

DENNETT ELEMENTARY SCHOOL

STUDENT HANDBOOK

This book belongs to _____

Address _____

Teacher _____ Bus _____

Telephone _____

CONTENTS

Administration	4	Internet Policy	26
Admissions	6	Lockers	27
After School	7	Lost and Found	27
Activities	7	Lost/Damaged School Prop.	27
School Visits	7		
Invitations	7	Mission Statement	5
Arrival at School	7	Non-Discrimination	27
Assemblies	7	Personal Property	28
Attendance Procedures	6	Pets	28
Bicycle Riders	7	Philosophy	4
Bullying Protocol	7	Photographing/Videotaping	28
Bus Discipline	9	Physical Restraint, Policy	29
Bus Safety	9	Pictures, School	31
Cell Phones	9	Placement	29
Change of Address, etc.	10	Principal's Message	5
Community And School		Publication of Names	30
Association (CASA)	9	Registration	30
Concussions	10	Registration -Kindergarten	30
Curriculum Frameworks/		Report Cards/ Conferences	30
Benchmarks	10	Retention	31
Daily Operating Schedule	5	School Safety	31
Discipline	11	School Cancellation	31
Dismissal	19	School Committee	4
Distribution of Notices	19	School Hours	5
Dress	19	School Visitation	32
Electronic Devices	19	Sexual Harassment	21
Email	27	Standardized Testing	32
Educational Terms, Glossary	19	Tardiness and Dismissal	32
ELL Translation	3	Telephone Numbers	4
		Telephone Use	32
Field Trips	19	Title IX	32
Fire Drills	19	Transfer, Student	33
Gifts	19	Transportation	33
Harassment Policy	20	Videotaping/photographing	28
Health Office Policies - Nurse	23	Volunteer Program	33
Homework	25	Wellness Policy	33
Hot Lunch/Breakfast Program	25		

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.

Portuguese

Se voce necessitar a auxilio que le este original ou outras publicacoes da escola, contate por favor a principal do edificio para obter servicos de traducao.

French

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

Italian

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

German

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

Administration Building
Kingston, MA
781-585-4313

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

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

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

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

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

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

DENNETT ELEMENTARY SCHOOL

80 Crescent Street

Plympton, MA 02367

Telephone: 781-585-3659

Fax: 781-585-3872

Website: des.slrsd.org

ADMINISTRATION

Superintendent of Schools,

Mrs. Joy Blackwood

Assistant Superintendent of
Schools,

Dr. Jill Proulx

Principal, Dennett Elementary School

Mr. Peter Veneto, Jr.

CONTACTS

Local 504 Officer-

Mr. Peter Veneto, Jr.

(781) 585-3659

Title I Director

Mrs. Melissa Farrell

(781)585-4313

SCHOOL COMMITTEE

Mr. Jon Wilhelmsen, Chairman

Mr. Jason Fraser,

Vice-Chairman

Mrs. Stephanie Domey,

Secretary

Mrs. Jill Palenstijn

Mr. Michael Antoine

The School Committee is the governing body of the school. It is made up of five (5) members who are each elected to three (3) year terms. The main responsibilities of the School Committee are setting policy, overseeing budget and curriculum, and contract negotiations.

School Committee Meetings are held at the school on the fourth Monday of each month at 5:00p.m. The public is encouraged to attend.

PHILOSOPHY

The primary goal for all educators in the Dennett Elementary School is to assist each student in the

attainment of their full social, cognitive, physical, and cultural potential. We believe that a three-way partnership among school, parents, and community is essential in order for a student to develop self-confidence and self-respect, as well as respect for others. We recognize that every student is an individual, with his or her own range of potential. The school strives to develop that potential, to promote emotional growth, to instill an understanding of values and to reinforce an individual's responsibility in meeting these challenges.

We seek to provide a challenging curriculum with the flexibility to meet the needs of each student. We place a strong emphasis on reading and the mastery of basic skills without restricting scientific exploration, artistic expression, creativity or physical activity. Teachers and administrators must support each other as role models who use innovative approaches to learning and who are instructional risk takers. The instructional methods and materials used to provide these opportunities will vary considerably based on the needs of the children. We believe that in order to prepare our children to function effectively in a technological environment, equal opportunity for access to technology will continue to be available at the Dennett School.

We are dedicated to the belief that each child is a unique person, and we emphasize the acceptance of individual differences. We strive to promote emotional growth and to instill an understanding of values that can help each child embrace learning throughout his or her life. We support each student in reaching his/her potential. We emphasize cooperation and concern for others; we encourage a sense of commitment toward the larger community.

In this small community, the school plays an important role in the development of the town's children. Research indicates that academic

success is enhanced when the learning environment is a positive one. Children are entitled to support, protection, and challenge in an environment where individual differences and capabilities are celebrated. Through the cooperation and collaboration of the home, school, and the community, we believe that our vision of a comprehensive nurturing environment will be realized.

MISSION STATEMENT

Dennett Elementary School is committed to providing a challenging curriculum to meet the needs of all students in a safe, accepting, and nurturing setting. Our goal is to assist each student in the attainment of his/her full social, cognitive, physical, and cultural potential. We believe in a three-way partnership among school, parents, and community.

GOALS

1. To develop a three-way partnership among school, parents and the community
2. To meet individual needs
3. To teach the child
4. To provide equal opportunity for access to technology
5. To promote and develop emotional growth
6. To provide a supportive protected and challenging environment

PRINCIPAL'S MESSAGE

Welcome to the Dennett Elementary School!

