

Kingston Public Schools

PARENT/STUDENT

HANDBOOK

KES:

150 Main Street, Kingston, MA 02364

Telephone (781) 585-3821 Fax: (781) 582-3858

kes.slrsd.org

KIS:

65 Second Brook Street, Kingston, MA 02364

Telephone (781) 585-0472 Fax: (781) 585-0053

kis.slrsd.org

PARENTS/GUARDIANS:

Please be sure to sign the appropriate paper at the back of this handbook
and return to classroom teacher. It is clearly marked.

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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Kingston Public Schools

School-Parent-Student Learning Compact

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

Parent/Guardian Commitment:

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

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

Student Commitment:

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

- Everyday, come to school on time, prepared to work, and with my homework and projects completed.
- Pay attention in class and participate in class discussions.
- Stay current with all my homework and seek help when I need it.
- Take pride in my work and always do the very best that I can.
- Show respect to everyone who is a part of my school environment.
- Explore my skills, talents, and interests by participating in after school activities.
- Take pride in being a part of the Kingston Public Schools community by participating in team and school functions.

Teacher Commitment:

I support the Vision Statement of the Kingston Public Schools which is *to ensure the success of each, individual child*. Therefore, I commit to do all of the following:

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

School Administration Commitment:

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

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

Massachusetts Union #31 and Silver Lake Regional School District does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency.

MISSION STATEMENT

The Mission of the Kingston Public Schools is to prepare all students to become responsible lifelong learners who will grow to be active members of their community and society. We encourage our students to be respectful of themselves and develop an appreciation of differences in others. We believe in the shared responsibility of the family, school and community in reaching these goals.

LANGUAGE ASSISTANCE

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

Spanish

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

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German

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

Kingston Elementary School, 150 Main Street, Kingston, MA 02364 781-585-3821
Kingston Intermediate School, 65 Second Brook Street, Kingston, MA 02364 781-585-0472
Administration Building, 250 Pembroke Street, Kingston, MA 02364 781-585-4313
Dennett Elementary School, 80 Crescent Street, Plympton, MA 02367 781-585-3659
Halifax Elementary School, 464 Plymouth Street, Halifax, MA 02338 781-293-2581
Silver Lake Middle School, 256 Pembroke Street, Kingston, MA 02364 781-582-3555
Silver Lake High School, 260 Pembroke Street, Kingston, MA 02364 781-585-3844

GENERAL INFORMATION

Absence and Tardiness

After each absence or tardiness, a child must bring a note written by the parent or guardian to the teacher explaining the reason for the absence or tardiness. **A note is required by state law.** Please see attendance procedures below.

Arrival at School

Upon arrival at school, students will disembark from their busses, enter the building through the main entrance and report directly to their classrooms. Students should not wander the corridors or report to another teacher without permission from their homeroom teacher.

If a child is a walker or is delivered by automobile, s/he should not arrive before **8:20 A.M for KES and 8:15 A.M. for KIS.** This is the time teachers are required to be present in their classrooms and supervising children. Students dropped off by parents are to remain outside the entrance supervised by a parent/guardian until 8:20 A.M. at KES and 8:15 A.M. at KIS. At 8:20 A.M., both students who have been dropped off and students coming off the bus will be able to enter the school. Children must arrive by 8:30 A.M. in order not to be considered tardy. Children who arrive at school late must report to the office with the adult that brought them to school to sign in before they go to their classroom. ***Cars/SUV's or any other vehicle cannot enter the drop off areas and bus zones after 8:00 a.m. and between 2:15 to 2:45 p.m. at both KES and KIS. This is for the safety of our students.***

No one, person or parent, to be on playgrounds during school hours (8:00 a.m. to 3:00 p.m.).

Attendance Procedures

Full day attendance at school is essential to the learning process. When a student is unable to attend school, a parent should call between 8:00 a.m. and 8:30 a.m. with the following information: student's name, teacher, and reason for the absence. A student who does not attend school shall not participate in any school-related activities that day and/or evening. Every child returning to school after any absence should present a note from the parent indicating the reason for the absence. After an illness of five consecutive days, a doctor's certificate is needed.

When a student reaches:

A. Seven absences:

- i. A phone call will be made to discuss with the parent/guardian concerns regarding the child's attendance.
- ii. The parent/guardian *may* be asked to attend a meeting at school (with the child present) at this time.

The goals of the meeting will be:

- To connect with and offer support for the parents.
 - To educate the parents of the impact that school absences and tardies have upon student learning.
 - To help student's problem solve and increase their responsibility for his/her attendance.
- iii. A letter will be mailed home to the family, which documents the school's concern regarding the child's attendance.

B. Twelve absences:

- i. A phone call *will* be made to request that a parent/guardian attend a school meeting, which will include the student, to discuss the correlation between academic achievement/success and student attendance.
- ii. A second letter will be mailed home to the family that documents the continued concerns expressed by the administration regarding the child's attendance.

C. Eighteen absences:

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

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

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 is part of the review process for complaints or concerns about discrimination. Dr. Proulx can be reached at 250 Pembroke Street, Kingston, MA 02364 and at 781-585-4313.

This procedure outlined above will be implemented and varied according to the professional judgment of the Principal and the law regulating school attendance. Some excess absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities. Teachers are not expected to provide assignments prior to vacation taken during school time. After students return they should be aware of missed assignments, making them up as soon as possible.

Bicycles

Students who wish to ride their bicycles to and from school must bring a note, signed by their parent or guardian requesting permission to do so. Bicycles are to be secured at the bicycle rack. Children must wear helmets - it is the law! Children who ride bicycles may not leave at the end of the day until dismissed by one of the teachers on duty when all busses have cleared the school grounds and surrounding roads. Students who have permission to ride their bicycles may ride their assigned bus at any time. Students must ride their bicycle on the side walks when leaving school grounds.

Change of Address/Contact Information

If a family moves within Kingston, the school must be informed of the change of address and/or telephone number so that the bus contractor may be notified and the school emergency cards changed.

Daily School Hours

The school day will begin at 8:30 A.M. and end at 2:38 P.M. A child will be marked tardy if they come into school after 8:30 a.m. When a child is tardy, the parent(s) must bring child into the main office and sign their child into school.

Detention or After School Sessions

A teacher may arrange for students to remain after school for detention or extra help. Students may also ask their teachers to help them after school.

Detention is assigned for violation of school/classroom regulations. Detention is assigned by any teacher or administrator who is experiencing difficulty with a student. For either detention or extra help, parents must be contacted and they must arrange for after school transportation.

Dismissal from School

Teachers will follow their dismissal procedures.

Procedure for Bus Dismissal for KES

Bus Line Teachers will:

- Check students against names listed on the Bus Roster that is assigned to them.
- Contact Teacher Bus Monitors who are located throughout the building to ask a question about a student missing from their bus line.
- Do a head count at bus line before leaving the building and again as the students board the bus.
- Students wearing name tags, check name tags and see if bus number on students tag aligns with your bus number.
- Contact Administrator or Office Staff after checking with Teacher Bus Monitors if child is still not in the bus line and it is expected that they should be.
- Contact Administrator or Office Staff who will follow their protocol to locate child.

Parent Pick Up Situations:

If a child is to be dismissed from school early, parents must send a note to the teacher explaining the fact. The teacher will notify the office at the beginning of the day, indicating the time and location (office or parent pick-up area).

In cases when an emergency has arisen and an early dismissal is necessary, parents must make arrangements through the office.

In any event, when it is time for the child to be dismissed, the parent must come into the office to pick up the child and sign the child out for that day. No child will be sent out to a waiting automobile.

When picking up your child for dismissal at the end of the day at Parent Pick-Up, sign out your child at the rear of the school for KES and the North Wing at KIS. Staff will be available to assist you and guide you through the procedure.

Dress Code

The school does not have a formal dress code. However, children are expected to wear appropriate school attire so that it does not interfere with the educational process.

Guidelines: Tank tops should have a two inch minimum strap width.

- Halters, short shorts, short skirts, or other types of incomplete shirts or blouses are not to be worn. Shorts and skirts should be a school-appropriate length.
- Hats/bandanas will not be worn during school hours.
- Hair coloring is discouraged.
- No articles of clothing promoting any alcoholic beverages, tobacco, or other harmful substance or containing objectionable wording or pictures will be allowed. Students will call home to have a suitable replacement brought in.
- Sneakers or athletic shoes are required for physical education. Cleat-type shoes are not permitted.
- Due to safety concerns, students wearing “flip flops” will not be permitted to participate in physical education. Flip flops are being discouraged to be worn at recess for safety concerns as well. If worn, walk and talk activity would be allowed at recess.

Propriety should be the guide. The school tries to get the students out as many days as possible for recess, weather permitting. Children are expected to dress for the weather, wearing boots and rain gear when necessary. Children wearing boots should bring other shoes to wear during class time. Hats and coats are not to be worn in the building.

