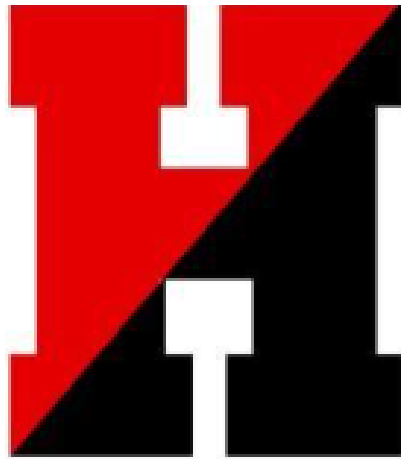


Halifax Elementary School



PARENT/STUDENT HANDBOOK

464 Plymouth Street
Halifax, Ma 02338
781-293-2581
hes.slrsd.org

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

Spanish

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Portuguese

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

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German

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Русский

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

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

Massachusetts Union #31 and Silver Lake Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, handicap or homelessness in their educational activities or employment practices.

Philosophy

Education is the key to a full and productive life. The purpose of Halifax Elementary School is to foster a climate that honors education, encourages high academic standards, and respects cultural diversity. The intellectual, physical, social, and emotional needs of the elementary-level child are understood and each student's learning style is supported and challenged.

The Halifax school community prepares students for a successful transition to the middle school level. In addition to a strong academic foundation, students take with them skills in critical and creative thinking, communication, and decision-making as well as a sense of personal responsibility, well being, and concern for others.

Halifax Elementary School promotes communication and cooperation among children, parents, staff and the community. We encourage family and community members to participate in strengthening the educational opportunities and resources for our children. Together, we hope to inspire our children to become life-long learners.

Goals

- Promote communication among staff, parents, administration, and community members to strengthen the social, academic, and physical education of our children.
- Provide a clean, safe, caring learning environment.
- Continue the emphasis on reducing class size as recommended by the Halifax School Committee and the Halifax School Council.
- Demonstrate pride in our school by displaying and presenting a variety of student work, including visual, musical, and theater arts throughout the school community.
- Maintain and continue to update curriculum in accordance with the Massachusetts State Curriculum Frameworks by involving teachers as well as parents and community members in the ongoing process of curriculum development.
- Recognize the need for providing appropriate resources including staff, materials, technology, and professional development to accommodate changes in student needs.
- Accommodate a diverse range of learning styles by implementing instructional and assessment methods reflective of current research in teaching and learning.
- Support the use of technology by staff, students and administrators.
- Continue to promote respect and understanding for the similarities and differences among people.

General Information and School Policies

Absence and Tardiness

Parents are requested to call the school when your child is absent; otherwise, we will contact you. It is expected that your child will bring in a written excuse for this absence signed by a parent or guardian on the day he/she returns to school.

Parents must bring their child into the school if they arrive after 8:30 a.m. and sign their child in at the Main Office.

Absence and tardiness are disruptive to the learning process. Repeated occurrences for reasons other than illness or emergency shall be treated as a disciplinary problem and will be treated as such. Absence including non-school vacations and tardiness shall not constitute an excuse for missed lessons, assignments or tests.

An absence of more than 5 days and/or absence resulting from a contagious disease will require a doctor's certificate to return to school.

Full-day attendance at school is essential to the learning process. When a student is unable to attend school, a parent should call between 8:00 a.m. and 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 student 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 student's attendance
- ii. The parent/guardian *may* be asked to attend a meeting at school (with the student present) at this time.

The goals of the meeting will be:

- To connect with and offer support for the parents
- To educate the parents of the impact that school absences and tardies have upon student learning.
- To help 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 student'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 student's attendance.

C. Eighteen absences:

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

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

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 missed assignments, making them up as soon as possible.

Animals

Animals may not be brought to school without **teacher and the office permission first**, and then only for an educational reason. Animals must be transported to school by means other than the school bus.

A secure container or cage must be provided for the animal.

Arrival at School

Children should arrive at school no earlier than 8:15 a.m. with the arrival of the first bus. No child should arrive prior to 8:15 a.m. Children should report promptly and directly to assigned classrooms once the school doors are opened at 8:15 a.m.

The Old Colony YMCA provides before school care from 7:00 a.m. to 8:15 a.m. in the All Purpose Room Monday through Friday for a fee.

