

Silver Lake Regional High School Student Handbook 2021 – 2022



Bell Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
A	2	1	1	3	3	2	1
B	3	3	2	2	1	3	2
C	4	4	4	1	2	1	3
D	5	5	6	7	4	4	4
E	6	6	5	6	7	7	5
F	7	7	7	5	6	5	6

Regular Bell Schedule

A - 7:30 – 8:26
 B - 8:30 – 9:26
 C - 9:30 – 10:26
 D - 10:30 – 11:58 (Lunch)
 E - 12:02 – 12:58
 F - 1:02 – 1:58

Advisory Bell Schedule

Advisory - 7:30 – 7:58
 A - 8:02 – 8:52
 B - 8:56 – 9:46
 C - 9:50 – 10:40
 D - 10:44 – 12:12 (Lunch)
 E - 12:16 – 1:05
 F - 1:09 – 1:58

Homeroom Advisory

Advisory – 7:30 – 7:36
 A – 7:40 – 8:34
 B – 8:38 – 9:32
 C – 9:36 – 10:30
 D – 10:34 – 12:02 (Lunch)
 E – 12:06 – 1:00
 F – 1:04 – 1:58

Lunch waves

1 st Wave	Lunch 10:30 – 10:52	Class 10:54 – 11:58	
2 nd Wave	Class 10:30 – 10:52	Lunch 10:52 – 11:14	Class 11:16 – 11:58
3 rd Wave	Class 10:30 – 11:14	Lunch 11:14 – 11:36	Class 11:38 – 11:58
4 th Wave	Class 10:30 – 11:34	Lunch 11:36 – 11:58	

Lunch Waves – Advisory Day

1 st Wave	Lunch 10:44 – 11:06	Class 11:08 – 12:12	
2 nd Wave	Class 10:44 – 11:06	Lunch 11:06 – 11:28	Class 11:30 – 12:12
3 rd Wave	Class 10:44 – 11:28	Lunch 11:28 – 11:50	Class 11:52 – 12:12
4 th Wave	Class 10:44 – 11:50	Lunch 11:50 – 12:12	

Please contact your Assistant Principal if you would like a paper copy of the Student Handbook.



CORE VALUES

The Silver Lake Regional School District supports the following
as our Core Values:

RELATIONSHIPS

Prioritize relationship-building as the foundation for learning in our classrooms, schools, and communities.

INCLUSIVITY

Commit to just and inclusive communities where all students, staff, and families are welcome, safe, and respected.

CHALLENGE

Challenge students and staff to inspire, create, innovate, and take intellectual risks.

RESILIENCE

Build resilience, perseverance, and persistence so that our students are prepared to navigate the world as contributing citizens in Silver Lake and beyond.

Silver Lake Regional High School

Vision of the Graduate

RESPECT THE LAKE

RESPECT: PROMOTES EQUALITY, VALUES DIVERSITY. DEMONSTRATES SELF-WORTH AND INTEGRITY. ADHERES TO SOCIAL EXPECTATIONS.



LEADERSHIP: COLLABORATES AND COMMUNICATES EFFECTIVELY. WORKS TOWARD COMMON GOALS. MAKES ETHICAL DECISIONS, EVEN IN DIFFICULT CIRCUMSTANCES.



ACCOUNTABILITY: SETS GOALS. TAKES INITIATIVE. SELF-REGULATES WHEN COLLABORATING OR WORKING INDEPENDENTLY. HAS POSITIVE ATTITUDE, TAKES RISKS, AND PERSEVERES.



KNOWLEDGE: SOLVES PROBLEMS. COMMUNICATES EFFECTIVELY. APPLIES LEARNED KNOWLEDGE AND LIFE SKILLS TO DECISION MAKING.



ENGAGEMENT: COMMUNICATES AND COLLABORATES WITH DIVERSE PEERS. SERVES OUR COMMUNITY WITH PRIDE. PRACTICES CIVIC RESPONSIBILITY.

Silver Lake Regional High School
School-Parent-Student Learning Compact

This compact outlines the means by which the school and the parents/guardians will work together to build a partnership that will help students at Silver Lake Regional High School to reach their greatest academic potential.

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 on time each day, ready to learn.
- Review homework and offer assistance when needed.
- Show an interest in my child's school life by attending school functions and programs
- Respond to guidance, administrative 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:

- Attend school daily with a willingness to learn.
- Pay attention in class and participate in class discussions.
- Stay current with all my homework and seek help when I need it.
- Show respect to everyone who is a part of my school environment.
- Explore my skills, talents, and interests by participating in after school activities.

Teacher Commitment:

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

- Set and deliver high instructional standards that support the district benchmarks and are consistent with the Massachusetts Curriculum Frameworks
- Teach effective study skills and strategies, within each program, to ensure the retention of learning.
- Establish flexible approaches in pedagogy to take into consideration the various abilities and learning styles of my students.
- Connect with students who may be having difficulties and making myself available 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:

- Participate in meetings related to individual student progress.
- Use data to support the allocation of resources to help students improve their individual achievement and performance.
- Publicize meetings and special events so that parents/guardians can plan accordingly

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

Spanish

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

Portuguese

Se você necessitar o auxílio que lê este original ou outras publicações da escola, contate por favor o principal do edifício para obter serviços de tradução.

French

Si vous avez besoin de l'aide pour lire ce document ou des autres publications de l'école, svp entrez en contact avec le principal du bâtiment pour obtenir les services de traduction.

Italian

Se avete bisogno dell'assistenza che leggete questo documento o altre pubblicazioni della scuola, mettasi in contatto con prego il principale della costruzione per ottenere i servizi di traduzione.

German

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

Russian

Если Вам нужна помощь в прочтении этого документа или других публикаций школы, пожалуйста, свяжитесь с директором Вашей школы для получения перевода.

School District Phone Numbers

Administration Building, Kingston, MA 781-585-4313

Silver Lake High School, Kingston, MA 781-585-3844

Silver Lake Middle School, Kingston, MA 781-582-3555

Dennett Elementary School, Plympton, MA 781-585-3659

Halifax Elementary School, Halifax, MA 781-293-2581

Kingston Elementary School, Kingston, MA 781-585-3821

Kingston Intermediate School, Kingston, MA 781-585-0472

MISSION STATEMENT AND STUDENT EXPECTATIONS FOR LEARNING

Mission

Silver Lake Regional High School is committed to fostering a safe, supportive, and respectful learning environment. Our school community provides academic, artistic, and technical opportunities to encourage the pursuit of diverse interests among our students. We promote personal integrity, wellness, growth, and a sense of community to enable students to become productive members of society.

Expectations:

Students will work toward proficiency in the following areas:

Academic:

Students will:

- Write effectively for a variety of purposes
- Read with understanding and use reading as a learning tool
- Develop effective oral communication skills
- Define, analyze and solve problems using a variety of strategies
- Use technology to access and convey knowledge

Social:

Students will:

- Acquire an understanding of and exhibit a respect for individual differences
- Demonstrate responsibility in working individually and/or with others

Civic:

Students will:

- Contribute to the community through service

COMMITMENT TO EXCELLENCE

1. It's the school with the higher than average college acceptance rate for its seniors.
2. It's the school with the noticeable lack of graffiti, vandalism, and littered hallways and classrooms.
3. It's the school where teachers come to teach, students come to learn, and to an outside observer, there's no doubt that both are occurring.
4. It's the school where visitors are welcomed and invited.
5. It's the school whose scholars, athletes, musicians, and teachers excel...and the entire community hears about it.
6. It's the school where we'd like to be part of the staff and where we'd like to send our children. And if you're one or both, stand proud: you know what Commitment to Excellence means!