KES Start Up Procedure for an Allergy Student

- Upon being informed that a student will be entering KES with an allergy, the Nurse and the Principal will be notified.
- Parent/Guardian is required to provide documentation and necessary medication.
- The Nurse performs a needs assessment by speaking with the parent/guardian of the child, as well as the physician as indicated.
- The School Nurse will request that the District Emergency Care Plan and Allergy Authorization forms are completed by the parent. (2/14)
- The Nurse will develop a written Allergy Action Plan, with emergency procedures and appropriate signatures obtained from the parent/guardian and physician.
- At the start of the school year, an Allergy Sensitive classroom is designated. A letter is sent to all parents regarding student placement for the upcoming school year. Along with the teacher assignment notification, there is an explanation of the procedures that are followed in an allergy sensitive classroom to which the student has been assigned. The student will be assigned to that classroom.
- There are established Allergy Sensitive zones within the school. These areas are designed by Allergy Sensitive posters. Each Grade level has a designated classroom. There is an allergy table in the cafeteria, which is available, but not required per parent/guardian letter of refusal. The Nurse’s office is also an Allergy Sensitive zone. All students will have snack in their classrooms. No snack should

be eaten anywhere but in the assigned classroom. Other than the cafeteria, there is no food allowed anywhere else unless prior authorization has been obtained. (On bag lunch day follow procedures.)

- The Nurse meets with the Allergy Sensitive Classroom teachers to educate regarding start up procedures and District Emergency Care Plan. (2/14).
- All staff receives EpiPen training at opening staff meeting, as well as overview of Allergy Procedures. (9/13)
- All staff directly involved with the Allergy student is informed of the emergency procedures by the Nurse. (9/13)
- Physical Education teacher carries EpiPens. (9/13)
- EpiPens are available in the Nurse's office, and classroom as indicated. (9/13)
- Hand washing procedure is taught to all students at opening assemblies. Education is provided to the students about allergies. Antibacterial hand wipes are made available in the Allergy Sensitive zones. All surfaces are disinfected on a regular basis, as well as when needed. (9/13)
- Communication is fostered and encouraged on a regular basis between School Nurse, Allergy Classroom staff and parents of the Allergy students.
- The Nurse provides ongoing education as needed.

KES Spring Allergy Sensitive Classroom Start-Up Procedure

- Once the Allergy Sensitive Classroom teachers have been assigned for the following school year, the nurse will meet with the teachers to educate them regarding the MDPH required epinephrine competency skills and allergy procedures.
- During the summer, a letter is sent to all parents regarding student placement for the upcoming school year. Along with the teacher assignment notification, there is an explanation of the procedures that are followed in an allergy sensitive classroom to which the student has been assigned.
- The nurse submits to the Dietary department the Allergy information for the specific students, so the computer allergy warning screen will come up when the students go through the lunch line.
- At the start of the school year, the nurse once again meets with the teachers assigned to the Allergy Sensitive Classrooms. General information is reviewed, as well as specific information to the students that are in the teacher's classroom. Strategies for identifying the students with allergies, while maintaining confidentiality, are discussed.
- Substitute teacher plans specify that this is an Allergy Sensitive Classroom and to check with the Nurse regarding special procedures. (9/13)
- Allergy and non-allergy student lunches are placed in separate containers. The non-allergy container is kept outside of the classroom. The Allergy lunch container is kept in the classroom. (1/14)
- Teachers are made aware of the parent's choice to "opt out" of the allergy specific table in the cafeteria, and any students that qualify with a letter from the parent.
- Teachers are educated regarding the procedure for non-allergy students to sit at an Allergy table in the cafeteria. (9/13)
- All snacks are checked and cleared by the nurse in conjunction with the teacher for the first two weeks of school. Any snacks that do not meet the criteria are not allowed, and an alternate "safe snack" is offered. The parent is notified in writing as to why the snack did not meet the criteria (contains peanut/tree nut, homemade, no label), and are educated in regards to "safe" alternatives. The teacher creates a log book containing the labels and necessary information to identify "safe snacks" on an ongoing basis.
- The nurse turns the checking of the snacks over to the teacher after two weeks, but is available on an ongoing basis to check snacks and educate parents.
- Education continues as indicated through teacher newsletters, school nurse phone calls and/or written notifications and the KES website.
- Hand washing procedure is taught, and hand wipes are available in the classroom.
- The Class Mom works in conjunction with the School Nurse to plan any special events, following the procedure for food items entering the class. (9/13)
- Principal, Assistant Principal, Teachers, Teacher's Aides, Specialists, Dietary staff, and any other individuals directly involved with the allergy students, are educated regarding the allergy procedures and specific students.

KIS Start Up Procedure for an Allergy Student

- Upon being informed that a student will be entering KIS with an Allergy, the Nurse and the Principal will be notified.
- Parent/guardian is required to provide documentation and necessary medication.
- The Nurse performs a needs assessment by speaking with the parent/guardian of the child, as well as the physician as indicated.
- District Emergency Care Plan and Allergy information forms are requested. (2/14)
- The Nurse will develop a written Allergy Action Plan, with emergency procedures and appropriate signatures obtained from the parent/guardian and physician.
- At the start of the school year, an Allergy Sensitive classroom is designated, with written information sent home to all students in that classroom, regarding guidelines. The student will be assigned to that classroom.
- There are established Allergy Sensitive zones within the school. These areas are designated by Allergy Sensitive posters. Each grade level has a designated classroom. There is an Allergy table in the cafeteria, which is available, but not required per parent/guardian letter of refusal. The Nurse's office is also an Allergy Sensitive zone.
- The Nurse meets with the Allergy Sensitive Classroom teachers to educate regarding start up procedures and District Emergency Care Plan. (2/14).
- All staff receives EpiPen training at opening staff meeting. (9/13)
- All staff directly involved with the Allergy student is informed of the emergency procedures by the Nurse. (9/13)
- Physical Education teacher carries EpiPens. (9/13)
- EpiPens are available in the Nurse's office, and classroom as indicated. (9/13)
- Hand washing procedure is taught to all students at opening assemblies. Education is provided to the students about allergies. Antibacterial hand wipes are made available in the Allergy Sensitive zones. All surfaces are disinfected on a regular basis, as well as when needed. (9/13)
- Communication is fostered and encouraged on a regular basis.
- The Nurse provides ongoing education as needed.

KIS Spring Allergy Sensitive Classroom Start-Up Procedure

- Once the Allergy Sensitive Classroom teachers have been assigned for the following school year, the nurse will meet with the teachers to educate them regarding the MDPH required epinephrine competency skills and allergy procedures.
- A letter is sent to all parents, along with the teacher assignment notification, explaining the procedure that is followed in an allergy sensitive classroom to which the student has been assigned.
- The nurse submits to the Dietary department the Allergy information for the specific students, so the computer allergy warning screen will come up when the students go through the lunch line.
- At the start of the school year, the nurse once again meets with the teachers assigned to the Allergy Sensitive Classrooms. General information is reviewed, as well as specific information to the students that are in the teacher's classroom. Strategies for identifying the students with allergies, while maintaining confidentiality, are discussed.
- Teachers are made aware of the parent's choice to "opt out" of the allergy specific table in the cafeteria, and any students that qualify with a letter from the parent.
- All snacks are checked and cleared by the nurse in conjunction with the teacher for the first two weeks of school. Any snacks that do not meet the criteria are not allowed, and an alternate "safe snack" is offered. The parent is notified in writing as to why the snack did not meet the criteria (contains peanut/tree nut, homemade, no label), and are educated in regards to "safe" alternatives. The teacher creates a log book containing the labels and necessary information to identify "safe snacks" on an ongoing basis. (K – 4)
- The nurse turns the checking of the snacks over to the teacher after two weeks, but is available on an ongoing basis to check snacks and educate parents.
- Education continues through teacher newsletters, school newsletter and website.
- Hand washing procedure is taught, and hand wipes are available in the classroom.
- The classroom parent/guardian is one of the allergy student parents, and works in conjunction with the School Nurse to plan any special events, if applicable.
- Principal, Vice-principal, Teachers, Teacher's aides, Specialists, Dietary staff, and any other individuals directly involved with the allergy students, are educated regarding the allergy procedures and specific students.

Homework

Homework is an integral part of the learning process and should be regarded as an extension of the school day. Part of the homework process is the teaching of self-discipline, time management and responsibility. Development of good work habits in and out of school is an essential part of a child's educational growth.

The nature of homework assignments can vary according to the individual teacher and the needs of the students. Failure to complete or turn in homework assignments will be looked upon as a deficiency in academic performance and will be dealt with accordingly.