Bicycles

A written note from home is required for students to ride bicycles to and from school. Bicycles should be ridden directly to the bicycle rack when arriving at school and left there until the close of school in the afternoon. At the close of school, bicycles are to be ridden directly home from the school grounds after the departure of the buses. **In accordance with Massachusetts General Law, children 16 and under must wear a helmet.**

Cell Phones

The use of cell phones is not allowed in school or on the bus. Office telephones are always available as needed. 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 disruption 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

If a family moves within Halifax, the school must be informed of the change of address and/or telephone number so the school emergency cards can be updated and Bus Company notified.

Communications

The Halifax Elementary School website is the best source of school information.

General notices are usually sent home on Wednesday.

A variety of written notices go home with your child. Sometimes a classroom teacher sends news of a special event that is planned.

Emergency cards are sent home annually. It is extremely important that you return this card and update it with any changes that have occurred since the previous one, as well as changes that occur throughout the school year.

Please call or email your child's teacher when deemed necessary. You may not be able to reach a teacher directly during the school day, but they will return your call at their earliest convenience.

Other organizations, such as P.T.O, distribute news via students.

Daily School Hours

Classes begin at 8:30 a.m. and end at 2:40 p.m. (except on early release days when classes begin at 8:30 a.m. but end at **12:45 p.m. or 12:00 p.m.**)

Detention or After-School Sessions

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

Detention is assigned for violation of school/classroom regulations. Detention is assigned by any teacher or administrator who is experiencing difficulty with a student.

For either detention or extra help, parents will be contacted and must arrange for after-school transportation.

Dismissal Procedures

No child is to leave the school grounds without a note from his/her parents. If there is any change in the normal dismissal of a student, it must be verified by a note to that effect. In the event of an emergency, please notify the office no later than 12:00 p.m. For the least disruption to the school day, we request the dismissals do not occur before 2:40. Children being picked up at school at the end of the day will be signed out and picked up at the gym lobby. If we do not have a note, the student will be put on his/her regular bus. **Persons picking up students must sign them out.**

Dress Code

Children are expected to wear appropriate school attire. Halters, tank tops, short shorts, short skirts, or other types of incomplete shirts or blouses are not to be worn. Hats/bandanas will not be worn during school hours. Hair coloring is discouraged. Shorts and skirts should be a school appropriate-length.

No articles of clothing promoting or depicting any alcoholic beverages, tobacco, or other harmful substance or containing objectionable wording or pictures will be allowed. Students will call home to have a suitable replacement brought in.

Sneakers or athletic shoes are required for physical education. Cleat-type shoes are not permitted.

No flip-flops, slides, or slipper-type shoes should be worn to school. “*Heelies*” should be removed from shoes – they are not allowed in the school building at any time.

In winter weather, we hold outside recess if possible. Be sure children are dressed appropriately for cold weather (hats, gloves, scarves, boots, winter jackets, etc.).

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!***

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.

The nature of homework assignments varies according to the grade level and the developmental needs of the students.

Suggested time for homework assignments (set out below) changes according to grade level. However, it is the school policy not to assign homework on Friday or on the day before a school holiday or school vacation.

Homework guidelines are as follows:

- A. Homework in Grades K and 1 should not exceed 15 minutes per night.
- B. Homework in Grades 2 and 3 is not to exceed 30 minutes per night.
- C. The maximum daily assignment in Grade 4 is not to exceed 45 minutes, and in Grade 5 and 6 is not to exceed 1 hour.

How to Solve a Problem

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

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

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

Internet Policy

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

Lost or Damaged School Property

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

Moving

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

Parents and Visitors

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

P.T.O.

There is an active P.T.O. group for the school, who are strong supporters of the school with their many activities and fundraisers. The executive board holds open meetings each month. All members and prospective members are most welcome to attend.

Picture Publishing

A Picture and Video Permission Slip is included in the handbook. This form requests parental permission to take student pictures and videos during various school/class activities.

School Calendar

At the beginning of the year, parents are provided with a school calendar showing vacation times and early release days. This calendar contains dates for 180 days of school.

School Cancellation

No School Announcements are broadcast on:

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

In addition, the SLRSD Superintendent of Schools sends an email notification as well as a phone message alerting families of no school announcements.