In order to commend you for your "Commitment to Excellence," Silver Lake Regional High School has instituted a number of ways to "show off" your accomplishments and to let you know just how proud we are of your achievements:

1. The Academic Wall of Fame recognizes students achieving honor roll each term.
2. Athletic event coupons are presented each term for those students who have achieved honor roll and perfect attendance.
3. We conduct Honors Assemblies each term to present certificates for achievement.
4. The Senior Awards Night is held each May to recognize student achievements and scholarships. In addition, we have an Evening of Excellence for the recognition of underclassmen's achievements.
5. We hold Athletic Awards Night to honor our student athletes.

STUDENT RIGHTS AND RESPONSIBILITIES

As a student you are considered a citizen of this school community. Citizenship, as in any community, is something which confers fundamental rights and equally important responsibilities upon each of its members.

STUDENT RIGHTS

As a student in Silver Lake Regional High School, you have the right

1. To be treated with respect by all members of the school
2. To be personally safe and to expect that your personal property will be secure
3. To do your school work in clean and pleasant surroundings
4. To have freedom of expression and opinion so long as you do not cause disruption or disorder within the school
5. To a full and appropriate education
6. To "due process" in the fair application of individual classroom and school wide discipline policies

STUDENT RESPONSIBILITIES

As a student in Silver Lake Regional High School, you have the responsibility:

1. To treat all members of the school community, both pupils and staff, with respect
2. To help make the school a safe place for all
3. To ensure proper care and security of all personal and school property
4. To help keep the school a clean and pleasant place for everyone
5. To express yourself in a manner that will not cause disruption, disturbance, or embarrassment to others in school or on social media
6. To meet all your academic obligations to the very best of your abilities
7. To know and understand individual classroom and school wide discipline policies and to avoid behaviors which would be deliberate violations of these behavioral expectations

ACADEMIC INFORMATION

EDUCATIONAL SYSTEM USES FOR GRADES

1. course advancement of students
2. academic counseling
3. appropriate placement in courses
4. the award of scholarships
5. admission to further education
6. letters of recommendation
7. research in education
8. determination of honor roll
9. eligibility for extra-curricular activities

GRADING SYSTEM

The grading system of Silver Lake Regional High School is designed to record and report the teachers' assessment of student achievement. You are advised to learn from your teachers how the grades are computed for each class.

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

GPA COMPUTATION

Only courses taken at Silver Lake Regional High School are used to compute GPA. GPA is reported by term on each report card. A student's cumulative GPA is listed on their transcript. Physical Education/Wellness is not used in GPA calculations.

<u>Grade</u>	<u>AP/Honors</u>	<u>College Prep 1</u>	<u>College Prep 2</u>
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7
F	0	0	0

HONOR ROLL CRITERIA

High Honors: To be on high honor roll, a student must receive an "A-" or better in all subjects during the term.

Honors: To be on the honor roll, a student must receive a "B-" or better in all subjects during the term.

NATIONAL HONOR SOCIETY

The purpose of the Silver Lake chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service to school and community, to promote leadership, and to encourage the development of character in the students of Silver Lake Regional High School. Membership is based on scholarship, service, leadership, and character. All students must have a cumulative grade point average of 4.0 on our 5.3 scale

after the end of their previous academic year in order to be academically eligible for membership. Successful candidates will also show evidence of involvement in school and community service activities. National Honor Society eligibility begins at the start of junior year.

The guideline used in defining leadership, service, and character for election to the National Honor Society is as follows:

Leadership: To have exhibited leadership, students must have demonstrated that they have been elected to some position of authority in a club, organization and/or activity; or that student should have demonstrated that they have taken the initiative to lead others, to direct an activity or program, to innovate some idea or concept either in school or within the community since the start of the freshman year.

Service: To have fulfilled the service requirement, a student should have participated in some activity or organization (on a strictly volunteer basis) which promotes the idea of improving the quality of life for others or giving of one's time and energy to help one's fellow man on three different occasions involving substantial time totaling 20 hours since the start of the freshman year.

Character: To fulfill this requirement a candidate should demonstrate on a consistent basis maturity, sensitivity, high ethical/moral values, good sportsmanship (if appropriate), and above all--honesty in all situations. Each candidate should be a role model for other students in his daily conduct and attitude.

ACADEMIC STANDING

To be considered a sophomore in good standing, students must have earned at least 24 credits. Juniors in good standing must have earned 48 credits. To become a member of the senior class, seniors must have earned at least 72 credits.

DIPLOMA REQUIREMENTS

Four Years of English	16 credits
Four Years of Mathematics	16
Three Years of Social Studies	12*
Three Years of Science	12
Wellness	10
Fine and/or Practical Arts	4
Computer Competency	2
Elective courses	24

Total credits	<hr/> 96
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Service Learning: 40 hours over four years

*Students must pass World History, U.S. History I, and U.S. History II

GRADUATION PARTICIPATION REQUIREMENTS

In order to participate in commencement activities, students must meet all diploma requirements listed above in addition to meeting all disciplinary and financial obligations to the school.

The selection of the valedictorian and salutatorian is based solely on cumulative GPA. The student's cumulative GPA from freshman, sophomore and junior years, along with the first three terms of the senior year are used for this calculation. No college courses will count towards GPA. In order to be selected as the valedictorian or salutatorian, you must have

attended your entire sophomore, junior, and senior years at Silver Lake Regional High School.

CAREER & TECHNICAL EDUCATION

A Career & Technical Education (CTE) Program is offered to all students who wish to obtain a vocational technical education certificate in addition to being able to meet high school diploma requirements. The CTE Program challenges all students with a rigorous course of study in a practical real-world educational setting to provide safe training in preparation of post-secondary education, career entry, and apprenticeships. Students enrolled in CTE will have the opportunity to participate at any academic level within the high school's program including Honors and Advanced Placement courses. In order to ensure equal access to the CTE program, a Massachusetts Department of Elementary and Secondary Education approved Admissions Policy has been adopted for all students. A copy of the Admissions Policy is available online at <http://slrhsccte.blogspot.com/>. The admissions policy outlines both the application process and exploratory placement policy.

Silver Lake's CTE program is a privilege and therefore has requirements to remain in the CTE program for the following school year:

1. Students must pass both their shop and related class for the year. A failing grade will lead to removal from the program.
2. Students who fail more than two academic classes for the year are subject to being removed. The first priority for students at Silver Lake is to remain on track to graduate in four years.
3. Students must exhibit appropriate behaviors within both the academic and CTE settings within the guidelines of the school's discipline policy. Excessive discipline referrals are grounds for removal. Major safety infractions or discipline referrals to include being under the influence or in possession of drugs or alcohol will result in being removed from the program at that time.