After seeing what great things happen in this school, I am really excited to see what we can all accomplish together this year. As the school's educational leader, I believe it is our job to prepare students to become active, lifelong, 21st Century learners. This cannot take place simply in the classroom. Student learning is a cooperative team effort between students, parents and teachers.

Open communication, clear and measurable goals and data driven instruction are key components to student success. I am confident that you will find this to be true as your student advances through the Dennett School.

Should you ever have any concerns regarding your student's academic performance, social or emotional well-being or you just feel the need to chat, do not hesitate to contact me.

directly. I look forward to working with you in our common goal of providing your children with the best education possible.

Thank you for your support.

Peter S. Veneto Jr.
Principal

SCHOOL HOURS

Grades K-6 8:20 a.m. -2:40 p.m.

- Students being dropped off or riding bicycles may arrive no earlier than 8:00 a.m. and may wait in the lobby. Students may enter the classrooms at 8:15 a.m.
- School begins at 8:20 a.m. Any child arriving after this time should check into the office to avoid being marked absent. School day ends, except on early release days, at 2:40p.m.
- Please refer to the Silver Lake Regional School District calendar on the back cover for early release/in-service day's dismissal times.
- Dismissal the day before Thanksgiving and the last day of school is at 12:00 noon. No lunch served.

DAILY OPERATING SCHEDULE

8:00	Teachers arrive
8:10	Teachers in classrooms
8:15	Students enter building
8:20	School begins
8:30	Morning announcements
8:35	Instructional time begins
10:50-11:15	Recess Gr. 3, 6
11:15-11:40	Lunch Gr. 1,3,6
	Recess Gr 4,5
11:40 - 12:05	Lunch Gr4,5
	Recess Gr K,1,2
12:05-12:30	Lunch GrK,2
2:40	Dismissal

tHHT

ATTENDANCE PROCEDURES

Full attendance at school is essential to the learning process.

When a student is unable to attend school, a parent should call between 8:00 and 9:00 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, parents.
 - To educate the parents of the impact that school absence and tardies have upon student learning.
 - To help students 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/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 CHINS, Child in Need of Services. Should the decision be made to file a CHINS, parent education about this process will take place.

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 a vacation taken during school time. After students return, they are responsible for making up missed assignments as soon as possible.

ADMISSIONS

New kindergarten students must be five years old before September 1 of the school year in which they are enrolling. New first grade students must be six years old before September 1. A physical examination is required when a student enters school for the first time. Ages must be verified by an original birth certificate. Immunization records must be complete. See

"Registration."¹¹

AFTER SCHOOL

A student who is absent from school shall not participate in any activities at the school that day and/or evening, at the discretion of the Principal.

Activities: If not a school-related activity, please contact your child's coach or leader if you have any questions.

School visits: If you need to pick up homework and/or books, etc. after school, please remember to check in at the office. On most days, the school is open until 4:00 p.m.

Evening Events: Visitors at evening activities, sports, etc. shall remain at that activity and shall not have access to classrooms.

Invitations: Invitations to non-school sponsored events (birthday parties, etc.) may not be distributed at the school. A list of classmates' names and addresses will be provided on request.

ARRIVAL AT SCHOOL

Students should not arrive at school before 8:00 a.m. At 8:15, with the arrival of the first bus, children report promptly and directly to assigned classrooms.

ASSEMBLIES

Assemblies are planned periodically as special events on the school calendar. Some typical assembly themes include nutrition, conflict management strategies, cultural presentations, and presentations of an academic nature. Parents are always invited and encouraged to attend. Parents and guests attending performances/assemblies must sign in at the main office and sign out when Leaving the school.

BICYCLE RIDERS

Students who ride their bicycles to school must wear a safety helmet and put their bikes in the bike stand as soon as they arrive at school. A permission slip, available from the office, must be signed by the parent. At the discretion of the Principal, bicycle privileges may be revoked for any safety violations

while riding to or from school.

Students should not arrive before 8:00 a.m.

Students may not ride inline skates, skateboards, or scooters to/from school.

BULLYING PROTOCOL

I. GOALS

The Superintendency Union 31 and Silver Lake Regional School District Public Schools are committed to providing our students equal educational opportunities, and a safe learning environment free from bullying. 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 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 tins support to reach their personal and academic potential. The Superintendency Union 31 and Silver Lake Regional School District will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. Such reports of bullying will be promptly investigated. As stated in the Massachusetts Anti-bullying Law, "Bullying," the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, 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: (1) causes physical or emotional harm to the victim or damage to his property; (ii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school or (v) materially or 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 signals, writing, images, sounds, data whole or in part by a wire,

radio, electromagnetic photo electronic or photo optical system, including, but not limited to, electronic mail, internet or intelligence of any nature transmitted in 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.

II. RATIONALE

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

against persons who take action consistent with this protocol.

III. APPLICATION

This protocol applies to all sites and activities under the supervision and control of Superintendency Union 31 & Silver Lake Regional School District, or where they have jurisdiction under the law. The protocol applies to all students and staff on school premises or in school-related activities, including school-related transportation. Nothing in this protocol is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this protocol covers the conduct.

IV. DISCIPLINARY and CORRECTIVE ACTION

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

BUS DISCIPLINE

At the discretion of the Principal:

First Report - Warning notice

Second Report - Bus privileges suspended for one day.