School Lunches

Lunch is prepared and served each day at a cost of \$2.80 for students. Milk can be purchased at a cost of \$.75 for students bringing their lunch from home. Ala Carte items (low-fat ice cream, popsicles, reduced fat cookies, and baked chips) are available for purchase each day for \$.75. We

encourage the use of pre-payment on the My School Bucks system. Parents may send in advance payments to credit their child's account or use the Pay-Pal option on the website.

Children who forget their lunch or lunch money will always be provided a lunch. **Payment for this is expected the following day.** Repeated daily lunch charges are not acceptable.

Lunches are provided free or at a reduced rate for children of qualifying families. Applications are provided to all children early in the school year. If income conditions change, a family may apply or reapply at any time.

School Pictures

At the start of the school year a photographer takes student pictures and parents have an opportunity to buy pictures in a variety of formats.

Pictures occur twice each year, once in the Fall and once in the Spring.

Scooters, Skateboards, Roller blades

Scooters, skateboards, and roller blades are prohibited on school grounds at all times.

Snacks

Teachers may schedule an appropriate snack time daily. Healthy snacks are encouraged. **No gum is allowed.**

Telephone Use

Office telephones are available as needed.

Toys

Appropriate playground equipment is provided by the school; therefore, no toys, electronics, or sports equipment should come from home.

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. If at any time you have a particular concern about the use of email or response to an email you received, ask your building principal.

Vacations

Some excess absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities. Teachers are not expected to provide assignments prior to vacation taken during school time. After students return they are responsible to make up missed assignments.

STUDENT BEHAVIOR AND DISCIPLINE PROCEDURES

Philosophy

Discipline is that process by which the student learns self-control, the proper balance between self and group interests. This process involves the setting of realistic goals and proper limits, firm, fair

and consistent enforcement of limits and punishment when circumstances warrant such action. It should be pointed out that discipline is a process and that its goal is self-discipline for every student.

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

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

Guiding Principles

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

Discipline Procedures

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

Teachers and other school authorities will contact parents when a discipline problem warrants. Whenever a child is referred to the Principal's office and in other appropriate cases, the Principal will use discretion concerning notification of parents.

Suspension

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

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

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

Because of the ages of younger elementary school students, a formal suspension may be deferred. A student who has often disregarded school rules may be dismissed for the day in the custody of his parent. This type of dismissal is not a suspension. It is used to impress upon the student and parent that the student cannot disregard the rules without consequences. Dismissal for the day follows other disciplinary action.

In cases involving dangerous weapons, a “weapons report” must be filed with the local Chief of Police and DCF. In addition, arrangements will be made for a Psychological Assessment, Counseling Services and a follow-up Psych Assessment.

Disciplining Students with Special Needs

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

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

School Rules

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

Bathrooms

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

Entering School and Conduct in the Corridors

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

Indoor Recess

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

Leaving School

Pupils will exit upon hearing the dismissal bell over the loudspeaker system. The walkers and bicycle riders will be dismissed in this manner after the buses leave the school grounds. Students shall leave the building quietly and orderly.

Lunch in Cafeteria

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

Recess

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

- Wrestling
- Piggy-back riding
- Standing on swings or on slides. Never two on a swing.
- Hardballs such as baseballs
- Hard bats.

- Playing in non-designated areas on the playground.
- Returning to the building without permission before recess is over.
- Interfering with the play of other children.
- Throwing rocks or snowballs, or sticks.
- Improper use of playground equipment. It is the responsibility of the child taking out the equipment to return the equipment.
- Football or other contact sports.

Other

- No fighting or pushing is permitted on the school premises.
- No spitting is permitted anywhere on the school premises.
- No swearing or other unacceptable language is permitted anywhere on the school premises.
- No smoking, alcohol or drugs is permitted anywhere on the school premises.
- No gum chewing is permitted anywhere on the school premises.

Violations of recess rules will result in the student missing recess for a period of time, detention, or other consequences as determined by administration.

STUDENT SERVICES

Lunch

Lunch is prepared and served daily at a minimal cost. Free or reduced lunches are provided to qualifying families. Applications for Free or Reduced Price Meals are distributed to all students at the start of the year. Parents may request an application at any time when they feel that their circumstances change qualifying the children to take part in the program.

Bus Services

All Halifax students are bused to school. Buses pick up children and return them to points in the vicinity of their homes. Buses do not provide door-to-door service to all children.

Buses attempt to pick up Kindergarten students at their homes. Kindergarten students will never be dropped off at an apparently empty home. They will be returned to the school at the end of the bus run.