All CTE students are in the first two weeks of school each year required to fill out and submit an insurance form to demonstrate proof of insurance. Families that request a school insurance option may do so at that time through the CTE Office. Students are required to have specific tools/uniforms for their program. In the event that a student cannot afford the required tools/uniforms, a student or family should inquire about assistance through their technical teacher or guidance counselor.

Cooperative Education: Seniors interested in the CO-OP program may participate based on meeting eligibility requirements and securing a job related to their field of study. Paperwork is available through the guidance office.

SUMMER SCHOOL/NIGHT SCHOOL

In order to be eligible for summer school or night school, a student must be pre-approved by the Guidance Department and must pass at least two terms of a regular class. Since summer and night school programs are self-supporting, not all required courses are offered each term. Students are urged to make up a failed course at the earliest opportunity they can do so.

In order to receive credit, students taking summer school or night school classes at a location other than Silver Lake Regional High School must be pre-approved by the guidance department. Permission slips can be obtained from the student's Guidance Counselor.

Students are not allowed to take a night school course that they are concurrently participating in during day school.

ACADEMIC REPORTS

Progress reports and report cards will be available on-line throughout the academic year via PowerSchool. Written copies are available upon request to the main office.

EXTRA HELP

If you need extra help, you should arrange a time with your teacher. These sessions are designed to help you if you are having difficulty with a specific phase of a given subject. *Extra help sessions take precedence over all detentions.*

INCOMPLETE REPORT CARD GRADES

It is the student's responsibility to make up incomplete report card grades. If the work is not made up within ten school days from the close of grades, the missing work will be averaged in as an "F," unless the administration determines there are extenuating circumstances.

MID-YEAR EXAMS AND FINAL EXAMS

The Mid-year Exam and Final Exam grades have the potential to significantly change a student's semester grade and year-end grade positively or negatively in some cases.

Mid-Year Exams

In mid-January, students take mid-year exams in year-long courses and final exams in semester I courses. For year-long classes, mid-year exams cover material that students have learned since the start of the school year.

During this time, the daily school schedule changes to accommodate the exams. On the first day of exams, the school day will last as long as a regular school day, but all classes will be shortened with the exception of the last period, which will be extended to 90 minutes so that students have time for their exam.

On the three days following Day #1 exams, students will have two exam periods in the morning, each lasting 90 minutes. Students only need to be present in class if they have an exam. Busses will leave after the 2nd exam period ends (10:40am). There will be no bus transportation in the afternoon on these three days. For students who miss an exam, a make-up period is provided.

Year-Long Courses

For year-long courses, the mid-year exam counts as 20% of the semester I grade.

Term 1 (40%) + Term 2 (40%) + Mid Year Exam (20%) = Semester I Grade (100%)

Term 3 (40%) + Term 4 (40%) + Final Exam (20%) = Semester II Grade (100%)

Semester I Grade + Semester II Grade, Divided by 2 = Final Course Grade (100%)

Semester courses

The formula below is used for fall and spring semester courses.

Term 1 (40%) + Term 2 (40%) + Final Exam (20%) = Final Course Grade (100%)

Term 3 (40%) + Term 4 (40%) + Final Exam (20%) = Final Course Grade (100%)

Final Exams

For year-long classes, the final exam counts as 20% of the semester II grade. Final exams cover material learned since the beginning of Term 3 through the end of the school year. For Semester II courses, the final exam counts as 20% of the final course grade.

Senior Exams

Seniors may be exempted from final exams if they have earned an A- (90%) or better in a course and with the approval of the teacher. Seniors who are not exempted from their final exams will take the exams during their regularly scheduled 56 minute classes during senior final exam week in May. Underclassmen will not be taking their final exams at this time.

Underclassmen

For final exams in June, an altered schedule, similar to the mid-year exam schedule, is followed. Final exams for the underclassmen will last 90 minutes in duration.

II. GUIDANCE

GUIDANCE APPOINTMENTS

Guidance counselors are available for individual, personal/social, and academic/career counseling. Students should make appointments by visiting the Guidance Office and completing an appointment slip. Parents/Guardians can make appointments by calling the Guidance Office at 781-585-3844 x1022 or by emailing the Guidance counselor using email addresses found within Power School or SLRHS web site.

PARENT INFORMATIONAL MEETINGS

There will be parent informational sessions held throughout the school year for all four grades. Please check the school calendar for dates and times. If, at any time, you have questions or concerns or would like to meet with a guidance counselor, please don't hesitate to call the guidance department at 781-585-3844, extension 1022.

LEVEL & COURSE CHANGE REQUEST POLICY

Course changes must be made in the best interest of the student's academic schedule. The master schedule is set by student choices made during course registration each spring. We encourage families to review the Program of Studies with their student prior to course selection. A change in a student's schedule has an impact on the master schedule and is therefore constrained by course capacity and timing. Adequate time is allowed for parent/guardian sponsored course change requests after the initial course selection process, during the week after school closes, and during the summer. As of the first day of school, no course changes will be made until the end of the first term. Second semester course change requests may be submitted any time prior to the first day of class or at the end of the third term. No course may be dropped after the beginning of the fourth term. Full year courses may not be dropped after the start of the second semester. Requests for lateral course changes will not be considered. Level changes may occur one week after the issuance of the first term report card or one week after the issuance of the second term report card. Requests for changes honored after the first marking period will be recorded on the transcript as "withdrawn" and the report card will show the grade earned. Please be aware that report card grades are used to determine eligibility for extracurricular activities and athletics. Every student is encouraged to carry seven (7) classes each semester.

LEVEL & COURSE CHANGE REQUIREMENTS

A level or course change will only be considered if you have:

1. completed all the assignments
2. regularly stayed for extra help with the teacher
3. taken all the quizzes and tests
4. participated in the class activities.

A Course Change Form must be completed. The form can be obtained in the guidance office and must be completed in the following order:

1. Student
2. Teacher
3. Department Chair/Coordinator
4. Parent
5. Counselor
6. Administrator

TIMELINE

Level changes may occur one week after the issuance of the first term report card or one week after the second term report card.

SCHOOL TRANSCRIPTS

All transcripts will be sent to colleges, prospective employers, or Armed Forces recruiters upon request. Former students and alumni who request transcripts will be charged a mailing fee.

STUDENTS TRANSFERRING DURING THE YEAR

Contact your assistant principal or the registrar for the procedure to follow.

III. HEALTH

HEALTH CLINIC

If you feel that you require medical attention, you should ask your classroom teacher for a pass and report to the nurse who is trained to handle emergencies. If you are required to take medications during school hours, you must leave these medications with the nurse in advance with proper authorization. If you are being dismissed due to illness, the nurse must be able to speak to a parent or guardian prior to dismissal. A parent or guardian must be able to pick you up or give permission for you to drive home if you have your license.

ABSENCES

If a student is going to be absent from school, the parent or guardian must call the attendance office before school to report the absence. When students are absent as a result of contracting a communicable disease, they are required to submit a doctor's note upon their return. In addition, students must present to the office a signed doctor's note if he/she has been absent for 5 or more consecutive school days. Planned absences of five or more days require office notification in advance.

STUDENT IMMUNIZATION

Chapter 76, Section 15 of the General Laws of Massachusetts requires you to be immunized against certain diseases. The school nurse requests your cooperation in keeping immunization records up to date.