Third Report - Bus privileges suspended for three days.

Fourth Report - Bus privileges suspended for five school days.

Fifth Report - Bus privileges suspended for twenty school days.

Sixth Report - Bus privileges suspended for the remainder of the school year.

BUS SAFETY

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

- Everyone is to remain seated while the bus is in motion.
- 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.
- Keep hands, feet, and objects to yourself.
- The bus driver is the authority on the bus and must be regarded with courtesy and respect.
- No weapons, tobacco, alcohol or other drugs are allowed on the bus.
- No medication, prescription or over-the-counter, is allowed 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.
- On occasion, a day care situation arises in which a student must ride a different bus if no one will be at home. Again, a note from the parent/legal guardian should be sent to school and submitted for approval. The note will then be returned to the student to give to the bus driver. Bus changes for any other reasons are not permitted.
- No one other than Dennett School students and the bus driver should ride the bus during transport to and from the

school

- No food is allowed on the bus.
- Soccer balls, baseballs, etc. should be kept inside schoolbags while on the bus.
- Loose keys, chains, trinkets hanging on the outside of schoolbags are a potential danger and not allowed.
- Please keep very small toys at home.
- No glass containers on the bus.
- No live animals on the bus.

Thank you for your cooperation in these issues. As always, the safety of your children is of the utmost concern to all school personnel. If you have any questions, please feel free to call the Principal at the school.

COMMUNITY AND SCHOOL ASSOCIATION (CASA).

CASA is the recognized Parent/Teacher organization for the Dennett School. The Community and School Association was formed by a group of interested parents and serves as a liaison between the school and community. CASA fosters communication between the school and the community, encourages excellence in education, and provides financial support to special school projects. For further information about CASA, please contact the school at 781-585- 3659.

CELLPHONES

While we recognize the importance of the use of cell phones for families to stay in contact with each other, cell phone use during the school day creates a distraction to the learning environment.

- Cell phones must be turned off during the school day. This includes the bus as well.
- Cell phones in use during the school day may be confiscated by staff. Confiscated phones may be picked up in the main office at the end of the school day.
- Students who use cell phones during the school day will be subject to discipline.
- Parents who wish to contact their child during the instructional day in emergency situations, may do so by calling the school.

CHANGE OF ADDRESS, JOB, TELEPHONE NUMBER

If a family moves within the town, or if there is a change of telephone number or work number, please notify the school office immediately. It is imperative that we have this accurate information in case of an emergency.

CONCUSSION POLICY

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.

CURRICULUM FRAMEWORKS

The 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 throughout the union and the region.

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.

DISCIPLINE

Each student is responsible for his/her own behavior. A safe, constructive, and positive learning environment is the right of all members of the Dennett School Community. Teachers have the authority and responsibility to maintain discipline in the classroom. School discipline policies will be established and consistently enforced. When a student is having a problem, the teacher may do one or more of the following: conference with the student, conference with the parent, use classroom disciplinary procedures, or refer the situation directly to the building Principal.

Chain of Command to Resolve Concerns

Occasionally, a parent/guardian may believe that a school problem relative to his/her child exists. If a situation arises, the parent is advised to consult the classroom teacher or special subject teacher involved as the first step in seeking a resolution to the problem. If the matter is not resolved after this step is taken, the principal or her/his designee should be contacted. Only if a resolution is not reached at this level, should the Superintendent be contacted.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. e.71, 37H or 37H 1/2 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.

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 SUSPENSION: 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 the 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 by 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 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 the 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 delivered 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 will 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 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/guardian 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/guardian.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENCES UNDER M.G.L. 71- 37H & 37H 1/2

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 education 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 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 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 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.

DISCIPLINE OF STUDENTS WITH DISABILITIES-

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:

- I. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

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

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

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

or can be requested from the Director of Special Education at 978-249-2403.

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

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

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

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

DISCIPLINE OF STUDENTS ON 504 PLANS

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

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

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

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

SCHOOL BEHAVIOR

Poor behavior, which will result in action being taken, includes: fighting, profanity, unsafe or rough play, damaging property, rudeness or talking back, and disobeying teachers and other adults at school.

If children present problems, teachers usually take steps within the classroom -- removal of recess privileges or detention, for example. If these are ineffective, parents will be notified by the teacher(s) or the Principal.

Children who have received an after-school detention will remain in a supervised area until 3:30 p.m. Parents will be notified by the Principal and will be responsible for providing transportation home for their child. Most poor behavior is handled without teachers having to report the case to the Principal. This process allows a child to make some errors which could be caused by emotions or confusion. Penalties are not severe until children have repeated poor behavior a number of times.

In the case of extremely poor or dangerous behavior, school authorities may suspend the student from school immediately with parents being notified.

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. Some of these events may include field trips and field day.

All rules apply to activities held at the Dennett Elementary School and while attending field trips during and after school hours. Rules are subject to change throughout the school year as necessary. Students will always be made aware of any changes.

GROUNDS FOR SERIOUS DISCIPLINE

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

- Physical or verbal harassment including hazing, sexual harassment, and discrimination
- Attendance issues: truancy, unauthorized departure, tardiness, cutting class, loitering.