Students will be assigned **one bus** and routed to and from their home address for the entire school year. In other words, **the bus your child rides in the morning will be the same bus your child rides at the close of school**. With prior notice, the only pick up or drop off changes that will be approved must fall on that student's original bus route; therefore, we will not accept notes requesting children to take different routes home - other transportation arrangements will need to be made by you.

In an effort to accommodate any permanent babysitting or daycare arrangements, you may request your child be transported to and from the bus stop closest to your babysitter or daycare house instead of from your own home.

Proper bus behavior is critical to the safety and well-being of all the children.

Bus Safety Rules

Students must:

- be at the bus stop on time
- maintain orderly behavior at all times on the bus and the bus stop
- when boarding or exiting the bus, exercise courtesy toward others
- respect and obey the bus driver – their job is to transport students safely
- remain in seat while bus is moving – do not get out of seat until the bus comes to a complete stop
- keep all objects/body parts inside the bus
- loud talking and yelling are not allowed
- do not damage any part of the bus or seats
- after leaving bus, step well away from the bus
- no animals/pets are allowed on bus
- know the correct procedure for emergency exit from the bus

If children misbehave, the drivers take action that may involve a seat change or a firm verbal warning. If behavior does not improve, the child is reported to the principal in writing. Bus conduct reports are filed in the office. Children may receive an in-school restriction, or an after-school detention, or loss of bus privilege for a period of time. If poor behavior continues, parents will be involved by telephone or personal conference.

Students shall not:

- change buses - we will only transport to and from the same address every day of the week. A parent must notify and request, in writing, approval from the principal if there is an emergency situation that requires a change in buses.
- eat on the bus at any time.
- possess or use tobacco at any time
- possess or use alcohol or any other drug at any time.
- mark, destroy or mutilate school buses at any time. Parents are responsible for paying for any damaged property.
- The principal may use discretion in certain instances. Generally, the repeat offender will be dealt with more and more severely.
- School policy states that discipline procedures may include suspension and/or cancellation of bus privileges.

Under state law, the responsibility of seeing that a child is in school rests with the parent or guardian. **NON-ATTENDANCE AT SCHOOL BECAUSE OF SUSPENSION OF BUS PRIVILEGES IS CONSIDERED TRUANCY.**

Health Services

The school nurse is at school each day. The nurse deals with student illnesses, injuries and dispenses daily medication. Please be sure the emergency cards we have on file for your children are updated when addresses, phone numbers, helpful neighbors or doctors change. If your child is hurt or becomes ill at school, we do need alternative people to get to in case you are unavailable.

Regular attendance is important, but do not send your child to school if he/she is sick. A healthy environment is impossible when children are sent with fevers, severe colds, etc. If serious or

communicable diseases occur, a call to the school nurse will be most appreciated. We can help with homework, home study teacher, and be on the lookout for other cases.

Health Problems

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

Immunization

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

Screening Programs

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

Medication Procedures

All medications, both prescription and over-the-counter, that a child must take at school, must be stored and administered under the nurse's supervision. The following conditions apply:

- a. All medication is to be delivered to school by an adult;
- b. Prescription drugs must be in the original bottle with the physician's name and prescribed dosage on the label;
- c. In all cases, a note from the parents giving permission to administer medicine **or** cough drops is necessary.
- d. Daily prescription medication needs to be accompanied by a doctor's note and signed off by the parent when delivered to school.

If medicine arrives at school and does not meet these conditions, parents will be contacted by telephone and medicine will not be administered.

Internet Acceptable Use Policy

The Halifax 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:
- 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; databases and websites 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 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 Internet and 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.

At Silver Lake Regional School District and Superintendency Union 31 (SLRSD), we use Google Workspace for Education, both Core and Additional Services. All students are provided with a Google Workspace for Education account in order to securely and safely access educational technology such as Google Docs, Classroom, and Chromebooks, as well as sign-in to other

curriculum resources and platforms deemed appropriate by district and school administration. At SLRSD, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. For more details on the Google Core and Additional Services and their privacy policies, please visit our website at www.slrdsd.org

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.slrdsd.org. Printed copies are available in the main office upon request

Signing of Agreement

All students and faculty members who will use the Internet are expected to sign the Halifax Elementary School's Acceptable Use Agreement. Parents of students are also required to sign indicating their knowledge and support of this policy as well.