Suggested time for homework is as follows: for Kindergarten through Grade 2 is not to exceed 20 minutes, Grades 3 and 4 not to exceed 45 minutes, Grades 5 and 6 not to exceed 1 hour. However, it is the school policy not to assign homework on Friday or on the day before a school holiday or school vacation.

How to Solve a Problem

Many issues and problems arise in the normal operation of an elementary school. Many problems are simple and can be solved with little difficulty. Other problems are more complex and require investigation before consideration is given and action is taken. It is important that problems be solved at the lowest possible level within the school organization. For this reason the school suggests to all parents what the proper channeling of problems and complaints involving instruction, discipline, curriculum or transportation is as follows:

1. Teacher or Specialist (if involved)
2. Assistant Principal
3. Principal
4. Superintendent of Schools
5. School Committee

Problems will be referred back through the proper administrative channels for solution before investigation or action by the next highest level in the organization.

Insurance

Under the auspices of the School Department, student insurance is offered each year at a nominal cost. Please refer to the appropriate school website.

Lost or Damaged School Property and Textbooks

Parents are responsible for paying for any school property (including textbooks, etc.) lost or damaged by their children.

Moving

When moving from Kingston, parents must notify the School Office of the impending move and complete a Record Release Form. This form requires a parent's signature in order that the school may forward a child's records to his/her new school. School records cannot be taken by parents to the new school. The child's new school district will request the records soon after the change is made.

Parents and Visitors

Upon entering the building, all parents and visitors must report to the main office, immediately to the left of the main entrance. They must sign in, wear a visitor's badge, and sign out when leaving the building.

Pictures

Individual and class pictures are taken during the year. Details regarding dates for picture taking will be sent home with each student.

PTO

The Kingston PTO is a volunteer parent/school organization whose purpose is to strengthen home/school relations. During the school year, this organization sponsors various activities to benefit the children and the school.

School Cancellation

Superintendent of Schools sends out a blackboard connection to district families. It is important to keep your email address current with the main office staff at your child's school. **Kingston may be listed as Silver Lake Regional School District**

No School Announcements are broadcast on:

WHDH (Channel 7)	WFXT (Channel 25)
WCVB (Channel 5)	WATD (95.9 FM)
WBZ (Channel 4)	WBZ (1030 AM)

Parents and students are asked not to call the Fire, Police or School Departments about school cancellations.

Parent Communication

At the beginning of each school year, the first issue of the *Kingston School Newsletter* will be sent home with the students. However, subsequent updates and issues will be available on the website, kes.slrsd.org, and kis.slrsd.org periodically. Please notify the office if you would prefer to receive a paper copy of the newsletter and one will be sent home with your child. The newsletter contains the reminders of important events and upcoming activities. It includes other news considered necessary.

Supervised Outdoor Play - Recess

Students have supervised outdoor play daily unless the Principal decides that recess will be held indoors because of poor weather and/or ground conditions. Every child is expected to spend this period in the fresh air except in cases of indoor recess or disciplinary action. Children should dress appropriately for days when they go outdoors in chilly temperatures.

In the event of illness, exceptions will be made on a daily basis only, provided a parent notifies the classroom teacher or nurse, in writing, that it is necessary for his/her child to remain indoors.

Toys, trading cards and electronic devices should **not** be brought to school since it can promote an unsafe atmosphere. Also, they take up room on the school bus and may be damaged by other student's use. Children are urged **not** to bring valuable items to school. Parent support in this area is very much appreciated.

Telephone Use

Children are not permitted to use the school phone for personal reasons. The office phone may be used in emergencies at the discretion of the Principal.

Vacations

Family vacations requiring children to miss school are strongly discouraged. In the event that a student must miss school, teachers are not expected to provide assignments prior to vacation taken during school time. Children will be held responsible for completing lessons, assignments, and tests which were missed during their absence.

STUDENT BEHAVIOR AND DISCIPLINE PROCEDURES**Philosophy**

Discipline is that process by which the student learns self-control, the proper balance between self and group interests. This process involves the setting of realistic goals and proper limits, firm, fair and consistent enforcement of limits and punishment when circumstances warrant such action. It should be pointed out that discipline is a process and that its goal is self-discipline for every student.

Students are primarily responsible for their own behavior. It is the initial and continuing responsibility of parents to teach their children proper behavior.

It is the school's goal to educate the children. The purpose of discipline within the school is to ensure an atmosphere most conducive to teaching and learning. Students, parents and the school must work as partners in order that the school may successfully achieve its purpose.

Discipline Procedures

Students shall be well-behaved, courteous and dressed appropriately at all times. When a discipline problem occurs, a teacher or other supervising adult may take such action as he/she deems appropriate. Such action may include keeping a child after school and/or referring a child to the Principal's office for additional discipline. It is the responsibility of the disciplining adult to ensure that the child is adequately supervised. When a child misses classroom time for reasons of discipline, the child will be required to make up all classroom work on his/her own time.

Teachers and other school authorities will contact parents when a discipline problem so warrants. Whenever a child is referred to the Principal's office and in other appropriate cases, the Principal will use discretion concerning notification of parents. Should a Discipline Referral Form be sent home, it is to be signed by the parent or guardian. This form must be returned on the next school day and is kept on file by the Principal.

Suspension

Suspensions are a very serious form of discipline. Suspensions will be issued for one or more days as appropriate and at the discretion of the administration. Students under suspension are responsible for making up all school work and tests missed during their suspension. For out-of-school suspensions, students may not be allowed to return to school until a conference is held between parent (s) and the administration.

Reasons for suspension include, but are not limited to: Assault on school personnel, flagrant disrespect to a teacher, staff member or administrator; stealing; insubordination; vandalism; smoking; use or possession of alcohol or drugs; fighting; profanity directed at a teacher, staff member or administrator; continual disregard for school rules, or any other offense deemed serious by the administration.

A Due Process Hearing will be held with the student and parent before an extended suspension.

A suspension will be deferred, pending the Hearing, in as many cases as possible, providing that the student's immediate separation from school is not warranted.

A Due Process Hearing will involve the student, the parent and appropriate personnel in an effort to provide as much information as possible to all parties.

Any student who has been suspended from school will not be allowed to attend or participate in any school related activity or program during the duration of the suspension.

At the elementary school level, a suspension may be deemed inappropriate by the administration. However, some impact because of the serious nature of a student's behavior, etc., must be recognized.

In these cases, an in-school suspension may be imposed on a student. An in-school suspension requires that:

1. the student be in school
2. the student be separated from his peer group
3. the student be separated from his peer group in order that the isolation has an impact upon future behavior
4. the student be given assignments and that they be corrected and graded by the teacher(s)
5. the student and his parents understand that repeated misbehavior and in-school suspension would lead to more serious disciplinary action

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:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the 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;
- e) the date, time, and location of the hearing;
- f) 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:

- i. 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/bzca/ 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, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency. 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.

Guiding Principles

- All adults and students are to be treated courteously and fairly. Courtesy is contagious. Respect is essential.
- Reasonable rules are necessary and will be enforced fairly and consistently.
- Students are responsible for their actions and will accept the consequence of their actions.
- Students, parents and school personnel have a vital interest and responsibility for the promotion of quality school experiences for students.
- Students, parents and school personnel must communicate effectively if the goals stated above and the rules stated below are to be practiced, not just preached.

School Rules - Conduct

School rules governing behavior in schools, at recess and on the busses have been produced by the school administration with the advice and assistance of teachers. These rules are set out below and are discussed with all students at the beginning of the school year with their classroom teacher. Parents should be familiar with these rules and reinforce them often.

Bathrooms

- Bathrooms should be used for the purposes for which they were designed.
- Practice good health habits by washing hands before lunch and after using toilets.
- Children must not stand on any toilet seats, climb on toilet partitions, or harm any of the fixtures.
- Soap dispensers are to be used properly. Wet paper towels are to be put in the wastebaskets and nowhere else.

Entering School and Conduct in the Corridors

- Children shall enter by the front main doors to the school. Pupils who are driven to school by parents shall enter at the front main doors at 8:15 a.m.
- Children shall walk on the right side of all corridors and ramps in a single file. Fire drills will necessitate the only deviation.
- Children shall move quietly so as not to disturb others.
- Running is never permitted inside the building.

Indoor Recess

- Teachers will prepare the class for indoor recess by providing a variety of games and activities to keep children occupied constructively.
- Children shall remain in their room; they should not be in hallways, or making social visits to other classrooms or the bathroom.
- There should be no activities which present a threat to safety or property, such as playing ball, tag or play-fighting.
- Children should speak with an appropriate tone of voice during indoor recess.

Leaving School

- Pupils will exit upon hearing the dismissal over the loudspeaker system. The walkers and bicycle riders will be dismissed in this manner after the busses leave the school grounds
- Students shall leave the building quietly and orderly.
- Students shall walk on the sidewalk to their bus or to home.
- No pushing, tag or playing on the sidewalks is permitted.