- Possession and use of tobacco products.
- Fighting or violent behavior.
- Stealing, cheating, plagiarism, forgery.
- Cafeteria disturbances (e.g.: throwing food).
- Violation of alcohol or controlled substance policies.
- Smoking
- Safety violations
- Any threat to the safety and lives of any member of the school community, or assault on any member of the school community.
- Vandalism (student will pay for damages) and misuse of equipment.
- Class disruptions; failure to report to office when requested.
- Failure to follow Rules of Conduct such as unauthorized student parking or abuse of passes.
- Disrespectful or abusive behavior towards school staff on or off school grounds.
- Failure to give name when asked.
- Habitual neglect of responsibilities; repeated violations of school rules.
- Abusive or vulgar language or actions.
- Insubordination (i.e. refusal to obey a reasonable request of a staff member).
- Any form of gambling.
- False fire alarms.
- Possession and/or use of a weapon.
- Physical or verbal harassment including hazing and sexual harassment.
- Violations of detention guidelines.
- Inappropriate use of the computer network within or outside of school, including, but not limited to, e-mail and the Internet.
- Other disruptive or inappropriate acts judged serious by the administration.

DISCRIMINATION

We have stated in our Dennett Elementary School Philosophy that, as a school, we strive to instill an understanding of values. We value diversity and respect for human differences. Our students are expected to be respectful of all people regardless of age, race, color, national origin, sex, disability, gender identity, homelessness, sexual orientation, limited English proficiency or religion. Inappropriate remarks, discriminatory language, harassing comments and inappropriate behavior will not be tolerated and will be dealt with sternly.

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. Possible suspension 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 may be made for a psychological assessment and counseling services.

DISMISSAL

If there is any change in the normal dismissal of a student, it must be verified by a note to that effect. In order to minimize the interruption to the classroom, all children must be picked up at the main office if picked up before 2:30, or will be dismissed to a waiting car if written arrangements have been made. Without a note from home, a student will depart school on his/her regular bus. 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.

DISTRIBUTION OF NOTICES

At times, school volunteer groups may wish to distribute notices to schoolchildren. The following procedure has been established:

1. Submit original to Principal at least two days prior to desired distribution date.
2. After Principal approves, you will be notified to pick up and make copies of the notice.
3. Submit stacks of twenty (20) to office personnel the day before delivery day, or before 10:00 a.m. on delivery day.

DRESS

There is no formal dress code at the school. However, students are expected to dress appropriately and tastefully. Hats will not be worn during school hours. Students should always be dressed warmly enough for the cold weather and wear appropriate footwear during wet weather. On physical education days, children should bring or wear white-soled sneakers. Shoes or sneakers with black soles cause excessive scuffing and sneakers with all black soles are not allowed in the gym. Flip flops are not to be worn at school.

ELECTRONIC DEVICES

No devices shall be used on the bus or at school without explicit permission from the principal.

FIELD TRIPS

The Dennett School will continue to strive to provide worthwhile off-campus learning experiences relevant to the curriculum for all students. Expenses to students will be kept at a **minimum.**

FIRE DRILLS

Fire drills are held periodically during the year under the supervision of the Plympton Fire Department.

GIFTS

School policy does not allow for any request of students or parents to contribute money towards items/gifts for the staff or their classrooms. NO collection of money in the classroom for gifts will be allowed.

GLOSSARY OF EDUCATIONAL TERMS

Heterogeneous Grouping - Children of mixed abilities grouped together in a classroom.

Homogeneous Grouping - Children of similar abilities grouped together in a classroom.

Inclusion - Educating special needs children with their same age peers within the regular education programs and classrooms in their neighborhood schools.

Individualized Education Plan (IBP) - An educational plan for special needs students developed at a meeting which is attended by the child's team. Team members may include one or both parents and a representative of the

school system of the child's teacher who is qualified to provide or supervise the Individualized Educational Plan.

Learning Specialist - A teacher who provides services to children who have been diagnosed as having specific learning disabilities. A partial team evaluation is required for placement with the learning specialist.

Reading Specialist - A teacher who is certified in reading. This individual expedites the best use of all reading materials and serves as a resource person for teachers in improving reading instruction in the regular classroom.

School Committee - The governing body of the school. It is made up of five (5) members who are each elected to three (3) year terms. The main responsibilities of the School Committee are setting policy, overseeing budget and curriculum, and contract negotiations. The School Committee meets the fourth Monday of every month at 5:00

p.m. The public is encouraged to attend.

School Council - The Massachusetts Education Reform Act of 1993 called for an establishment of school councils. The school council is a representative school building-based committee composed of the principal, parents, teachers and community members. The council functions in an advisory capacity to the school principal. The council has a role in shaping the policies and programs of the school. The primary responsibility of the Council is to assist the principal in the development of the School Improvement Plan.

School Improvement Plan - A plan developed by the school principal in consultation with the School Council, to advance goals, address said needs, and improve student performance consistent with the goals and standards set by the Massachusetts Board of Education and any policies set by the School Committee of Dennett Elementary School.

School Psychologist - a trained psychologist, who carries out team evaluation processes, counsels children and serves as a resource for teachers with children presenting problems.

Speech Therapist - A trained professional who provides services to children needing corrective instruction in speech and language development skills. An educational plan through a partial core evaluation is required.

***Team Evaluation** - An evaluation process to determine if special needs services are to be

provided at school for a student. Participants may include: classroom teacher, moderate special needs teacher, reading specialist, school psychologist, school nurse, adjustment counselor and an administrator.