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

Library Services

The school has a well-equipped media center. Students visit the library on a regular basis, either individually or with their classes, to browse, withdraw materials and complete research.

Placement

Each spring a series of intensive meetings are held among the teachers and the principal on 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 heterogeneous character of each classroom. Due to the complexity of the process, requests for specific teachers cannot be accepted. Placement letters will be sent home to families in August notifying them of their child's placement for the upcoming school year.

School Safety

Halifax 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 a safe school environment is achieved through a multi-faceted approach which includes three elements: education, prevention and intervention.

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.

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, which are implemented through the Second Step Program, Steps to Respect, and a school-wide Safety Plan, 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 relationships between students and staff.
- Identification and referral of problems for solutions.
- Helping children to identify and express feelings safely.
- Treating students with respect.

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, national origin, sexual orientation, gender identity or homelessness.”

Assistant Superintendent of Schools, is the Title IX, Chapter 622 and Section 504 Coordinator. She will coordinate the Silver Lake Regional School District’s efforts to carry out the responsibilities of the regulations. Any inquiries concerning the application of the regulations to the practices and policies of the Silver Lake Regional School District may be addressed to: Assistant Superintendent, Dr. Tricia Clifford, 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 DC 20221.

Specialist Services

Students receive regular instruction in Art, Computer, Library, Music and Physical Education. Students in grades 4, 5 and 6 are offered the opportunity to study instrumental music. Chorus is also offered to students in grades 5 and 6.

Special Needs Services

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

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

Statement regarding Title IX and Chapter 622

It is the policy of the Halifax Elementary School not to discriminate on the basis of sex, race, religion, color, national origin, handicap, homelessness, sexual orientation or gender identity in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971.

The Silver Lake Regional School District Assistant Superintendent, has been appointed to serve as the school system's coordinator of Title IX and Chapter 622. Inquiries regarding compliance with either act may be directed to her at 250 Pembroke Street, Kingston. The telephone number is 781-585-4313. A parent may also inquire at the Regional Center for the Department of Education or to the Director of the Office for Civil Rights, Department of Health and Human Services, Boston, Massachusetts.

Inspection of Student Records

A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent no later than two days after the request, unless the parent consents to a delay.

The parent has the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

Finally, the parent may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Visitors

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. Teachers and students are asked to report any visitor to the school who is without proper identification to any of the contact people listed above.

REPORTS OF STUDENT PROGRESS

Parent Communications

Parent-Teacher Conferences

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

A parent-teacher conference is a meeting between you and your child's teacher or teachers. It is an opportunity to discuss your child's progress in school. It's also a time for you to ask questions, give teachers information that will help them better understand and work with your child, and to reaffirm your commitment to work together with them.

A successful conference is an important way for parents and teachers to communicate. If you feel you need more time, schedule another appointment. Parents and educators working together is in the best interest of children.

Mid-Term Reports

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

Standards Based Report Cards

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

Testing

Massachusetts Comprehensive Assessment Testing (MCAS) is administered in the spring to all students in Grades 3-6 in accordance with Massachusetts State law.

School Committee Policy on Student Discipline

Statement of Policy

1. Corporal punishment and/or verbal abuse in any form is prohibited. Physical restraint may only be used as a last resort, and then only to prevent a student from injuring him/herself or another individual. When such restraint is used, the incident shall be reported to the principal immediately, followed by a written statement within 24 hours detailing the incident.
2. Discipline shall foster self-control and self-esteem. In order to be effective, discipline must:
 - a. Clearly establish a link between the infraction and the consequence;
 - b. Avoid threats, insults and humiliation.
3. Group punishment as a result of the misbehavior of one individual or a few individuals is prohibited.
4. In order to establish and retain authority, the teacher must make every effort to control discipline within his/her classroom. When the teacher determines that outside intervention or assistance is required, the teacher will request the assistance of the principal. The principal will then determine the most appropriate course of action consistent with a uniform, progressive plan for students with severe or repeat discipline problems.
5. It is the parents' responsibility to discuss proper behavior with their children. Students must come to school with a clear understanding of the school rules and appropriate conduct.
6. The principal shall have the authority to suspend students who repeatedly fail to follow school rules or whose behavior is particularly abusive or threatening to either the staff or other students.
7. The principal shall have the authority to expel any student who, on school property, or at a school sponsored event:
 - a. has in his/her possession a dangerous weapon.
 - b. has in his/her possession illegal drugs or alcohol;
 - c. assaults a member of the school staff.