Lunch in Cafeteria

- Children shall be courteous to all lunchroom personnel at all times.
- While waiting in lunch lines, students shall remain orderly.
- Students are to stay in the cafeteria during lunch periods unless they have specific permission to do otherwise.
- Students are expected to sit with their own class.
- Students are to speak in a quiet voice when in the cafeteria.
- Students are encouraged not to waste food.
- Students are not allowed to trade or exchange food with other students.
- Students shall not throw or play with food.
- Students must raise their hands for permission to leave their seats.
- Litter and waste are to be placed in the proper barrels.
- All trays are to be returned to the dishwasher.
- Tables and floors are to be left clean for others.
- No food is to leave the cafeteria without permission.
- Students are to wait quietly in the cafeteria until they are dismissed.

Recess and School Rules

Students are required to stay in designated playground areas during supervised recess time. Students are expected to stay away from the fenced off retention pond behind Kingston Intermediate School. Disciplinary action will be taken against students who violate this rule.

The following are not permitted during the recess period or during school at any time. Children are cautioned to abide by these rules. They have been instituted for their safety.

There will be:

- No Wrestling.
- No Piggy-back riding.
- No Standing on swings or on slides. Never two on a swing.
- No Hardballs such as baseballs.
- No Hard bats.
- No More than two children on a see-saw.
- No Playing in non-designated areas on the playground.
- No Interfering with the play of other children.
- No Throwing of rocks, snowballs or other objects at other people (children/adults).
- No Improper use of playground equipment. It is the responsibility of the child taking out the equipment to return the equipment.
- No Contact sports (ex: Tackle Football)
- No biting.
- No inappropriate touching.
- No fighting, pushing, or kicking is permitted on the school premises.
- No intentional hurting of others feelings.
- No stealing or destruction of property belonging to others or to the school.
- No spitting is permitted anywhere on the school premises.
- No swearing or other unacceptable language is permitted anywhere on the school premises.
- No smoking, alcohol or drugs is permitted anywhere on the school premises.
- No gum chewing is permitted anywhere on the school premises.

Violations of these rules will result in the student missing recess for a period of time or detention. Students are encouraged to use the Second Step Social Skills Program which is taught to all students to help solve problems and conflicts. As a rule, students are expected to come in from recess with their class in a calm and orderly manner.

SCHOOL SAFETY

Knowing and following the rules for school safety are vitally important. As in any emergency, your total cooperation is needed so that instructions can be heard and procedures clearly understood. Video Cameras may be used to ensure the safety of the students and the security of the building. Video cameras are on all buses to ensure student safety.

Emergency Protocol Procedures

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

Bullying Protocol

"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.

Kingston Elementary and Kingston Intermediate Schools have a Bullying Prevention and Intervention Plan. You can read it on each school's website. Just follow these simple steps.

<u>KES</u>	<u>KIS</u>
1. Go to website: (kes.slrds.org)	1. Go to website: (kis.slrds.org)
2. Click on About KES	2. Click on About Us
3. Click on Policies	3. Click on Policies & Guides
4. Click on Bullying Prevention/Intervention Plan	4. Click on Bulling Prevention/Intervention Plan

(Links: KES.SLRSD.ORG and KIS.SLRSD.ORG)

BULLYING PREVENTION AND INTERVENTION PLAN – (April, 2018)**I. LEADERSHIP**

The development of the Bullying Prevention and Intervention Plan began in the spring of 2010 with the formation of an Anti-Bullying Task Force. The Task Force consisted of all intervention staff in the district (kindergarten through grade 12) including: school psychologists, adjustment counselors, guidance counselors, behavior interventionists and the assistant superintendent. The Task Force met in 2013, 2015, and most recently in April of 2018 to review the Bullying Prevention and Intervention Plan and to update it to reflect the new legislation included in M.G.L. c. 71, 37O as amended by Sections 72-74 of Chapter 38 of the Acts of 2013. The student and staff handbooks include copies of the policy and procedure. Online resources have been developed for parents, students, and staff at:

www.marccenter.webs.com/parents
www.marccenters.webs.com/resources
www.marccenters.webs.com/educators

II. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

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 is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or 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. "Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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

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.

The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

III. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

Cyberbullying is bullying through the use of technology or any electronic communication devices such as telephones, cell phones, computers, and the Internet.

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

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

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

School staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

IV. PROHIBITION AGAINST BULLYING AND RETALIATION

Bullying is prohibited:

- on school grounds
- on property immediately adjacent to school grounds
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic communication device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet)
- anywhere, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation or bullying against a person, who reports bullying, provides information during an investigation of bullying, or witnesses/interviewees who have reliable information about bullying is prohibited. Protection will be provided to witnesses of bullying and/or retaliation and appropriate discipline for the aggressor will be determined. This protection is extended to all students regardless of their status under the law.

V. PROCEDURES FOR REPORTING AND INVESTIGATING BULLYING AND RETALIATION

Reports of suspected bullying and/or retaliation may be made by staff, students, parents/guardians, or others. These reports may be made to the principal and/or designee in person, by phone, mail or by email.

Anonymous reports are accepted and will be investigated; discipline will not be issued based solely on information contained in an anonymous report. Anonymous reports will be accepted from parents or students and the Incident Report Form on page 11 of this document may be used. The word Anonymous should be written in the following sections *Person Completing Form* and *Who Reported Incident*

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Forms may be mailed to the school or the superintendent's office at 250 Pembroke Street, Kingston, MA 02364. Forms may also be dropped off in a sealed envelope at either location.

VI. DISCIPLINARY RESPONSE TO BULLYING AND RETALIATION

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 recurrence. 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. The flowchart, on page 13, describes the district's protocol.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the students(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), in concert with state laws regarding student discipline.

If bullying or retaliation is substantiated, the school will assess the target's needs and take reasonably calculated steps to prevent recurrence, to restore the target's sense of safety, and ensure that the target is not restricted from participating in school or benefiting from school activities.

The principal or designee shall promptly notify the parents of the target and the aggressor of the results of the investigation. If bullying or retaliation is substantiated, the target's parents/guardians will be informed of the actions school officials will take to prevent further acts of bullying or retaliation. The legal requirements regarding confidentiality of student records prohibit the principal and/or designee from disclosing specific information to the target's parents/guardians about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

When a confirmed incident of bullying or retaliation has occurred, the local law enforcement agency may be notified if the school principal or designee believes that criminal charges may be pursued against the aggressor. In school supports will be provided to the target, aggressor and appropriate family members by the school psychologist, adjustment counselor or guidance counselor as available within the school. Additionally, when appropriate, referral to such services will be offered to the target and/or the aggressor and appropriate family members.

VII. PROFESSIONAL DEVELOPMENT FOR SCHOOL AND DISTRICT STAFF

Silver Lake Regional School District and Superintendency Union 31 will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development will include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; (vi) Internet safety issues as they relate to cyberbullying; and (vii) engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.

All administrators have attended a variety of workshops on implementing the Bullying Prevention Law. Key staff members in each building have attended the MARC training and are returning to the school using a train the trainer model for the rest of the staff. All staff received and discussed the Safe School Initiative; now known as the Bullying Prevention and Intervention Plan on the opening day. The school bus company is invited to this training. The Plan is also posted on each school's website. The district's bullying and intervention plan is included in the faculty handbooks and on the district website.

The district Memorandum of Understanding with local law enforcement agencies was updated to include information on the new bullying law.

The Bullying Prevention and Intervention Plan has been developed by the K-12 intervention staff including the guidance counselors, school psychologists, school adjustment counselors and administrators. The plan was reviewed by all four school committees and posted on the school web sites for public comment.

Additional staff resources are available at:

www.marccenters.webs.com/educators

Training on bullying prevention and intervention and a review of the district plan will be provided annually to all staff (pre-K to grade 12).