*TEAM evaluation is the word currently used in place of Core evaluation.

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.
- 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 below 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 he/she 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.

SILVERLAKE REGIONAL SCHOOL DISTRICT & SUPERINTENDENCY UNION 31 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 is 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, 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. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted.

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.

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 Title IX Coordinator for the Silver Lake Regional School District is the Assistant Superintendent, 250 Pembroke Street, Kingston, MA 02364, (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 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 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 who believes that he/she has been subjected to sexual harassment is to report the incident(s) to any administrator, Title IX Coordinator, Dr. Jill Proulx at (781) 585-4313, 250 Pembroke Street, Kingston, MA 02364 or directly to the Superintendent. The administrator and/or Superintendent are to immediately contact the Title IX Coordinator. A written record of the complaint will be made by the party receiving the complaint. A separate file system will be maintained, apart from the student's personal record, regarding these complaints and as to all matters relating to the complaints.
2. If the alleged harassment involves the Title IX Coordinator, the Superintendent of Schools will act as the Title IX Coordinator.
3. If the alleged harassment involves the Superintendent of Schools, the Secretary of the School Committee will act as the Title IX Coordinator.
4. The 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 choose to 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 five 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 formal hearing. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within five 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 as the case may be.

DECISION OF THE COMMITTEE OR THE SUPERINTENDENT

1. After all the evidence has been presented, the school committee will convene for deliberations to determine whether the school system's policy on sexual harassment has been violated.
2. If the Committee finds after a roll call vote that the policy has not been violated, the written decision will be forwarded to the complainant and the respondent no later than five working days after completion of the meeting. If the Committee finds after a roll call vote that the policy has been violated, the Committee will determine the penalty for the respondent and the relief for the complainant no later than five working days after completion of the meeting.
3. In meetings 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 five working days after the completion of the hearing.
4. The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed-in the respondent's personnel file or student record, probation, suspension without pay, dismissal, demotion, or removal from administrative duties within a department; students may be subject to suspension or expulsion proceedings following a finding that the policy has been violated..
5. 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.

HEALTH OFFICE POLICIES-NURSE

Immunizations - Children enrolled in the public school system must be fully immunized according to current state laws.

Unless there are medical or religious contradictions, in which case a letter signed by the child's primary health care provider must be received, all kindergarten students must be up to date with all immunizations as stated under the kindergarten registration section. Sixth grade immunizations must be completed during the school year. Certification of these immunizations must be in nurse's office by June 1.

Physical Exams - Massachusetts state law requires every child to have a complete physical exam prior to entering kindergarten, during fourth grade and before entering seventh grade.

When should your child stay home from school?

Fevers are generally signs of infection: Your child's temperature should be less than 99.8 degrees for 24 hours without use of fever reducing medications. If your child has a contagious illness such as strep throat, flu or chicken pox, you should contact the school nurse to find out when the child may return. Children should not come to school if they display one or more of the following symptoms: vomiting or diarrhea within the last 24 hours, skin rashes, a productive and/or persistent cough, green/yellow drainage from eyes, ears or nose, severe headache or sore throat. Students with head lice or nits will need to stay home and the school nurse will need to be notified of treatment; the child will need to be checked by the school nurse before he/she re-enters the classroom.

All of the above signs and symptoms are reasons to keep your child home from school to help decrease the spread of illness and to help your child fully recover. Please call the school at 781-585-3659 if your child will be staying home. If you have any questions please feel free to call the School Nurse's direct line: 781-585- 2435.

A student returning to school after an 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.

Medical conditions/Allergies - If your child has an allergy or any other medical condition, please notify the school nurse so that it may be noted on his or her health

record and the teaching staff may be notified if necessary. It is very important in the event of an emergency that we have as much information regarding your child and his/her health as possible.

Responsibility of Parents - It is essential that parents provide for their children's care when it is necessary for them to be sent home during the day. An emergency card is provided for this purpose. The parent must notify the school when the phone numbers change or of any other pertinent information. Be sure to fill out the entire front and back of the emergency card. Be sure to add all phone numbers including home, work, cell, pager, etc.

Medications -If your child is on medication at home, please notify the school nurse in order that we may take the best possible care of your child, especially in an emergency. Whenever possible please try to give medications at home. If it is necessary for prescription medications to be given at school, a parent or another responsible adult must deliver the medication. No medication is to be carried by your child. For prescription medication a parental permission form and a licensed prescriber permission form must be filled out and signed before the medication can be given. Please ask your pharmacy to provide separate bottles/inhalers for school and home with the label stating the Dr.'s order, child's name, drug name, and dosage. We must have an original container; we will not accept medications that are not labeled. For over-the-counter medication, a parental permission form must be filled out and returned before the medication will be given.

Health Office Procedures - When a student enters the health office with a complaint or injury, the following procedures will most likely occur:

- Subjective data: The child will be asked to describe his/her illness or injury.
- Questions such as: how, when, where, and for how long, are typically asked of the child.
- Objective data and assessment: The child will then be assessed by the school nurse by means of temperature, vital signs,

observation, inspection, palpation and auscultation when necessary.

- If the school nurse feels the child is not well enough to remain in school or if the illness/injury requires immediate medical attention, the parent/guardian will be contacted.
- Each child's visit is documented and, on most occasions, the child will go home with a note stating the time and nature of his/her visit and what was done.
- The child may be asked if he/she has informed his parent/ guardian of this illness/injury if it is not new. They may also be asked if they have been seen in the past by their primary health care provider for this illness/injury.