From time to time, your record will be reviewed and if, according to these records, you are not fully immunized, you will receive written notice that you have thirty (30) days to obtain the necessary immunizations. If you fail to become immunized within thirty days of notification, you will be considered to be in violation of the law and you will be excluded from school until you are immunized.

PHYSICALS

In grade eleven, you are required by the laws of the Commonwealth of Massachusetts to have a complete physical examination. It is your responsibility to be examined by your own physician *at your own expense*. The deadline for getting examined and filing the appropriate forms with the nurse is the last day of term two. If you miss the deadline, you will be excluded from school until appropriate arrangements are made. Remember, these examinations are most important. Failure to comply with this requirement will leave you in violation of state law. Participation in a sport requires a current physical to within 13 months of participation. If you are a student transferring to Silver Lake Regional High School, you must have a physical examination within thirty days unless your records indicate that you have already had an adequate number of physicals to comply with state law. Should you have concerns, please contact the school nurse.

NURSE'S CONTACT CARDS

You 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 your parent or 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.

SCHOOL INSURANCE

An inexpensive accident insurance policy is available for all students who are not covered by a family accident insurance program. If you plan to participate in the CTE or any TE shop course, you must be covered with accident insurance. Further explanation will be given to you by your teacher. Members of the school's sports program are automatically covered by a school accident insurance policy for those activities. For more sports related insurance information, please consult the Athletics Handbooks or contact the Athletic Office.

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.

Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neuro-cognitive 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.

IV. SCHOOL POLICIES AND PROCEDURES

ACADEMIC INTEGRITY POLICY

Academic dishonesty is unacceptable and will not be condoned in any manner or form. This includes, but not limited to, attempting to secure answers on tests, quizzes and homework from another source other than direct personal knowledge; or submitting another person's work/report/term paper as one's own; or use of any resource without proper footnoting or credits. Students involved in such academic dishonesty and students who supply work to another student for their use may receive a Saturday Detention and a zero for the assignment. Eligibility and membership for National Honor Society will be in jeopardy.

In addition, any student who uses or attempts to use a note, a pass or any other document containing a forged signature of any authorizing person will be subject to discipline.

Use of any electronic device to transmit or receive any information for academically dishonest purposes is subject to discipline.

Written work on all course assignments must be done individually. This includes, but is not limited to, homework questions or problems, lab reports, essays, and term papers. In general, it is acceptable to seek help and discuss assignments with your peers, but when you are ready to formulate your written response, this must be done on your own. This is the difference between working together and copying. Copying from another source, such as another student's work or information found on the internet, without citing that source, is plagiarism.

ATTENDANCE POLICY

The Silver Lake Regional School Committee encourages good attendance in order to be successful in school. Therefore, it endorses the following attendance policy.

In order to obtain credit for a course, students may not have more than eight unexcused absences for a semester course and no more than fifteen unexcused absences for a year course. An absence is defined as missing more than one-half a class period. Students will be considered constructively present if they are with an administrator, a guidance counselor, or on a field trip.

If a student exceeds the allowed absences he/she will receive the grade earned for the class but will not receive credit for the course. Seniors are reminded that they need to receive credit in five classes their senior year to be eligible for graduation.

This means that a student who passes a course may move to the next level in an academic sequence but still must make up any required credits before graduation.

Absences will only be excused under the following circumstances:

1. There is a specific written request for an excused absence given to the student's assistant principal within two school days of the absence; and
2. The absence fits under one of the four circumstances listed below:
 - a. funeral
 - b. legal matter verified by the court/lawyer
 - c. religious holiday
 - d. medical absence documented by a doctor

There is the right to appeal to the Assistant Principal or Principal. The attendance secretary will direct written requests for an excused absence to the appropriate assistant principal. Excused absences will be recorded in PowerSchool by the attendance secretary. Teachers will record grades and keep attendance as usual. At the end of each semester, the Assistant Principal will check class absences that exceed limits and reconcile them with the excused absences within PowerSchool. In accordance to GL Ch 74 regulation requires that any students who miss 25% or more days of vocational classes will not be given credit for their career and technical programs.

TARDY POLICY

Students who are not in their assigned room by 7:30 a.m. are tardy to school and must sign in and get a pass from the attendance office.

1. Students who arrive between 7:30-8:00 a.m. will receive one office detention.
2. Students who arrive between 8:00-8:30 a.m. will receive two office detentions.
3. Students who arrive after 8:30 a.m. will receive four office detentions
4. Students are only allowed two unexcused tardies (7:30–8:00 am) per term. Tardies will be excused only if the student has a doctor's note, court appointment, funeral, or religious holiday.

DISMISSALS

There are two types of dismissals:

1. **Illness** If you are being dismissed due to illness, the nurse must be able to speak to a parent or guardian prior to the student being issued a dismissal slip, necessary for dismissal. A parent or guardian must be able to pick you up or give permission for you to drive home if you have your driver's license.

2. Dismissal Other Than Illness You must bring, in advance, a note signed by your parent or guardian. The note must contain the date, time of dismissal, reason for the dismissal, and a telephone number where your parent can be reached between 7:30am and 9:00am on that day. The note must be brought directly to the attendance kiosk after you have arrived in the morning. Every attempt will be made to check each dismissal request before permission is given. You will be given a dismissal slip which you are to show to your classroom teacher at the time of your scheduled dismissal. At the dismissal time, you must sign out at the attendance kiosk.

You will NOT be dismissed by a telephone call unless it is an emergency situation. Parents are expected to report to the attendance kiosk and sign a dismissal form or receive approval of the Assistant Principal.

Even if you are eighteen, dismissals will only be granted for an emergency or for those matters that cannot be taken care of after school hours. Every attempt should be made to schedule appointments after school.

TRUANCY FROM SCHOOL

Truancy is defined as an absence from school without parent/guardian permission. If you are truant from school, you will receive appropriate discipline and an administrator will contact your parent. Chronic school truancy may be reported to the juvenile court.

HOME TUTORING DUE TO ILLNESS/INJURY

Home tutoring is available for students who are absent for an extended period of time due to a medically documented illness/injury. It is a service that does not replace the classroom experience but will provide students the opportunity to stay current with classroom instruction. If it is evident that a student will be out of school for an extended period of time, parents or guardians should contact the student's guidance counselor.

MAKE-UP WORK

On the day you return to class, it is your responsibility to find out what work you must make up and the time you will have to make up that work. If you have any problems with your make-up work or if you need make-up for extended absences (three consecutive school days or more), please see your assistant principal after consultation with your teachers.

If your absence from class is due to tardiness, dismissal, field trips, or for any reason considered constructively present, your work is still due on that day. You are responsible to find out about assignments, even though you did not attend the class.

EXTENDED ABSENCES

With respect to absences for family trips or appointments, you should submit a letter one week in advance to your assistant principal for his/her signature. Then you will take this letter to your teachers who will sign it and prepare assignments, when possible, for the days you will be absent. If assignments are given, you are expected to turn in your work on the day you return to school. Even if you have excused absences, you are responsible to make-up all work missed.

INTERNET USE POLICY

Internet use policy is available on the Silver Lake Regional School District web site www.slrsd.org. Printed copies are available from the main office upon request.