VIII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The district uses several research based curricula including (but not limited to):

- Steps to Respect
- Responsive Classroom
- PATHS
- MARC Curricula
- High Five

The Bullying Prevention curricula are informed by current research which emphasizes the following approaches and strategies:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

The preschool programs also have the Woven Word program which helps to build social skills. The social thinking curriculum is used with grades K-12 to develop social cognition. Additional resources are available for students at:

www.marccenters.webs.com/resources

IX. COLLABORATION WITH FAMILIES

Parent presentations are also an integral part of the Plan and include presentations on Internet Safety and Cyber-bullying each year. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Additionally, families may access resources posted on the District and individual school websites on prevention of and responses to bullying/cyber-bullying, internet safety, and the dynamics of bullying

Additional parent resources are available at:

www.marccenters.webs.com/parents

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c.71 §§ 37H or 37H½, M.G.L. c.71 sections 41 and 42, M.G.L. c. 76 section 5, or other applicable laws, or local school or district policies or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX A: SAMPLE BULLYING/CYBER-BULLYING REPORT FORM*The following protocol only applies to alleged bullying situations.***Step One: Initiate Incident Report Process****If a staff member/other adult witnesses or reports incident:**

- Staff member completes incident report and gives it to administrator or designee

If a student reports incident to staff member:

- Acknowledge student's feelings and assess safety and emotional concerns immediately.
- Staff member completes incident report and gives it to administrator or designee

If an anonymous report is received:

- School official will investigate the report

Step Two: Conduct Investigation**Interview target(s) of bullying:**

- Target(s) and alleged aggressor(s) should be separated
- Do not ask to see or interview the target(s) in the presence of the alleged aggressor(s)
- Mediation **should not** be used in bullying situations
- Encourage target(s) to report any additional incidents with the alleged aggressor(s)

Interview the alleged aggressor(s):

- Identify the problem
- Focus more on the behavior of the alleged aggressor(s), protecting the confidentiality of the target(s)
- Make the alleged aggressor(s) aware of consequences of retaliation against target(s) and reporter(s)

Interview witness(es), if applicable:

- In cases of denial, or if further information is needed, interview witness(es)
- Document the witness(es) account

Step Three: Initiate Action Plan

- Assign discipline (if appropriate)
- Contact parent/guardian of primary participants
- Monitor safety of primary participants

Step Four: Finalize Incident Report / Follow-up

- Document outcome of investigation on the Incident Report / Action Plan Form
- Follow up: provide update to appropriate staff member(s)
- Monitor behavior of primary participants

*****Please note, any student who knowingly and deliberately makes a false report shall be subject to disciplinary action.****

Incident Report Form

Bullying is defined as a verbal, physical, written, or electronic action, or incident or other direct or indirect behavior that is cruel and repetitive. Bullying is characterized by an imbalance of physical, psychological or emotional power.

Person Completing Form	
Date, Time, and Location of Incident	
Who Reported Incident	
Student(s) Involved	

To your knowledge, has this occurred before? Yes ☐ No ☐
 Are there immediate safety or transportation concerns? Yes ☐ No ☐

<p><u>Details of Incident</u></p>
--

Action Plan

To be completed by principal / assistant principal/ designated staff
--

Action Taken	√	Date	Initials
Interviewed Target			
Interviewed Alleged Aggressor			
Interviewed Witnesses			
Parent Notified			

<p><u>Summary of Findings/Action Plan</u></p>
--

Signature of Principal/Designee _____ **Date** _____

Parent/Guardian Communication Form

Dear

Your child was involved in an incident at school today. We believe it is important to share this information with you.

Reported incident:

The incident has been investigated and will be monitored. Due to reasons of confidentiality, other students' names and disciplinary actions can not be revealed.

Please sign and return this letter to school in the enclosed stamped envelope as soon as possible. Please contact me if you have any questions or concerns.

Thank you

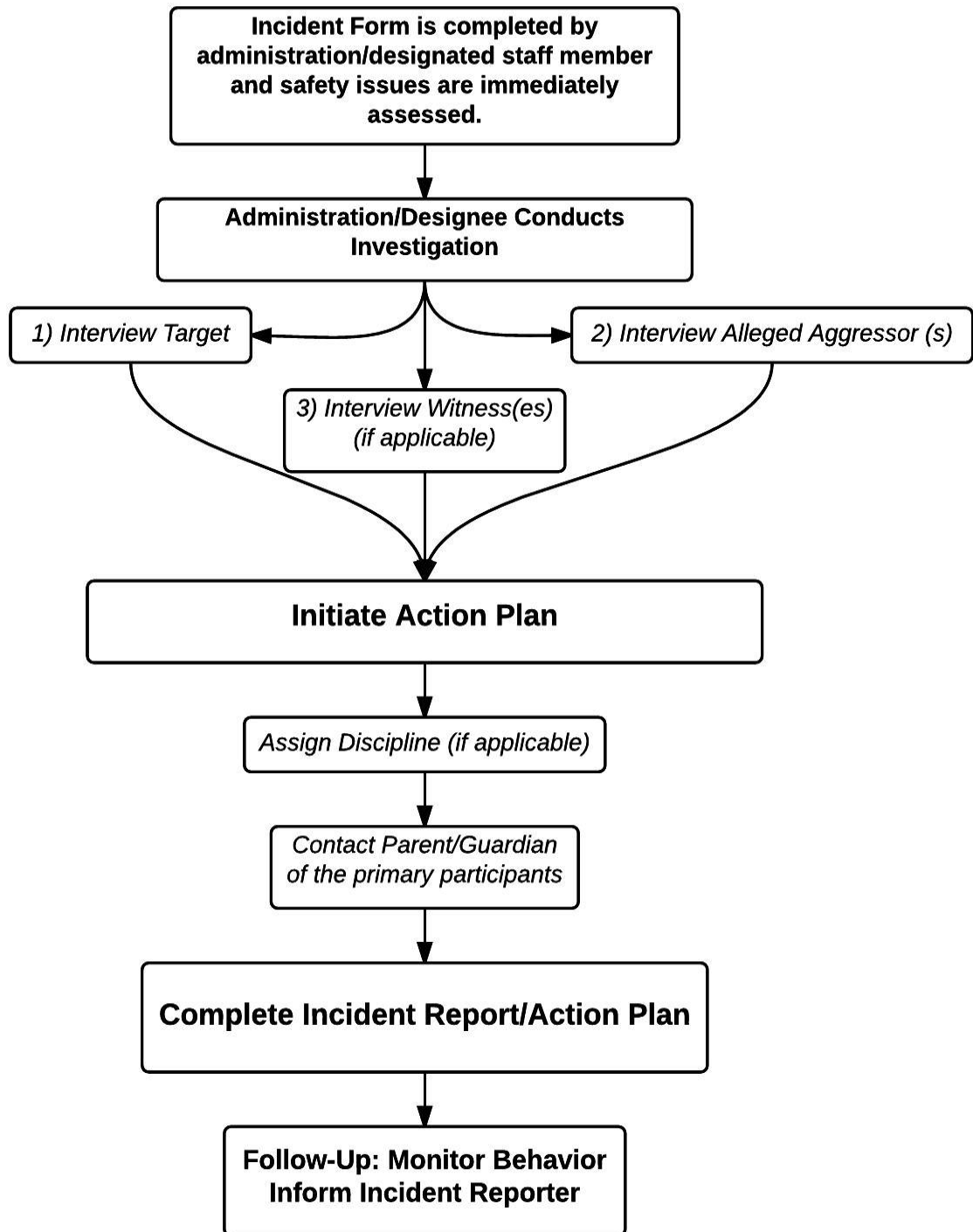
Principal/Designated Staff

Date

Parent/Guardian Signature

Date

Protocol for Responding to a Report of Bullying and/or Retaliation



Safety Regulations

Safety regulations are posted in all 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.

For the protection of the students and staff, the building will be locked when school is in session. All visitors must enter through the main entrance.

STUDENT SERVICES

Lunch

Lunch is prepared and served daily at a minimal cost. School Lunch available for \$3.00 / Milk \$.75

Free or reduced lunches are provided to qualifying families. Applications for Free or Reduced Price Meals are available online and upon request. Parents/Guardians may request an application at any time when they feel that their circumstances change qualifying the children to take part in the program.

First Student Bus Company provides transportation to students attending Kingston Public Schools.

(781) 294-0425.

Bus Service

State law requires the school district to furnish transportation to students under certain guidelines. The school committee and administration view a bus as an extension of the classroom. In view of this fact, the school requires students to conduct themselves on a bus in a manner consistent with established standards for classroom behavior.

In cases where a student does not conduct him/herself properly on a bus, such instances are brought to the attention of the building administrator by the bus driver. The building administrator will inform the parents of the misconduct and request their cooperation in correcting the student's behavior. Because transporting 60 or more children on a bus is very serious business with potential dangers, the school will firmly enforce bus regulations. **Abuses may result in loss of riding privileges.**

Bus Safety

In order to properly enforce behavioral rules on buses, a system has been adopted by the bus company and by the Kingston Public School Administration. If a child receives a school bus incident report, a building administrator will do one of the following:

- Conference with the student. Discuss the infraction and warn him/her about future infractions
- Conference with the student. Apprise him/her of the situation and review the seriousness of the offense; notification of parents through a phone call or another method of communication.
- Conference with the student. Notification of parents of suspension of riding privilege- the length of time to depend upon the seriousness of the infraction.
- Loss of bus riding privileges will be at the discretion of the school building administration.