The Role of the School Nurse -

"The purpose of school nursing is to enhance the educational process by the modification or removal of health-related barriers to learning and by promotion of an optimal level of wellness." MA Department of Public Health

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. Daily reading is the most important of all. Take time with your child to have him/her read (or be read to) every day!

The homework times indicated below reflect actual working minutes.

Grade K - children may be expected to bring in items to use in the class (e.g., books, records, toys). The teachers may also request that parents reinforce some concepts taught in class.

Grade I-Not to exceed 10-15 minutes

Grade 2 - Not to exceed 20-30 minutes

Grade 3 - Not to exceed 30-40 minutes

Grade 4 - Not to exceed 40-50 minutes

Grade 5-6 - Not to exceed one hour

Home study depends on many variables such as the nature of the assignment, the

type of child, and the work needed to be done. It is also understood that students may be given long-term assignments and should divide the time spent on that assignment into equal amounts each day. If students wait until the last minute, they may have to spend more than the time allotted per night. Usually, regular homework is not assigned on Fridays. However, some long-term projects may extend over weekends and holidays.

Helpful reminders for the concerned parent:

1. Some children require direct supervision to complete homework assignments.
2. Provide a quiet place free from distractions.
3. Check each assignment to see that it is complete and done to the best of your child's ability.
4. Encourage your child to fulfill her/his homework obligation.
5. Should you perceive that your child is having a stressful situation, offer positive encouragement and contact your child's teacher for assistance.
6. Recognize that each child is an individual and may develop her/his own effective approach to homework.

HOT LUNCH/BREAKFAST

PROGRAM Breakfast \$1.25/Lunch \$3.00

Breakfast and a hot lunch, milk included, are served daily. Milk may be purchased separately for students bringing their lunch from home. Children may also purchase dessert separately, either ice cream or a baked good. Children who forget their lunch or lunch money will be provided with a hot lunch. Payment for this is expected the following day. If payment is not received, reminders are sent home periodically. Repeated daily lunch charges will not be tolerated. Charges must be paid before dessert is purchased. Soda of any kind if not permitted in school.

Free/Reduced Lunch applications are given to all students on the first day of school or upon transfer to Dennett School. If income conditions change during the year, a family may apply or reapply at any time by requesting a form from the office.

To add money to your child's lunch account, go to www.myschoolbucks.com. A check or cash may be sent to school with your child to add to their account.

INTERNET ACCEPTABLE USE POLICY

Introduction -

The Plympton Dennett Elementary School has established an Internet connection for use by students, teachers and administrators. The purpose of this Internet access is to promote and enhance our educational program in the following ways:

- *Students and faculty can use the Internet for research.
- *Individuals and classes can communicate locally and around the world using electronic mail.
- *The school can establish a presence on the World Wide Web.
- *Students will be prepared to more effectively use the Internet throughout their educational careers and in later life.

The Internet is an important resource for education and communication. It enables the user to connect with computers all over the world and millions of individual subscribers. As a result of our Internet connection, students and faculty will have access to the following:

- *world-wide electronic mail connections
- *public domain software and shareware
- *information and news from agencies such as NASA, local and university libraries; the Library of Congress; state, local and national governmental agencies; ERIC; cultural resources and museums; data bases and web sites focused on specific topics; and local and national organizations.
- *discussion groups on countless subjects such as the environment, music, health, or politics.

For the above reasons we believe that the Internet is a valuable tool that will enrich a student's instructional program. However, while it is our intention to use the Internet to further the educational goals of the school, students may find ways to access other materials as well. Since the variety of materials and points of access to the Internet

are so numerous, families should be aware that some of the material may be inappropriate for use in the school, illegal, inaccurate, controversial or potentially offensive to some people. Because we believe the benefits and opportunities outweigh the concerns, we plan to monitor student use closely and may utilize a filter program, where appropriate and possible, to screen potentially objectionable material. At the same time, we will be educating students about the responsible use of internet **resources.**

School Internet Use Rules -

Access to the Internet is a privilege and users are responsible for their behavior and communications on the World Wide Web just as they are in any school setting or situation.

The network is provided for users to conduct research and communicate with others in a manner which is consistent with the educational goals of this school. It is understood that teachers may provide an entire class or groups of students with live or simulated access to the World Wide Web as part of their instructional program, and this will not require individually signed agreements. However, individual access to the Internet will only be given to those who have signed the user agreement. As a result, all students must have signed parental permission to work individually on the Internet. Those students will be guided toward appropriate use and supervised by faculty during school hours on school related assignments. Outside of school, families bear this same responsibility for guidance just as they would for television, **movie, print media, etc. Within reason,** freedom of speech and access to information will be honored. However, the following are not permitted:

- *providing personal or family information without prior approval such as home addresses, telephone numbers, family **names, pictures, etc.**
- *sending or displaying offensive or threatening messages or pictures
- *using obscene language
- *harassing, insulting or attacking others

- *damaging computers, computer systems or computer networks
- *violating copyright laws or plagiarism
- *using another person's password
- *trespassing in another's folders, work or files
- *intentionally wasting limited resources
- *employing the network for non--curriculum related private or commercial purposes
- *utilization of the Internet for purposes without direct correlation to the educational purposes of the school

VIOLATIONS MAY RESULT IN A LOSS OF ACCESS AS WELL AS OTHER DISCIPLINARY OR LEGAL ACTION.