V. LAWS PERTAINING TO SCHOOL POLICIES AND PROCEDURES (STATE AND FEDERAL REGULATIONS)

STUDENT RECORDS

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 or guidance 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, and your birth date; the name and address 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 which is not contained in the transcript. This information may include your standardized test scores, extra-curricular 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 shall not contain any anonymous information and will be destroyed after graduation.

As of 1998, Massachusetts Law (General Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal.

At any time that the school receives a request for student records from a parent who does not have physical custody of the child and who has not yet provided the school with the information required by Section 34H, the school should inform the non-custodial parent of the requirements of the law. This may be done by providing the parent with a letter from the school that sets forth the procedures the parent must follow in order to get access to the records.

PUBLICATION OF NAMES POLICY

We plan to publish the names of students who will receive recognition at the Honor Society Induction, sports assemblies, quarterly honor rolls, special awards and assemblies, and graduation. If you do not wish to have such information about you released to the news media or printed in school programs, you must inform the principal in writing. This requirement is in compliance with student record release regulations.

The Every Student Succeeds Act (ESSA) contains a provision regarding the disclosure of names, addresses, and telephone listings of secondary students to military recruiters and institutions of higher education. Silver Lake Regional High School is obligated to provide,

upon request, names, addresses and telephone numbers of students in grades 9-12 to military recruiters, charter schools as well as to institutions of higher education. Therefore, student names, addresses, and telephone numbers will be released to military recruiters, charter schools and institutions of higher learning UNLESS the parent/guardian or student notifies the principal in writing indicating that they DO NOT want this information released.

Silver Lake Regional High School may release the following directory information: 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 without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10

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 race, color, sex, religion, national origin, sexual orientation homelessness or gender identity."

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 race, color, sex, religion, national origin, sexual orientation, homelessness or gender identity."

NOTICE OF NON-DISCRIMINATION

The Silver Lake Regional School District reaffirms that it does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, homelessness, limited English proficiency, gender identity, pregnancy, marital/civil union status, ancestry, place of birth, citizenship, veteran status, political affiliation, genetic information or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities. The Silver Lake Regional School District also affirms its commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability, sexual orientation, homelessness, gender identity, pregnancy, marital/civil union status, ancestry, place of birth, citizenship, veteran status, political affiliation, genetic information or exercise of civil rights. Any harassment on the basis of sex, race, national origin, religion, age, disability, sexual orientation, homelessness, gender

identity pregnancy, marital/civil union status, ancestry, place of birth, citizenship, veteran status, political affiliation, genetic information or exercise of civil rights will not be tolerated.

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 district's 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 violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

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, Jill A. Proulx, 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. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U. S. Department of Education, J. W. McCormack POCH, Room 222, Boston, MA 02109-4557.

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.

WORKING PERMITS

If you hold a full or part-time job, whether school related or not, you must provide your employer with a work permit. This form indicates to your employer that you are still in school and therefore may not be employed during school hours. Work permits may be obtained from the guidance office both during the school year and during the summer. This request is in accordance with the provisions of Section 8695 of Chapter 149 of the General Laws of the Commonwealth of Massachusetts.

UNIVERSAL PRECAUTIONS FOR SCHOOL SETTING

Universal precautions refer to the usual and ordinary steps all school staff need 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. 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 clean-up 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, 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 careful not to touch your eyes before washing up.) Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomitus, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, 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.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses we offer that primarily involve 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.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

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 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. The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

BULLYING PROTOCOL

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. 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.

As stated in the Massachusetts Anti-bullying Law, "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: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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.

Rationale

The Superintendency Union 31 and Silver Lake Regional School District prohibit all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, homelessness, gender identity or disability. 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 race, color, religion, national origin, ethnicity, sex, sexual orientation, homelessness, gender identity, age or disability, pregnancy, marital/civil union status, ancestry, place of birth, citizenship, veteran status, political affiliation, and genetic information. Further, Superintendency Union 31 and Silver Lake Regional School District will also not tolerate retaliation against persons who take action consistent with this protocol.

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.

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.

HARASSMENT POLICY

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 assistant principal will then arrange for a prompt investigation. The assistant principal will meet with all of those involved who will have an opportunity to give a statement.
3. If the accusation of harassment has been substantiated by the assistant principal, the principal will be notified. 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.

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 in this handbook may also be followed in appropriate circumstances.

SEXUAL HARASSMENT POLICY

COMPLAINT PROCEDURE FOR STUDENTS

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, Jill Proulx, 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 1009.

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 which will endanger, either physical or mental, a student's person. The law specifically states:

Section 17: Whoever is a principal 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 18 and 19, 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 17 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, pledge or applicant for membership in such group or organization, a copy of this section and sections 17 and 18.

Full documentation and explanations are available from the building principal or his designee.

ASSAULT/BATTERY ON SCHOOL TEACHERS

Massachusetts General Laws Chapter 265 Section 13, as appearing in the 1994 Official Edition, shall be amended by adding Section 13J;

Section 13J. Whoever commits an assault and battery on a school teacher, teacher's aide, faculty member, school administrator or school staff member of a public or private elementary, vocational, secondary school, junior college, college or a university while said school teacher, teacher's aide, faculty member, school administrator or school staff member is on or within the real property comprising a public or private elementary, vocational, secondary school, junior college, college or university whether or not in session shall be punished by imprisonment for not less than ninety days nor more than two and one-half years in a house of correction or by a fine of not less than five hundred nor more than five thousand dollars, and a violator may be arrested without a warrant by any officer having police power in the jurisdiction of the act.

STUDENT RESTRAINT

Silver Lake Regional High 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.

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 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.

Updated June 2019

EDUCATIONAL 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.

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

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

Adopted February 2019

Updated June 2019

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
Adopted February 2019
Updated June 2019

VI. CODE OF CONDUCT

DISCIPLINE CODE

In order to maintain a positive climate for learning, it is necessary to establish clear guidelines to deal with behavioral problems that disrupt the normal operation of the school. The school attempts to provide an open, flexible, humane program that meets your needs. Guidance and administrative help is available to assist you in gaining the most from your education. If you have discipline problems, the school shall use all of its resources to correct your disruptive behavior. However, if you are unable to conduct yourself in a manner consistent with the rules of the school, you will be subject to the consequences outlined in this section.

Let this be our basic policy: *All students are reminded of their responsibility to treat one another as they themselves would wish to be treated. All must be aware of and respectful of each other's rights and personal property.*

BUS POLICY

The rules and regulations regarding the behavior of students on buses are implemented by the school administration and follow the guidelines established by the discipline code. In addition, student misbehavior on a school bus could result in the temporary or permanent removal of a student's bus riding privilege.

The following are considered serious bus related offenses:

1. Use of tobacco products on the bus
2. Use of profane or vulgar language/obscene gestures
3. Tampering with the emergency door
4. Refusing to obey the directions of the driver
5. Refusing to give your proper name when asked
6. Fighting or other disruptive behavior
7. Vandalism or destruction of property
8. Possession and/or use of a dangerous weapon including fireworks and/or other explosive devices
9. Intimidation, harassment or threatening of students and drivers

Video cameras are on the buses to ensure student safety

Riding the bus is considered a privilege designed to provide you with safe and expedient transportation to and from school. The conduct expected of you on the school bus is the same as expected in the classroom. Any conduct which might distract the driver or any other vehicle and thus interfere with safe driving practices is prohibited. Such conduct will be reported by the bus driver as soon as possible and you will be subject to disciplinary action.