The following rules are enforced to ensure the safety of all students:

- Students shall arrive at the bus stop 5 minutes before scheduled pickup time.
- Everyone is to remain seated while the bus is in motion. Students are not permitted to leave their bus seat until the arrival at their designated stop.
- After leaving the bus, students shall step well away from the bus.
- Children should not approach the bus until the bus has completely stopped.
- Proper behavior and the use of a quiet voice is expected behavior on the bus.
- Aisles are to be kept clear of feet and materials at all times.
- Bus windows are to be adjusted by the drivers only.
- Nothing is to be thrown or extended out the bus windows.

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- Keep hands, feet, and objects to yourself. No objects that could be a potential danger are allowed on the bus (ex. rocks, sharp objects).
- The bus driver is the authority on the bus and must be regarded with courtesy and respect.
- No food is allowed on the bus.
- No weapons, tobacco, alcohol or other drugs are allowed on the bus.
- No medication, prescription or over-the-counter, is allowed on the bus.
- No glass containers on the bus.
- No live animals on the bus.
- No one other than Kingston Public School students, staff and the bus driver should ride the bus during transport to and from the school.
- Loose keys, chains, trinkets hanging on the outside of schoolbags are a potential danger and not allowed.
- Please keep toys at home.
- No marking up, destroying, or vandalizing school busses at any time. Parents are responsible for paying for any damaged property.
- Soccer balls, baseballs, etc. should be kept inside schoolbags while on the bus.
- All students should ride their assigned buses. Bus drivers will pick up and discharge students at their designated stops only. In the event it becomes necessary for a student to get off his own bus at a different stop, he/she should bring a note from home to the school and receive approval from the administration.

Thank you for your cooperation. If you have any questions, please feel free to call the Principal at the school.

Health Services /Clinic

A nurse is on duty throughout the day. Only the nurse will dispense medication to a child, regardless of the type of medication. If a child must receive medication during the day, that medication must be brought to school with a physician's note **by the parent:**

1. identifying the child
2. identifying the medication
3. explaining when it is to be taken and the dosage
4. medication must be in the original container with the prescription label attached. The pharmacist will label a bottle for home and school if asked.

No medication is to be taken by a child alone, nor should it be kept on his person. The medication and the note are to be brought to the Clinic by the parent or guardian for later dispensing by the nurse. **An adult must deliver all medication, including over the counter medicine, to school. Medications, prescription or nonprescription (i.e. cough drops, throat lozenges), should never be sent in to school with a child.**

The nurse will check a child who is not well. If a child must be dismissed, the nurse will arrange the dismissal.

It is advisable that children with severe colds remain at home.

Children with contagious diseases are required to bring in a release from their doctor before re-entering school. Parents should check with the nurse when questions arise concerning contagious diseases.

Health Problems

The school strongly encourages parents to make the school nurse aware of any health problems, chronic or temporary, that their child may have, such as physical handicaps and serious allergies. The school nurse is available to help children learn how to maintain good health habits.

Immunization

Immunization certificates are required by state law for all students. No child will be admitted to school without one.

Screening Programs

All students are screened yearly for possible vision and hearing impairment. Referrals are made to parents when the testing results indicate this need. The tests used are accurate in identifying children who may need further testing by a physician.

Placement

Each spring a series of meetings are held among the teachers and the principal on each grade level to place each student with the next year's teacher. Others that may be involved in the process include subject area specialists and special needs personnel. Great care is taken to ensure heterogeneous character in each classroom. Due to the complexity of the process, **requests for specific teachers cannot be accepted.**

Signing of Agreement

All students and faculty members who will use the Internet are expected to sign the Kingston Public

School's Acceptable Use Agreement. Parents of students are also required to sign indicating their knowledge and support of this policy as well.

By signing both, faculty and parents accept all financial and legal responsibilities which may result from misuse of the Internet by the designated user. It is also understood that parents accept responsibility for providing guidance and conveying to their child acceptable standards for use of the Internet.

Special Needs Services

Special Needs students are serviced by a School Psychologist, Speech Therapist, Learning Disability Teachers, Occupational Therapist, Physical Therapist, and a Special Needs Teacher. A Child Study Team coordinated by the Principal meets on a regular basis to process and review referrals and develop appropriate educational plans for students with demonstrated special needs.

Children who have trouble walking, talking, seeing, hearing, learning or playing with others may have "special needs". The school has developed a referral process under guidelines established by Massachusetts state law contained in Chapter 766. The referral process can be initiated by a parent, guardian, teacher, or other school official. This process, which includes parent input, is designed to plan for a child's education based on what is known about a child's ability to learn in school. Inquiries about possible referrals should be made to the school principal or to the classroom teacher.

Section 504: MGL Chapter 76, Section 5 specifically states, "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency and will have access to a full range of education programs and equal access to extracurricular activities."

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

Statement regarding Title IX and Chapter 622: It is the policy of the Kingston Public Schools not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency in its educational programs while accessing a full range of education programs and an equal access to extracurricular activities and allows access to a full range of education programs and equal access to extracurricular activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971.

The Silver Lake Regional School District's Assistant Superintendent, Dr. Jill Proulx, has been appointed to serve as the school system's coordinator of Title IX and Chapter 622. Inquiries regarding compliance with either act may be directed to the Assistant Superintendent, Dr. Jill Proulx, at 250 Pembroke Street, Kingston. The telephone number is 781-585-4313. A parent

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may also inquire at the Regional Center for the Department of Education or to the Director of the Office for Civil Rights, Department of Health and Human Services, Boston, Massachusetts.

Inspection of Student Records: A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent no later than two days after the request, unless the parent consents to a delay. The parent has the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Title I

Title I is a federally funded program that provides corrective instruction and tutorial help to qualified students. Students are eligible on the basis of test scores and teacher referral.

REPORTS OF STUDENT PROGRESS

Response to Intervention (RtI)

KES/KIS are RtI schools. Response to Intervention is a problem solving process which includes the provision of systematic Research-based instruction and interventions to struggling learners. The instruction/interventions are matched to student needs and that the monitoring of progress is continuous. RtI is designed as an early intervention to prevent long term academic failure. RtI is a general education initiative provided by our intervention teachers. These teachers include Special Education teachers, Reading teachers, and Title One teachers.

RtI is effective for all students and significantly effective for those students who have special needs, English Language Learners, and other children who learn in different ways and or at different rates. RtI holds the promise that these students, to the maximum extent possible, can be educated in the general education classroom setting with appropriate support and services. All children can learn when provided with quality instruction that is matched to their learning and style in a standard based curriculum (Common Core State Standard).

Curriculum

KES/KIS curriculum is governed by the March, 2011 adoption of the Massachusetts Curriculum Framework for English Language Arts and Literacy and the Massachusetts Curriculum Framework for Mathematics. (Formerly known as Common Core State Standards). These documents incorporate standards that are based on research and effective practices which will enable teachers and administrators to strengthen curriculum, instruction, and assessments.

Mid-Term Reports

All students in Grades 1 through 6 will receive Mid-Term Progress Reports during the months of October, January and April. The Mid-Term Report indicates that a child's performance in subject areas, work habits and conduct has been either "Satisfactory" or "Needs Improvement" during the period covered by the report.

Report Cards: Report cards are issued in December, March, and June.

Parent Conferences: Conferences are scheduled in October and March. Additional conferences are scheduled at the request of either a parent or a teacher.

ADDENDUM

A

Restraint Policy

Policy on Physical Restraint

Kingston Public Schools 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 reasonable 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.

School Behavior

If students present problems, teachers usually take steps within the classroom. Some situations may be referred to the principal or assistant principal.

Students who are issued detentions are given 24 hours notice. A written form is sent home to notify parents, and it must be returned on the following day with a parental signature. Students stay after school until 3:30 p.m. in a supervised area. Parents are responsible for providing transportation home for their child.

In the case of extremely poor or dangerous behavior, school authorities may suspend the student from school immediately with parents being notified. Students will receive zeros for class work during a suspension. Cases of very poor behavior may cause a child to be denied privileges of some future special event on which student supervision can be more difficult.

Field trips require school behaviors to be followed as if students were within the school.

Notice of Non-Discrimination

The Silver Lake Regional School District does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency and allows access to a full range of education programs and equal access to extracurricular activities 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, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency and allows access to a full range of education programs and equal access to extracurricular activities or exercise of civil rights. Any harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency 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 the 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 District's Equal Opportunity, Title IX, Section 504, and Americans with Disabilities (ADA) Coordinator will meet with you within a reasonable length of 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.

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.

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 is part of the review process for complaints or concerns about discrimination. Dr. Proulx can be reached at 250 Pembroke Street, Kingston, MA 02364 and at 781-585-4313.

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 principal will then arrange for a prompt investigation. The principal will meet with all of those involved who will have an opportunity to explain their side of the story.