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

USE OF EMAIL

Email is a convenient tool offering quick communication for staff, students, administrators and parents. Email is considered written documentation and when written to a student may become part of the student record. It is extremely important to use email appropriately and in adherence with district policy. Appropriate use of **email can enhance communication**; inappropriate use can hinder us from our goals and mission and can cause extensive communication difficulties. If at any time you have a particular concern about the use of email or response to email you received, ask your building principal or the Administrator of Special Education for **assistance**.

LOCKERS

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

LOST AND FOUND

A lost and found box is located in the cafeteria. The lost and found articles are also displayed at parent/teacher conferences.

LOST/DAMAGED SCHOOL PROPERTY

Any student enrolled in the Dennett Elementary School who damages, mutilates, or loses school textbooks, materials, and/or equipment will be responsible for replacement of such items and charged the replacement value.

NOTICE OF NON-DISCRIMINATION

The Silver Lake Regional School District reaffirms that it does not discriminate on the **basis of race, color, religion, sex, homelessness, national origin, age, disability, sexual orientation, gender identity** 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, **religion, sex, national origin, homelessness, gender identity, age, disability, sexual orientation**, 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 sex, race, homelessness, national origin, gender identity, religion, age, disability, sexual orientation, or exercise of civil rights will not be tolerated. If you should have a complaint or concern that there has been discrimination you may also utilize the following procedure:

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

you seek. This appeal should be taken within one week after receipt of the principal's decision.

3. The Equal Opportunity/Title IX/Section 504/ADA Coordinator will meet with you within a reasonable 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 collect it. Inquiries concerning the application of non-discrimination 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, Civil Rights, and Americans with Disabilities ("ADA") coordinator is the Assistant Superintendent of Silver Lake Regional School District. 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 0234 and at (781) 585-4313.

PERSONAL PROPERTY

Parents are requested to keep the number of items brought in to a minimum in order to reduce the potential for distractions to the learning process. All personal property will be the responsibility of the student.

PETS

Pets are allowed in the school only with the permission of your child's teacher and are not to be taken to or from school on the school bus. Any animals brought to the school should have educational value and must be on a leash or in a secure container

or cage and must be removed from school on weekends and vacations.

PHOTOGRAPHING OR VIDEOTAPING OF STUDENTS

On a yearly basis, the Dennett Elementary School will distribute forms asking permission for the child to have his/her picture or video taken during school activities. Pictures may be taken by, or given to, the newspapers/cable company to publish or reproduce. In the event that a parent/ guardian of a child wishes not to have pictures or videos taken of the child during school activities, the following principles shall be applied:

1. In the event of a required curricular activity, no pictures or videos will be taken of the child while he/she is engaged in the curricular activity.

2. In the event of an extracurricular activity where there is not a public performance, measures will be taken to ensure that unauthorized pictures or videos will not be taken.

3. In the event of an extracurricular activity, including graduation ceremonies, where there is an expectation of a public activity, the parent/guardian of a child who is not to be videotaped or have his/her picture

taken will be advised in advance that pictures or videotaping will occur, in which event the child will be removed or excluded from that particular activity. An exception to this policy will be allowed in the circumstance where a parent/ guardian of a child has denied permission for picture or videotaping of his/her child, but decides for a particular occasion that permission will be granted. In this circumstance, the parent/guardian must contact the Principal and grant permission for either pictures and/or videotaping to occur on that occasion.

4. In the circumstances identified in paragraph 3 above, if there are two public showings, the Principal will make a determination on a case-by- case basis whether only one of the public showings will allow pictures or videotaping.

PLACEMENT

In the spring, a series of intensive meetings is held with the principal and teachers at each grade level to place each student with the next year's teacher. Others involved in the process include subject area specialists and special needs personnel. The objective of the placement process is to match each child's learning style with an appropriate teacher and group of students. Great care is taken to ensure the heterogeneous character of each classroom. Parent requests may not be honored.

POLICY ON PHYSICAL RESTRAINT

Dennett Elementary School complies with the Department of Education 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 should 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 employees(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, or 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 prohibited 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.

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.

REGISTRATION

When registering a child who has previously attended school, the only items necessary are a transfer card from the previous school and an immunization record. Parents will be requested to complete a registration form, emergency card, and record release form at the time of registration.

REGISTRATION -KINDERGARTEN

The kindergarten registration date is set each spring for students residing in Plympton. The appropriate forms are mailed to parents prior to this date so that all forms may be completed and returned to the school. Other requirements before a child may enter school are a birth certificate, physical examination and immunization certificate for 5 doses of DTaP, 4 doses of Polio, 2 doses of MMR, 3 doses of Hepatitis B, 2 doses of Varicella info history of chicken pox, as required by Jaw. Children must be five years of age before September 1 of the year entering kindergarten.

REPORT CARDS

Report cards are issued three times a year: in December, March and at the end of the school year in June. Parents are encouraged to attend the parent/teacher conferences which are held in conjunction with the issuance of report cards in December and March. Parents will be notified of the dates and asked to request a conference time. It is an important opportunity for you to get to know your child's teachers, learn more about the school and curriculum, and to discuss how your child is doing. Conferences are not restricted to these formally scheduled times.

RETENTION

Students are retained only if it is the considered opinion of the teacher, parents, and administration that an additional year at the present grade level would be beneficial to the student.