Consideration and thoughtfulness of other students and their rights will make the ride to and from school more pleasant for everyone. Do not crowd and push and do not be excessively noisy. Recognize that the bus driver has a difficult job and try not to make it more difficult by the way you behave.

CLASSROOM CONDUCT

Since your teachers are responsible for keeping order and handling misbehavior in the classroom, they will discuss with you their classroom expectations and the rules which they have established so that effective teaching and learning can take place. Your teachers will handle unacceptable classroom behavior in a variety of ways, including verbal warnings, conferences, parental contact, and classroom detentions. A classroom detention is after school time spent with the teacher in whose classroom your misbehavior occurred. Hopefully an understanding will result between you and your teacher so that the misbehavior will not be repeated.

TEACHER DETENTION

1. You are entitled to a minimum of twenty-four hours' notice before serving a classroom detention. If you are asked to remain after school by a teacher, you must report directly to that teacher by 2:05 p.m., which can be up to 45 minutes in length. The teacher will decide if your reason for not attending detention is a legitimate reason.
2. If you have been asked to remain after school by more than one teacher, you should report to the teacher who requested you to stay first. You must make arrangements with the other teacher(s) to make up the other classroom detention(s) at a later time.
3. If you do not stay for a teacher, you are subject to both a classroom detention and an office detention.

4. Classroom detention takes priority over office detention. If there is a conflict, please see your assistant principal to reschedule your office detention.

IMMEDIATE REFERRAL CENTER (IRC)

If you are sent to IRC for misbehavior, you will wait there until the end of the class period. After written or oral communication with the teacher who sent you to the office and a conference with you, the assistant principal or principal will make a decision and take the appropriate corrective measures if warranted. These may include written or verbal warnings, assignment of classroom, office, extended, or Saturday detention or suspension from school. Students who are sent out of class and fail to report to the office will be suspended.

OFFICE DETENTION

1. Office detention will be one hour in length and will be held from 2:00 to 3:00 p.m.
2. If you arrive at the office detention without a pass after 2:00 p.m. you will receive a "no credit" for that day's office detention.
3. There will be two days' notice prior to the serving of assigned office detention(s).
4. It will be supervised by staff. Parents are notified when these assignments are given. Students are expected to provide their own transportation.
5. You must sit quietly for the duration of office detention. You should bring enough homework or appropriate reading material to keep yourself busy for the entire period. Phones are not allowed to be used during detention.
6. If you do not abide by the rules of office detention, you will be sent to your assistant principal for further action.
7. Failure to attend office detention will result in additional discipline being assigned. Students who miss an hour of detention will be assigned an additional hour.
8. Any student who accrues four hours of detention will be assigned Saturday detention.
9. A detention may be postponed for a legitimate reason with the prior permission of your assistant principal.

EXTENDED AND SATURDAY DETENTIONS

Extended Detention will take place from 2:00 to 4:00 p.m. It will be supervised by our assistant principals who will contact parents when these assignments are given. Students are expected to obtain their own transportation. There will be a minimum of two school days' notice for Extended Detentions. Failure to attend extended detention will result in Saturday detention being assigned.

Students may be assigned Saturday Detentions for four hours, from 8:00 a.m. until noon. Parents will be contacted when these assignments are given. Students will be responsible for their own transportation. Failure to attend Saturday Detention will result in ACE, and the student will still owe the Saturday Detention.

Failure to attend any assigned detention will result in the loss of all school privileges, including athletics and extracurricular activities. Privileges will be reinstated once your obligation is met.

ALTERNATIVE CLASSROOM ENVIRONMENT (A.C.E.)

The Alternative Classroom Environment Program (A.C.E.) is a teacher-assisted program of in-school suspension that is academically oriented and has a behavior modification component. Assistant principals will assign students to the A.C.E. Program when other disciplinary measures have not effected a change in the student's behavior or due to specific behavior. Students will be given 24 hour notice that they have been assigned to the A.C.E. Program. The number of days assigned to the A.C.E. Program is determined by the administration and depends on the nature of the case and the students' disciplinary report. On the day of an in-school suspension, a student is not eligible to participate in any sports practices and games, or extracurricular activities.

OUT-OF-SCHOOL SUSPENSION (OSS)

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 your 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 incidents 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 which requires Out-of-School Suspension. 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 7:30 a.m. to 7:30 a.m. the next school day. Students are allowed to make up all missed work. Chronic school offenders may be referred to the juvenile court for further action.

DUE PROCESS

The Discipline Code of Silver Lake Regional High School is administered within the guidelines set by the U.S. Supreme Court with regard to due process for students. The Supreme Court holds that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against them, explanation of the basis for the accusation(s) and an opportunity to present their version of the facts. In addition the Court holds that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow the suspension.

The Court points out that due process does not require that hearings in connection with suspensions be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross-examine witnesses supporting the charges, or to call their supporting witnesses.

DUE PROCESS FOR SUSPENSIONS

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;

- ii. 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;
- iii. 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
- iv. the right to cross-examine witnesses presented by the school district;
- v. 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:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. 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.
- v. 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/bsca/ 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.

STUDENT SEARCHES

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools. Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

GROUND FORS FOR SERIOUS DISCIPLINE

You are subject to serious discipline, long term suspension up to and including expulsion, from Silver Lake Regional High School, for, but not limited to, the following reasons:

1. Physical or verbal harassment including hazing, sexual harassment, and discrimination
2. Attendance issues: truancy, unauthorized departure, tardiness, cutting class, loitering
3. Possession and use of tobacco products including but not limited to cigarettes, e-cigarettes, and vaporizers.
4. Fighting or violent behavior
5. Stealing, cheating, plagiarism, forgery
6. Cafeteria disturbances (e.g. throwing food)
7. Violation of alcohol or controlled substance policies
8. Smoking
9. Safety violations
10. Failure to cooperate during an emergency drill or situation.
11. Any threat to the safety and lives of any member of the school community, or assault on any member of the school community
12. Vandalism (student will pay for damages) and misuse of equipment, or assault on any member of the school community
13. Class disruptions; failure to report to office when requested
14. Failure to follow Rules of Conduct such as unauthorized student parking or abuse of passes

15. Disrespectful or abusive behavior towards Silver Lake Staff on or off campus
16. Failure to give name when asked
17. Habitual neglect of responsibilities; repeated violations of school rules
18. Abusive or vulgar language or actions
19. Insubordination (i.e. refusal to obey a reasonable request of a staff member)
20. Any form of gambling
21. False fire alarms
22. Possession and/or use of a weapon.
23. Violations of Office, Extended, or Saturday Detention guidelines.
24. Inappropriate use of the computer network within or outside of Silver Lake, including but not limited to e-mail and the internet.
25. Other disruptive or inappropriate acts judged serious by the administration.

CHEMICAL HEALTH POLICY

The Chemical Health Policy includes, but is not limited to, tobacco products, e-cigarettes, vaping, alcohol, and any controlled substances.