Kingston Elementary & Kingston Intermediate Schools

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

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 may also be followed in appropriate circumstances.

Sexual Harassment

Our school goal is to create a positive learning environment for every student and faculty member. For this reason, sexual harassment will not be condoned or permitted under any circumstances. Sexual harassment is defined as unwelcome sexual behavior which creates a hostile or offensive environment. It may include name-calling, verbal or written comments of a sexual nature, unwanted physical contact of a sexual nature, or other unwelcome behavior which is sexual in nature. Anyone who feels that she/he has been the victim of sexual harassment should report this immediately to the principal, school psychologist, adjustment counselor, nurse, or classroom teacher for investigation. Corrective action will be promptly taken where it is necessary. The school will also not tolerate discrimination of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency and allows access to a full range of education programs and equal access to extracurricular activities.

Silver Lake Regional School District
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 and 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.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department as well as the Title IX Coordinator, Assistant Superintendent. 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.

Kingston Elementary & Kingston Intermediate Schools

Management representative 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 complaint.

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

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 781-585-4313

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 education; 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 substantially 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 or actually withholding grades earned or deserved, suggesting that a poor performance evaluation 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. Touching that an individual interprets as sexual in nature;
4. Any unwelcome physical contact;
5. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes.
6. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.

Complaint Procedure—Informal Process for Students

In determining whether an alleged incident constitutes sexual harassment, the Title IX Coordinator 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.

Kingston Elementary & Kingston Intermediate Schools

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 Superintendent and the Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. They 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 the Title IX Coordinator of the existence of a student's report of sexual harassment.
6. The Title IX Coordinator 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 Title IX Coordinator will inform the student of additional forums for resolution of the complaint such as the Office of Civil Rights (O.C.R.) and the Massachusetts Commission Against Discrimination (M.C.A.D.).
7. Under normal circumstances, the Title IX Coordinator's investigation will be completed within five working days of the initial complaint. Upon completion of the investigation, the Title IX Coordinator shall issue his/her findings in writing to the student and the alleged harasser.

Complaint Procedure Formal Process for Students

1. A complainant may file a formal complaint immediately or may do so after the Superintendent 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 Superintendent's office 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 three working days, the Superintendent's office 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 Silver Lake Regional School District 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 and/or before the Superintendent pursuant to M.G.L., c.71 s42.

Decision of the Superintendent or the Committee

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.

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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, 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.

Guns, Weapons, etc.

No gun, type of weapon or parts of any type of weapon of any kind is allowed at school or on a school bus. Teachers or bus drivers shall take any found in a child's possession. Such items will never be returned to the child. Suspension or expulsion from school may result from violation of this rule. Police may also be notified.

A dangerous weapon includes but is not limited to a gun or a knife. The term "dangerous weapon" depends on the circumstances: if used in an assault on another person, a baseball bat, a pair of scissors, a pencil, or a shod foot, could be considered a dangerous weapon. The principal will review the circumstances of each case and make the determination. In cases involving dangerous weapons, a weapons report must be filed with the local Chief of Police, D.S.S. and the Director of Special Education.

In addition, arrangements will be made for a psychological assessment, counseling services and a follow-up psychological assessment.

Expulsions

Section 37H of Ch. 71 of the Gen. Laws give principals authority to expel any student who is found on school premises or school-sponsored events in possession of a dangerous weapon or a controlled substance or any student who assaults school personnel on school premises or school-sponsored events. Expulsion is discretionary within the province of the principal. The principal may use suspension rather than expulsion.

Massachusetts General Law, c 71, 5. 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).

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

Felony Complaint or Conviction of Student; Suspension; Expulsion, Right to Appeal (Massachusetts General Laws, C.71 an d37H 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 students 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 of 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 place. 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.

The student shall have the right to appeal the expulsion of 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 expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/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 year. Such decision shall be the final decision of the regional school district with regard to the expulsion.

Upon expulsion of such student, no student or school district shall be required to provide educational services to such student.

ADDENDUM

B

HEALTH AND SAFETY

Wellness Policy

Overview Statement: Demonstrating commitment to the full development of our students, the Silver Lake Regional School District and Superintendency Union #31 which serves the Halifax, Kingston and Plympton School Districts, endorses the following Wellness Policy. This policy shall define the goals and the means to further our students' understanding of the important role that good nutritional choices and physical activity will have on their lives. Central to this policy statement is the belief that success will be achieved from the combined efforts and encouragement of teachers, administrators, staff, and parents. We recognize wellness is a critical component that enhances a student's academic performance.

THE POLICY OF THE SILVER LAKE REGIONAL SCHOOL DISTRICT AND SUPERINTENDENCY UNION 31 IS TO ENSURE THAT SCHOOLS OFFER STUDENTS FOOD AND BEVERAGE CHOICES THAT WILL ENHANCE LEARNING, CONTRIBUTE TO THEIR HEALTHY GROWTH AND DEVELOPMENT, AND CULTIVATE LIFE-LONG HEALTHY EATING BEHAVIORS.

Nutritional Goals

The primary goal of nutrition education is to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being.

- Nutrition education will be integrated across core content and specialized areas as appropriate.
- Professional development activities for nutrition education will be available to designated staff.
- The school cafeteria will serve as a learning opportunity to allow students to apply critical thinking skills taught in the classroom.
- Nutrition education will involve sharing information with families and the broader community to impact students and the health of the community positively.
- Students will be encouraged to start each day with a healthy breakfast.

Nutrition Guidelines for ALL Foods on Campus

School Meals Program

The School Food and Nutrition Service Department is required to provide approved school lunches each day that school is in session. School meals shall meet nutrition standards established by the USDA. Students must be given adequate time to eat.

Food Item

Main course food items offered in elementary, middle, and high schools as an alternative to or in addition to the reimbursable meal will be offered in reasonable portion sizes that are consistent with guidance provided by USDA for Child Nutrition Programs. Packaged a la cart food will meet the guidelines from the "A" List (Massachusetts Acceptable A La Cart Food & Beverage Standards)

School Activities Involving Foods and Beverages

All foods made available to students in schools will comply with the current USDA Dietary Guidelines for Americans and federal, state, and local laws, including safety and sanitation standards set by the Health Department Hazard Analysis and Critical Point (HACCP) plans and guidelines.

Nutrition information for products offered in snack bars, a la carte, vending and school stores is readily available near the point of purchase.

Schools are encouraged to consider wellness issues and student allergies when planning incentive or promotional activities and to promote healthy food and beverage choices at all events where foods and beverages are available to students.

Foods and beverages should not be offered as a reward or withheld as punishment.

Students must have access to water throughout the school day.

Prohibited Foods include foods of minimal nutrition value.

Vending Machines Access

All vending machines shall only offer food and beverage choices which meet current nutritional guidelines provided by the John C. Stalker Institute of Food and Nutrition A-List

Classroom Parties/Group Snacks

- All snacks sent into the classroom for consumption must follow, as appropriate, the guidelines of the Peanut-Free Zones.
- At any school function, healthy food choice options are strongly encouraged.
- For classroom parties for holidays and other special occasions healthy food options are strongly encouraged, as well as non-food items such as pencils, stickers, etc.

Fundraisers

- All fundraising projects for sale and consumption within and prior to the instructional day are encouraged to follow the Mass Action for Healthy Kids Nutritional Standards when determining the items being sold.
- Organizations operating concessions at school functions should include healthy food choices in their offerings.

Safety and Security

To help ensure the health and safety of the students in our schools the following procedures will be implemented:

- For the safety and security of the food and facility, access to the food service facilities is limited to Food and Nutrition Service Staff.
- Schools will provide students the opportunity to wash their hands before and after eating meals and snacks.

Physical Activity Goals

The primary goal of physical activity is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthy lifestyle.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's education program from grades pre-K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess.

Substituting any one of these components for, the other is not appropriate.

- The school will provide curriculum and instruction that is aligned with the MA Frameworks Comprehensive Health, Standard 2: Physical Activity.
- The school will provide a physical and social environment that encourages safe and enjoyable activity for all students, not limited by athletic ability.
- Information will be provided to families to help them incorporate physical activity into their children's lives.
- Schools are encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day.

Monitoring and Evaluation

The Superintendent or designee will ensure compliance with the Silver Lake Regional and Superintendency Union #31 Schools Wellness Policy. In each school, the Principal or designee will ensure compliance with the Wellness Policy and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent, designee, or school principal. In addition, the school district will report on the most recent USDA School Meals Initiatives (SMI) review finding and any resulting changes.

Policy Review and Evaluation

Every three years each school will conduct an assessment of the implementation of the standards in the wellness policy. The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

The Use of Automatic External Defibrillation (AED)

Introduction

A public access defibrillation (PAD) program provides an opportunity for trained responders at participating schools to deliver early defibrillation to victims of cardiac arrest. Use of an Automatic External Defibrillator (AED) is intended to maximize the chance of survival based upon the steps taken during the critical minutes before emergency medical service (EMS) providers arrive and assume responsibility for the care of the patient.