SCHOOL CANCELLATION

If school is canceled due to the weather, it will be announced on stations WBZ (channel 4), WCVB (channel 5), WHDH (channel 7), and WFXT (Fox 25), WPLM (99.1 FM) and WATD (95.9 FM). Announcements will be made from approximately 6:00 a.m. A reference to either Plympton schools or Silver Lake schools would cancel school at the Dennett.

Emergency School Closing - If it becomes necessary to close school during the day (a very, very rare occasion), please be sure your child knows beforehand where (s)he is to go and that there will be someone there to care for her/him. Even though we have an emergency phone chain, it may be impossible to contact all working and at home parents, so please make arrangements beforehand.

SCHOOL PICTURES

School pictures are taken of individuals during the fall, and of classes during the spring. Notices are sent home before the picture date. Pictures may be purchased only if ordered and paid for in advance.

SCHOOL SAFETY

Dennett Elementary School is committed to creating a school environment which is safe and responsive to all children. Toward that end our goal is to promote school safety and socially appropriate behavior to ensure student learning. We believe that school safety and order are directly related to children's social and emotional well-being and their academic learning. We recognize that safe school environment is achieved through a multi-faceted approach which includes three elements: education, prevention and intervention. Furthermore,

we believe that through meaningful parental involvement and mutually cooperative effort between the home, the community and the school, we can better achieve the goal of school safety. We recognize that school communities can do a great deal to foster safety. Our efforts include the following:

- promotion of good citizenship and character
- discussion of safety issues openly
- welcoming meaningful family involvement
- promoting academic success for all children
- development of links to the community
- emphasizing positive relationships between students and staff
- identification and referral of problems for solutions
- helping children to identify and express feelings safely
- treating students with respect

Behavior which undermines student safety and well-being in school is outlined on pages 5-9 and 12-16 of this handbook. The school discipline policy identifies expectations for behavior and consequences for violation of the school disciplinary code. Those negative behaviors which impact school safety include for example: fighting; verbal, physical or emotional harassment; vandalism; disrespectful and disruptive conduct; possession of weapons; bullying; possession of controlled substances, and other negative behaviors which undermine an orderly and safe school environment. To assist us in ensuring that our school is a safe place for learning, all suspected violations of the school discipline code should be brought to the attention of a school adult or parent. In addition, all suspected incidents of child abuse should be reported to a school adult. An investigation of these reports will be conducted and further action will be taken as needed.

To further ensure school safety for students and school employees, we require that all parents, volunteers and non-school personnel sign in at the main office immediately upon arrival at the school. An

identification badge will be issued where appropriate to individuals who need to visit classrooms or other areas of the school. Finally, we wish to emphasize that the well-being of our students and staff is the most important priority in our school. For this reason, we will treat all violations of our safety procedures most seriously. Together with the mutual cooperation of our staff, our students, and our community members, we are confident that our school will remain a healthy and safe learning environment for everyone. Your assistance in this important matter is appreciated.

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.

SCHOOL VISITATION

Building security and the safety of our children and staff is of great importance at the Dennett School. To ensure this safety, it is required that **ALL VISITORS (INCLUDING PARENTS) MUST REPORT TO THE SCHOOL OFFICE. BEFORE PROCEEDING TO ANY OTHER SECTION OF THE BUILDING.**

This pertains to each and every visitor even if the visitor is a person, such as a volunteer, who visits the school on a regular basis. Please note that visitors will not be allowed to go to a classroom unless arrangements have been made with the teacher ahead of time, as this practice disrupts the classroom routine.

STANDARDIZED AND STATE TESTING

Dennett Elementary School will be administering standardized and state testing throughout the school year.

TARDINESS AND DISMISSALS

School begins at 8:20 a.m. A student arriving between 8:20 and 11:20 is tardy, unless the tardiness is caused by a late bus. A student who arrives at school after 11:20 a.m. will be considered absent for the full day. A student who is dismissed before 11:20 a.m. will be considered absent for the

full day. Tardiness and dismissals are strongly discouraged. Five or more tardies will result in a telephone call from the Principal (or designee) to the student's home.

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.

TITLE IX

Title IX rules and regulations require educational institutions receiving federal financial assistance to adopt a notification policy concerning Title IX. The notification policy adopted by the Plympton School Committee states:

The Plympton School Department does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The school department policy not to discriminate on the basis of sex in educational programs and activities extends to employment in the admission to such programs and activities. The Plympton School Department also is subject to the rules and regulations of Chapter 622.

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, religion, homelessness, gender identity, national origin or sexual orientation.**" The Assistant Superintendent, is the Title IX, Chapter 622 and Section 504 Coordinator. They 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 Title IX Coordinator, 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.

TRANSFER TO ANOTHER SCHOOL

When moving from the town of Plympton, please call the school office to secure a transfer card, a health record, and sign a record release form. Your child's cumulative record file will then be mailed to his/her new school.

TRANSPORTATION

First Student Transportation Company of Hanson provides bus transportation.

VOLUNTEER PROGRAM

The Dennett School encourages parents to volunteer their services to the school. Please contact your child's teacher or the Principal if you are interested in volunteering in the school.

WELLNESS

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 all 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.
- Snacks shared with the class must be store bought with the ingredients clearly marked and peanut free.
- 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 fund raising 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.

Notes

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

Notes

[illegible]

[illegible]