Since September 1989, it has been unlawful for students enrolled in Massachusetts public schools to use tobacco products of any type on school grounds or at school functions. It is also illegal in our state to sell tobacco products to minors. This means that both the use and the possession of tobacco products by pupils in school are not permissible. It also means that teachers and administrators have the right to confiscate any tobacco product any student brings to school.

Tobacco use is a serious health issue, widely acknowledged to be the single most preventable cause of death and disease in the United States. Students and staff alike share a common responsibility to make Silver Lake a clean, safe and healthy place to be. It is important that we all work together to create a tobacco free school community.

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 chemical health violations including, but not limited to, tobacco, vaping, drug, alcohol, or other controlled substance cases. No one may possess, be under the influence of, distribute, sell, or ingest tobacco products, vaping products, alcohol or controlled substances 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 lockers used by students, and school buses.

1. For a tobacco product, vaping, alcohol or controlled substance offense, students will be enrolled into the Laker Education Action Program (LEAP). Students will work for five weeks to complete the requirements of this program. The student may be removed from any course where safety is a factor. Eligibility for athletic programs will also be affected. Please refer to the Athletic code of conduct.
2. Students who elect not to participate in the LEAP program or fail to successfully complete the LEAP program requirements will receive a five day in-school suspension. Additional consequences may be added at the discretion of the administration.
3. All students attending a school event may be required to submit to a breathalyzer test to gain entrance.

4. If at any other time a student is suspected of being under the influence of a tobacco product, vape, alcohol or controlled substance then the following protocol will be followed:
 1. Opinion of a second person (school principal, assistant principal, teacher, and/or school nurse.)
 2. At the discretion of an administrator, a breathalyzer test may be administered.
 3. Parent/guardian contacted
 4. Possible notification of local police department.

EXPULSION

Expulsion is the most final and serious disciplinary action that can be taken. Expulsion means the permanent exclusion from school attendance and school privileges. Expulsion procedures will be conducted in accordance with Massachusetts General Laws or other applicable statutes.

MASSACHUSETTS GENERAL LAW, c 71, s. 37H

By State Law the following procedure is followed in certain cases of serious student misconduct as specified below:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from the school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its school or provide educational services to the student in an education service plan, under Section 21 of Chapter 76.
- (f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type in a manner and form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools as necessary to obtain the information. On an annual

basis, the department of Elementary and Secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

- (g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the Commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION; EXPULSION, RIGHT TO APPEAL (m.g.l., C. 71 & 37H 1/2)

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its

school or provide educational services to the student in an education service plan, under Section 21 of Chapter 76

Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony,

cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

VII. STUDENT LIFE

BATHROOMS

Bathrooms have been provided for your convenience to be used between class periods and during lunch. Use at any other time shall be only with a written pass from a teacher.

CAFETERIA

The cafeteria is intended as a pleasant place where you may eat lunch in a relaxed atmosphere. You may bring your own lunch or purchase a school lunch. You may pay in advance for school lunches via the pre-pay debit system. In order for the service to be as efficient as possible, your cooperation is necessary. You are expected to follow the guidelines listed below:

Neatness of the cafeteria is everyone's responsibility. All utensils and serving trays must be returned to the designated window. Nothing should be left on the tables or floors. If you are asked to help clean up, please do so. With the exception of water, you may not take food or drink from the cafeteria. You must go to the cafeteria during your lunch period. Students must remain seated during the entire lunch period except when purchasing food or returning trays. You will be dismissed from the cafeteria by a staff member. For the 2018-2019 school year, the cost of school lunch is \$3.00.

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

Unsupervised use of electronic devices is a large distraction for the learning environment and has the potential to create a hostile school environment. In order to maintain the integrity of the educational environment, the use of cell phones and/or other personal electronic devices, including headphones, is prohibited in the classrooms unless explicitly permitted by the classroom teacher for a specific educational purpose. Cell phones and personal electronic devices are allowed during passing time and a student's lunch wave. Students are expected to turn off their devices and store them away once they have entered the classroom. Student cell phone and personal electronic device use is prohibited in the Main Office, Guidance Office, Nurse's Office and the hallways and restrooms during instructional time. 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. Students found to be in violation of this policy are subject to forfeiture of their device by a teacher or administrator for the remainder of the school day. In addition, the following disciplinary outcomes may be given: First offense, teacher assigned detention and teacher will contact home. Second offense, the teacher will contact home and submit a discipline referral to an administrator. Third and subsequent offenses will be referred to administration and may be subject to heightened discipline and a parent/guardian will need to pick up the device from the main office.

SOCIAL MEDIA

Social Media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to social networks, blogs, Internet websites, Internet forums and wikis (includes but is not limited to Instagram, Facebook, Twitter, SnapChat, TikTok, YouTube, Google, etc.). Silver Lake Regional High School strives to provide all students with access to an education that prepares them with the tools to succeed in college and career. As a result, students have access to the internet during the school day. Learning to use social media responsibly, both in and outside of the school community, is imperative to a students' success. Students who record or post photos or videos of other students or staff members that are deemed inappropriate, or without their permission, are subject to discipline. No student may create any social media accounts that use the Silver Lake Regional High School name or logo.

DIRECTED STUDY

A directed study is not an elective to be chosen by students. It is reserved for rare situations in which students are unable to be assigned to an available course. If a directed study should be assigned, it provides *quiet* time to work productively for educational goals. Therefore, students are expected to bring school work and to follow normal classroom procedures.

EXTRACURRICULAR PARTICIPATION

Our extracurricular programs are extensive enough to provide you with a means of improving your individual skills as well as an opportunity to learn to work cooperatively with others. We further hope that you will find involvement in extracurricular activities a source of enjoyment and personal satisfaction. Please access the Silver Lake Regional High School website at <http://slrhs.slrds.org/>

You should choose your activities wisely. Being overloaded with activities can be as harmful as failing to participate. In the area of athletics, a "Code of Conduct" is currently in effect for all students involved in these activities. You should expect that this code will be strictly enforced.

1. Eligibility for Athletic and Extracurricular Activities

Every student is encouraged to carry seven (7) classes each semester. Our goal is that all students who participate in athletics and on-going extracurricular activities at Silver Lake pass all courses each term. In order to participate, students may not fail more than one course per term or have an incomplete. Students who receive a grade of incomplete must complete the work prior to participation in order to change the grade on their report card and meet these criteria.

For fall sports and activities, the final course grades from the preceding year determine eligibility. For winter sports and activities, the first quarter report determines eligibility. For spring sports and activities, the second quarter report card will determine eligibility.

Furthermore, when report cards are issued during a season or activity, students who fail more than one course and/or receive more than one incomplete become ineligible to participate on the date report cards are issued. Serious conduct offenses may also result in a student becoming ineligible to participate in athletics and extracurricular activities.

Good attendance is an important component of the entire educational process, including athletics and all extra-curricular activities.

2. Dances, Socials, Athletic Events, and School Activities

Those in attendance at any school dance, social, athletic event or activity will be required to observe the same rules of behavior which are in effect during the school day. Silver Lake Regional High School dances and socials are planned for members of our school and attendance by non-school members is by invitation only. You are restricted to one guest at a dance or social with prior approval by an administrator. You may not purchase tickets at the door. Unless you have made a previous arrangement with your assistant principal, entrance to the dance will not be allowed one half hour after the dance begins. Once you leave the dance or social, you will not be allowed to return.

