foot social distancing is met or exceeded.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own mask or face coverings. However, the district will supply disposable face coverings for individuals who arrive at a building, or board school transportation, without one. The district will supply disposable face covering for students of families in need and in other instances of necessity.

If a student is in violation of this policy, and is not exempt by agreed upon exception, the student may not board a school bus, nor will the student be allowed in the school building, nor remain in the building for in-person learning, nor attend any offsite school-sponsored activity until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy. Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the Silver Lake Regional School Committee and MA Supervisory Union #31 School Committees.

LEGAL REF; Commonwealth of Massachusetts, COVID-19 ORDER No.31-

<https://www.mass.gov/doc/may-1-2020-mask-and-face-coverings/download>

REFS; Center for Disease Control and Prevention- Considerations for Wearing

Masks-<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-coverguidance.html>

Massachusetts DESE Reopening Guidelines

<http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts- Mask Up MA!

<https://www.mass.gov/news/mask-up-ma>

MASC, August 2020

Adopted & Approved October 2020

FILE JLCC: COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

Subject to the provisions of the "back to school" plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the COVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent. SOURCE: MASC October 2016; LEGAL REF.: M.G.L. 71:55 Adopted March 2018; Adopted and Approved October 2020

Student Handbook and School Policies Acknowledgment Form

Silver Lake Regional Middle School

Your son or daughter received our new Student Handbook today. This book contains guidelines to help ensure a successful school year. Please, look them over together and, if you have any questions, contact your child's counselor. The Student Handbook also includes an "Agenda" which is a study guide and assignment book to be used throughout the year. Organization is important and is a proven way to help students meet greater expectations. Encourage your child to use his/her agenda every day. Thank you for your cooperation. We wish you and your child a successful and happy school year.

This form must be signed by you and your child and returned by Friday, September 10, 2021

Please indicate your child's Academic Team _____

A. My signature and that of my child will indicate that we have received and reviewed the provisions contained in the Silver Lake Regional Middle School Student Handbook. It also indicates that I am aware of Silver Lake's attendance policy.

X _____

Signature of Student

Student Name Printed

Date

X _____

Signature of Parent

Parent Name Printed

Date

B. The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges and disciplinary action, up to and including suspension. Each student who is given Internet access privileges or receives an account will be part of a discussion with a School District faculty member pertaining to the proper use of the Internet. A copy of the internet policy is available in the student handbook, in the main office, and on the Silver Lake Middle School web site: slrms.slrds.org.

I am aware of the acceptable use policy for the Internet as printed on page 40 of the student handbook.

X _____

Signature of Student

Student Name Printed

Date

X _____

Signature of Parent

Parent Name Printed

Date

C. I am aware that if I do not want my child photographed or videotaped during school activities that I must send a letter to the school stating so.

X _____

Signature of Parent

Parent Name Printed

Date

D. I am aware that if I do not want my child's name, address and other directory information sent to Massachusetts Charter Schools that I must send a letter to the school stating so.

X _____

Signature of Parent

Parent Name Printed

Date

E. I am aware that the Silver Lake Regional School District has a Memorandum of Understanding with the Halifax, Kingston, and Plympton Police Departments. This memorandum describes a protocol of communications involving the schools, police, district attorney, and the juvenile court. A copy of this Memorandum of Understanding is available in the main office and on the Silver Lake Middle School web site: slrms.slrds.org.

X _____

Signature of Parent

Parent Name Printed

Date

F. My child will be assigned a school email address that will be restricted and only allow him/her to send and receive emails from within the Silver Lake Schools and our contracted services (Edline, PowerSchool, Blackboard, etc.). This account may be reviewed by administration as necessary. It is a closed system, so students cannot be solicited with spam or unapproved email. They also cannot email outside the district. I understand that by signing below permits my child to have this limited access email account.

X _____

Signature of Parent

Parent Name Printed

Date

Voluntary School Release Form

I hereby grant permission for my child to participate in any voluntary activities involving the SLRMS Koi Pond, and I hereby agree as follows:

I fully understand and acknowledge that: (a) risks exist in my child's use of the SLRMS Koi Pond, and my child's participation in any activities involving the SLRMS Koi Pond; (b) my child's participation in such activities and/or use of such equipment may result in injury or illness or damage to personal property; (c) these risks and dangers may be caused by other participants, or by accidents, or by the forces of nature or other causes. Risks and dangers may arise from foreseeable or unforeseeable causes, other risks, hazards, and dangers that are integral to activities that take place in an outdoor, or indoor environment; and (d) I hereby accept and assume these risks and dangers.

I also agree to forever release the Silver Lake Regional Middle School of the Silver Lake Regional School District, the School Committee, and all their employees, agents, board members, volunteers, and any and all individuals and organizations assisting or participating in voluntary activities involving the SLRMS Koi Pond at the Silver Lake Regional Middle School ("the Releasees") from any and all claims, rights of action and causes of action that may have arisen in the past, or may arise in the future, directly or indirectly, from personal injuries to my child or property damage resulting from my child's participation in the SLRMS Koi Pond at the Silver Lake Regional Middle School of the Silver Lake Regional School District.

I have read the above and by signing it agree. It is my intention to grant permission for my child to participate in the SLRMS Koi Pond activities, and to assume and accept all risks associated therewith.

Signature of Participant _____

Date _____

Signature of Parent/Guardian _____

Date _____