Grounds for Serious Discipline

You are subject to serious discipline, including suspension from Halifax Elementary School for, but not limited to, the following reasons:

1. Attendance issues: truancy, unauthorized departure, tardiness, cutting classes, loitering.

2. Possession and use of tobacco products
3. Fights
4. Stealing, cheating, plagiarism, forgery
5. Cafeteria disturbances (e.g., throwing food)
6. Violation of alcohol or controlled substance policies
7. Smoking
8. Vandalism (student will pay for damages) and misuse of equipment
9. Class disruptions: failure to report to office when requested
10. Failure to follow Rules of Conduct
11. Disrespectful or abusive behavior towards H.E.S. staff or off campus
12. Habitual neglect of responsibilities; repeated violations of school rules
13. Abusive or vulgar language or actions
14. Insubordination (i.e., refusal to obey a reasonable request of a staff member)
15. Any form of gambling
16. False fire alarm
17. Possession and/or use of a weapon
18. Physical or verbal harassment including hazing and sexual harassment and discrimination
19. Inappropriate use of the computer network within or outside of H.E.S., including but not limited to e-mail and the internet.
20. Other disruptive or inappropriate acts judged serious by the administration

Notice of Non-Discrimination

The Silver Lake Regional School District reaffirms that it does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, homelessness, sexual orientation, gender identity or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities. The Silver Lake Regional School District also affirms its commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability, homelessness, sexual orientation, gender identity or exercise of civil rights. Any harassment on the basis of sex, race, national origin, religion, age, disability, homelessness, sexual orientation, gender identity or exercise of civil rights will not be tolerated.

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

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

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

The District's Equal Opportunity, Title IX, Section 504, Civil Rights, and Americans with Disabilities ("ADA") coordinator is the Assistant Superintendent. She has been designed to respond to any questions about the district's policy and are part of the review process for complaints or concerns about discrimination. The Assistant Superintendent can be reached at 250 Pembroke Street, Kingston MA 02364 and at 781-585-4313.

Superintendency Union 31 & Silver Lake Regional School District BULLYING PROTOCOL

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

The Superintendency Union 31 and Silver Lake Regional School District Public Schools are committed to providing our students equal educational opportunities, and a safe learning environment free from bullying. This will be possible when all members of the school communities treat each other with respect, appreciating the individual differences in our schools. This protocol is an integral part of Superintendency Union 31's and Silver Lake Regional School District's comprehensive efforts to promote learning and eliminate all forms of violent, harmful and disruptive behavior. All students require this support to reach their personal and academic potential. The Superintendency Union 31 and Silver Lake Regional School District will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. Such reports of bullying will be promptly investigated.

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

For the purposes of this section, bullying shall include cyber-bullying. "Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or

impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. The Superintendency Union 31 and Silver Lake Regional School District responses to bullying actions will include, when appropriate, referral to a law enforcement agency. The Superintendency Union 31 and Silver Lake Regional School District will support this protocol in all aspects of their activities, including their curricula, instructional programs, staff development, extracurricular activities and parental involvement.

RATIONALE

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

APPLICATION

This protocol applies to all sites and activities under the supervision and control of Superintendency Union 31 & Silver Lake Regional School District, or where they have jurisdiction under the law. The protocol applies to all students and staff on school premises or in school-related activities, including school-related transportation. Nothing in this protocol is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this protocol covers the conduct. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

DEFINITIONS

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

computers, and the Internet. Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. Target is a student against whom bullying, cyberbullying, or retaliation is directed. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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.

Restraint Policy

STUDENT RESTRAINT

Silver Lake Regional High School complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 as required by law. According to their terms, the Regulations apply not only on school grounds but also at school-sponsored events and activities, whether or not on school property. An overview of the Regulations is provided below.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

- (a) 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
- (b) To prevent or minimize any harm to the student as a result of the use of physical Restraint.

The Regulations do not prevent a teacher, employee or agent of the District(s) from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Definitions

Mechanical restraint is the use of any device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or used by a student, that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint. Physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill,

redirecting attention, providing comfort, or a physical escort. Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position. Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out.