The following School Committee policy should be noted:

“The use of, serving of, or consumption of any alcoholic beverage or controlled substance on school property or at school functions is prohibited.”

Further, any student shall be barred from any school sponsored activity if he or she has been using alcoholic beverages or controlled substances prior to his or her attendance or participation in said school sponsored activities. All pupils who are enrolled at Silver Lake Regional High School and their guests, regardless of age, will be expected to conform to the established policies of the Silver Lake Regional School Committee and such regulations deemed necessary by administration to execute these policies.” The alcohol and controlled substance policy will be strictly enforced.

3. Activity Fee

When you participate in certain extracurricular activities, you will be expected to pay a student activity fee. This fee is set annually by the Silver Lake Regional School Committee. Your coaches and/or advisers will provide you with the details.

4. Visitors

Parents and guardians are always welcome at Silver Lake Regional High School. All visitors, including parents and guardians, must report to the Main Lobby kiosk and present photo identification to obtain a visitor pass prior to going elsewhere in the building. The pass must be worn at all times. Alumni visitors are welcome and must follow the same procedure. Visits during class time are not permitted unless prior arrangements have been made with a building administrator.

LIBRARY/MEDIA CENTER

Working on a project or term paper? Looking for a good book? Need a computer to type a paper or search the Internet? Need help with a multimedia project? Our school library can meet all those needs and more! Students may visit the library individually before and after school, from directed study or from class with a pass. The library is always open online at slrhs.slrdsd.org. Here are some answers to FAQs about our library:

- 1. Print Resources** Our library has over 18,000 books and reference books, as well as journals, newspapers, and magazines.
- 2. Computers and iPads** The library features 23 computers in the main library area, a computer lab, and an iPad lab. There's An APP for that! Stop by the library for information on library related apps.
- 3. Library Web Page** Visit the web page at home or school to access online databases, magazines, ebooks, and links to information in all learning areas.
- 4. Laker LibGuides** Laker LibGuides are customized research guides to help you navigate the research process.

5. **Copy Machine** The copy machine is available to make single copies free of charge.

6. **Destiny** Destiny is our 24/7 online library catalog.

7. **Materials Checkout:**

- a. To check out a book, present your student ID card or be ready to give your ID number.
- b. Books may be borrowed for three weeks and may be renewed.
- c. Students who have books overdue for two months or more will lose borrowing privileges but may use materials in the library.

LOCKERS

All freshmen, sophomores, and juniors will be assigned a locker. However, due to a shortage in the number of available lockers, locker assignments for members of the senior class are made randomly and on a space available basis. You are expected to keep your locker clean and orderly. Since the lockers are school property, a master key or copies of combinations for the lockers are retained by the school; certain items may not be stored in lockers (including, for example, weapons, illegal drugs, and alcoholic beverages, stolen property, etc.); and the administration reserves the right to inspect lockers at any time. It is strongly recommended that you not share lockers.

LOST AND FOUND

Articles and books lost or found should be reported or delivered to the main office. The school will not be responsible for the lost or damaged personal belongings of students. Unclaimed items will be periodically donated to charity throughout the year.

LUNCH DELIVERIES DURING THE SCHOOL DAY

From time to time, a student may forget their lunch at home. In this event, a family member or guardian can drop off a bagged lunch at the kiosk for their student. A note may be sent to the student and during the student's lunch period, they may retrieve the lunch from the kiosk. Staff members will not call students out of class nor allow a student to retrieve the lunch prior to the student's lunch period. Staff will not accept food and drink items that are not considered part of a traditional student lunch (hot or iced coffee, for example).

PUBLIC DISPLAY OF AFFECTION

Regardless of age, caring for others and showing affection are important parts of life. However, overt public displays of affection between two people that may cause discomfort or embarrassment to others are better expressed in private. While there is nothing wrong with a simple show of affection such as holding hands, overt public displays of affection are not appropriate in a high school setting and therefore are not acceptable behavior. Violators are subject to disciplinary actions.

SCHOOL DRESS

The responsibility for the dress and appearance of the students will rest with individual students and their parents/guardians. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption.

The administration is authorized to take action in instances where individual dress does not meet the stated requirements above. Examples of such clothing may include clothing with sharp or pointed studs, messages advocating violence, gangs, weapons, alcohol, drugs, illegal behavior, or expressing hate speech, vulgarity, and/or slurs or derogatory images of

individuals of individuals based upon sex, gender, religion, race, ethnicity, disability, sexual orientation, and/or other protected status.

Students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

SCHOOL PROPERTY

Students are required to provide covers for all books issued to them. Lost or damaged books or materials must be paid for; therefore, when issued a book, sign your name and the date it was received in ink on the label inside the cover. If you lose a book you should have your teacher issue a lost book form. You will present this to the guidance office in order to pay for the book. If at a later date the book or other item is found, the money will be refunded.

If you are guilty of stealing or vandalizing, you must return what was stolen and/or pay for any damage. Punishment for these offenses shall depend on the seriousness of the offense and will be fixed by the school administration. You are reminded that such incidents could involve police and/or court action.

If you owe money for books or other lost or damaged school materials, diplomas and other official school documents will be withheld until all obligations have been met.

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 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 shops, 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, automobiles, 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 kiosk.

STUDENT PARKING

Student parking at Silver Lake is a privilege, not a right. If eligible, students will receive a non-transferable parking sticker at a cost of \$50.00 per year for any available student designated parking area. Students who receive a parking sticker may not designate any other individual or vehicle other than the one registered to park in that area. Students are not allowed to return to their vehicles during the school day unless given permission by an administrator. Students with excessive tardiness to school, who owe discipline, who fail to use their seat belts, or who transport passengers who fail to use their seat belts, will forfeit their parking privileges. Students who violate this handbook policy are subject to having their vehicle towed at the discretion of the administration and at their own expense.

STUDENT PASSES

The school is bound by legal regulations to keep an accounting of all students at all times. This means that we cannot and will not have students traveling through the halls during class time without our knowledge and supervision. If you need to leave your assigned classroom for any reason, you must have a pass from your teacher. Please remember that when you are in the halls during class time, you will be expected to go directly to and return directly from your destination in an orderly and quiet fashion. Your hallway pass is a privilege, and if you abuse the privilege you may lose it.

Students found in the corridors without a pass or abusing the privilege of a pass which has been issued will be subject to office detention or suspension. There are special pass regulations that govern your visits to Guidance and Library/Media Center. Therefore, you should check the Guidance and Library/Media Center sections in this handbook.

TARDINESS TO CLASS

If you are late for class, you are not to return to the previous teacher for a pass, nor are you to go to the office. If you are late, you have until you attend that class again to present an excusing pass. Tardiness to class is a disruption and, unless you have been detained by an administrator, if you miss more than one half of a class, you will be marked absent for the class.

Students may have two unexcused tardies per year. Classroom teachers will assign teacher detentions for the third and fourth unexcused tardies. On the fifth and subsequent tardies, students will be referred to the office for further discipline which may include office detentions and/or extended detentions.

USE OF TELEPHONES

Students may use the telephone in the main office with permission from office staff.