Purpose

The purpose of this policy is to define and establish standard operating guidelines that are required by the Massachusetts Department of Public Health (Title XVI, Chapter 112, 12V, 12V ½) in order for the Silver Lake Regional Health Services to acquire, maintain and utilize an Automatic External Defibrillator (AED). This policy will identify a Medical Director, EMS Coordinator, School Nurse Coordinator and Site Coordinator/School Nurse. It will include all memorandums of agreements, regulatory and documentation requirements. The use and training requirements are included along with roles and responsibilities of all AED providers.

Policy

An AED will be available to faculty, staff and students during teacher contracted work hours in case of a sudden cardiac arrest. As the AED provider agency, The Silver Lake Regional School District will meet all Department of Public Health requirements for AED implementation. Only trained AED certified staff will be able to use an AED. All AED certified staff must maintain certification and participate in practice drills every six months.

There will be an **AED Task Force:**

- School Physician/Medical Director
- School Nurse/Coordinator
- Site Leader/Building Nurse

Responsibilities

Medical Director

- Oversees all medical aspects of the program, meet with task force as needed
- Ensures compliance with appropriate regulatory requirements
- Ensures proper skills training and maintenance for AED responders
- Establishes and review procedures for AED use
- Establishes a quality review and improvement program, including post-drill and post debriefing
- Establishes and maintain a relationship with local Emergency Medical Service (EMS)

School Nurse/Coordinator

- Assists with the development and implementation of the AED program
- Acts as liaison among the AED program participants
- Coordinates and oversees non-medical aspects of the program
- Coordinates documentation (relating to training, maintenance, and use and post incident data collection)
- Coordinates training of AED certified staff
- Maintains a master list of all AED certified staff and training records

Site Leader/Building Nurse

- Is responsible for the day – to – day accountability for the AED program, during the contracted school year.
- Checks AED equipment and accessories (by site leader and/or designee) and document, in accordance with maintenance procedures.
- Maintains a list and documentation of training for all AED responders at the site and forward copies to the School Nurse if unit is out of service

Local EMS

- Coordinates and document initial AED training; annual refresher and biennial retraining and any additional training on an ad-hoc basis to designated AED trained staff.
- Acts as a resource to the Medical Director and School Nurse/Coordinator
- Conducts immediate post incident debriefing
- Retains copy of usage report for documentation

AED Responders

- Completes training and certification, every 6 months
- Responds to emergencies in the school or at school events

Training

All AED responders are required to have current documentation of successful completion of a course of basic life support that includes cardiopulmonary resuscitation and the use of AED according to standards and guidelines of the American Heart Association, Heart Saver AED Program.

The EMS Liaison will coordinate and document initial AED training and annual refresher and biennial retraining for AED responders.

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On-site drills will be conducted at least once during the school year. Drills will include a review of site – specific emergency communication and response plans as well as use of specific AED devices. This on-site training will be coordinated and documented by the School Nurse/Coordinator with the assistance of the EMS Liaison.

Maintenance

Maintenance of the AED shall be the responsibility of Silver Lake Regional School District. Whenever service is needed the Service Icon on top of the AED unit will illuminate to indicate service is required. The School Nurse/Coordinator or her designee must be notified immediately. The School Nurse/Coordinator will oversee and document the service of the AED.

Legal References: General Laws of Massachusetts, Title XVI, Public Health
Chapter 112. Registration of Certain Professions and Occupations.
Chapter 112: Section 12V ½

Benchmarks

The Union #31 (serving the community of Kingston, Halifax, and Plympton) benchmarks are designed to align current curriculum guidelines with the learning standards from the ***Massachusetts Curriculum Frameworks***. The benchmarks are a work in progress to provide a consistent approach to curriculum content across grade levels through the union and the region. The Common Core State Standards have been adopted by the State of Massachusetts and will be the “new” Massachusetts Curriculum Frameworks.

A benchmark is a statement of expected student performance at a particular point in time. Not every student will master these benchmarks at exactly the same time. These curriculum benchmarks tell us what children should know and be able to do at a point in time, are observable and measurable, reflect teachers’ expectations for all children by the time they finish a grade level, and are attained by most students and exceeded by some.

The benchmark documents are open for ongoing review and revision. Copies of the benchmark documents are available in the office of the principal.

Recently, the Common Core State Standard (CCSS) was adopted by the State of Massachusetts. These standards will be the “new” Massachusetts Curriculum Frameworks (ELA and Math). These will be the standards by which curriculum and instruction will be designed for each grade level.

MANAGING THE CARE OF STUDENTS WITH ATHLETIC CONCUSSIONS

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

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury.

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

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

Silver Lake Regional School District and Superintendency Union #31

Publication of Names Policy

Release of Student Names and Addresses

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

Therefore, student names, address, and grade information will be provided to Massachusetts Charter Schools UNLESS the parent/guardian notifies the principal in writing indicating that they DO NOT want this information released.

January 25, 2012

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

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

File: IJND

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

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

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

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

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

Audit of Use

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August, 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

File: IJNDB

EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and

- activities.
- The policy is designed to protect the privacy of individual personal information.
- Individuals will show respect for themselves and others when using technology, including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC

Adopted: August, 2015

Silver Lake Regional Schools TECHNOLOGY regulations to accompany POLICY injdb

The Silver Lake Regional School District (SLRSD) shall provide its employees and students with access to technology resources, including access to external networks, for educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature.

The purpose of the technology resources is to assist in preparing students for success in life and work, to increase communication (staff, parent, and student), to enhance productivity, and to assist staff in upgrading existing skills and acquiring new skills. The technology resources will also be utilized to provide information to the community, governmental agencies, and businesses.

When using SLRSD Technology resources, employees and students will, in accordance with the regulations below:

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

All SLRSD Technology users will:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Only view and use passwords, data, or networks to which they are authorized.
 - Not distribute private information about others or themselves, unless necessary for educational purposes.
 - Not publish media with identifying names, without appropriate permission(s).
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not damage or circumvent data or networks.
 - Conserve, protect, and share these resources with other students and Internet users.
 - Not use resources such as online games or streaming video for non-educational purposes.

3. Respect and protect the intellectual property of others.
 - Respect copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to a teacher or administration.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not use technology resources for non-school business, advertising, or political lobbying.

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

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. There should be no expectation of privacy when using any SLRSD technology resources.

The district will cooperate fully with local, state, and federal officials in any investigation concerning or relating to misuse of the district's technology resources. There is no expectation of privacy while using any SLRSD technology resource.

Appropriate Use of Technology Agreement

Each year, all users of SLRSD technology resources are required to sign an Appropriate Use of Technology Agreement acknowledging that they understand and agree to the terms of this policy.

I ACKNOWLEDGE AND UNDERSTAND MY OBLIGATIONS:

Signature

Date

TO ACCOMPANY POLICY IJNDB

Revised April 2, 2012

Student Handbook and School Policies Acknowledgment Form Kingston Public Schools

Your son or daughter received our Student Handbook today. This book contains guidelines to help insure a successful school year. Please look them over together and if you have any questions, please contact your child's teacher.

The Student Handbook also includes an "agenda" which is an assignment book to be used throughout the year. Organization is important and is a proven way to help students meet greater expectations. Encourage your child to use his/her agenda every day.

This form must be signed by you and your child and returned by Friday, September 7, 2018. Thank you for your cooperation. We wish you and your child a successful and happy school year.

A. My signature and that of my child will indicate that we have received and reviewed the provisions contained in the Kingston Public Schools Student Handbook. It also indicates that I am aware of Kingston Public Schools attendance policy.

Signature of Student

Student Name Printed

Date

Signature of Parent/Guardian

Parent/Guardian Name Printed

Date

B. I have read the Internet Use Agreement Policy for the Kingston Public Schools. I understand that this access is designed for educational purposes. I understand and will abide by the Internet Use Agreement. Each student who is given internet access privileges or receives an account will understand that any violation of the regulations is unethical and may constitute disciplinary action.

Signature of Student

Student Name Printed

Date

Signature of Parent/Guardian

Parent/Guardian Name Printed

Date

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

Signature of Parent/Guardian

Parent/Guardian Name Printed

Date

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

Signature of Parent/Guardian

Parent/Guardian Name Printed

Date

E. I am aware that the Kingston Public Schools has a Memorandum of Understanding with the Kingston Police Department. This memorandum describes a protocol of communication involving the schools, police, district attorney, and the juvenile court. A copy of this Memorandum of Understanding is available in the Superintendent's Office.

Signature of Parent/Guardian

Parent/Guardian Name Printed

Date