Staff Training

Within the first month of school, or within the first month of employment, all school staff shall receive training with respect to the district's restraint policy, including receiving information about:

- The role of the student, family and staff in preventing restraint
- The school's restraint prevention and behavior support policy and procedures
- Interventions that may preclude the need for restraint, including de-escalation and other alternatives to physical restraint in emergency situations
- The types of permitted physical restraint in an emergency
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans
- The prohibition on medication, mechanical and prone restraint, and seclusion; and
- Identification of school staff who have received in-depth training in the use of restraint.

In addition, at the beginning of each school year, the school shall identify staff who are authorized to serve as a school-wide resource to assist in proper administration of physical restraint. Such staff shall participate in in-depth training or a refresher course, if appropriate, in the use of physical restraint. In-depth training shall include information on:

- Appropriate procedures for preventing the use of physical restraint, including de-escalation techniques, relationship building, and alternatives to restraint
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint, and methods of evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted
- The simulated experience of administering and receiving physical restraint, and instruction on the effects on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance
- Documentation and reporting requirements, and investigation of injuries and complaints
- The impact of physical restraint on the student and family, including psychological, physiological and social-emotional effects.

Use of Restraint

Physical restraint shall not be used as a means of discipline or punishment; or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of assault, or imminent, serious, physical harm.

Physical restraint shall not be used when a student can't be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting. Only trained personnel shall administer physical restraint on students. The person/s administering the physical restraint shall use only the amount of force necessary to protect the student and/or others from

physical injury or harm, and shall use the safest method available and appropriate to the situation. All physical restraint must be terminated as soon as the student is no longer an immediate danger to him/herself or others, or the student indicates he/she can't breathe, or the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If at any time during a physical restraint the student expresses or demonstrates significant physical distress, the students shall be released from the restraint immediately, and school staff shall seek medical assistance.

If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal or designee, and such approval shall be based on the student's continued agitation during the restraint, justifying the need for continued restraint. After the release of a student from restraint, the school shall review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff who administered the restraint to discuss whether proper procedures were followed, and consider whether follow-up is appropriate for other students who witnessed the restraint. Physical restraint shall not be used as a standard response for any individual student. Written behavior plans, 504 accommodation plans or IEPs shall not include the use of physical restraint as a standard response to any behavior. Mechanical and medication restraint, and seclusion are prohibited. Prone restraint is prohibited, except on an individual student basis, under the following circumstances:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students/staff
- All other forms of physical restraint have failed to ensure the safety of the student and/or others
- There are no medical contra-indications, as documented by a licensed physician
- There is a psychological or behavioral justification for the use of prone restraint, and there are no psychological or behavioral contra-indications, as documented by a licensed mental health professional
- The school has obtained consent to use prone restraint in an emergency, and has been approved by the principal; and
- The school has documented all these circumstances in advance of the use of prone restraint, and maintains the documentation.

Reporting Requirements

The staff member/s who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. If the principal has administered the restraint, the principal shall prepare the report and send it to an individual or team designated by the superintendent. The principal shall maintain a record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department of Elementary and Secondary Education (DESE) upon request.

The principal shall make reasonable efforts to verbally inform the student's parent/guardian of the restraint within 24 hours of the event, and shall notify the parent/guardian by written report sent within three school working days of the event, to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three working days after the event. If the school customarily provides the parent/guardian with necessary

school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language. The principal shall provide the student and the parent/guardian an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report shall include:

- The name of the student, the names and job titles of the staff who administered the restraint, and those who witnessed the event (if applicable)
- The date of the restraint, the time it began and the time it ended
- The name of the principal or designee who was verbally informed following the restraint, and if applicable, the name of the principal or designee who approved continuation of restraint beyond 20 minutes
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint, the behavior that prompted the restraint, the efforts made to prevent the behavior, alternatives to restraint that were attempted, and the justification for initiating the restraint
- A description of the administration of the restraint, including the holds used and the reason/s why such holds were necessary, the student's behavior during the restraint, how the restraint ended, documentation of injury to the student and/or staff, if any, and medical care provided, if any
- Information regarding any further action/s the school has taken or may take, including consequences that may be imposed on the student; and
- Information regarding opportunities for the student's parent/guardian to discuss with school officials the administration of the restraint, any consequences imposed on the student, and any other related matter

Administrative Review

On a weekly basis, the principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams to assess each student's progress and needs, which shall include the following:

- (a) Review and discussion of the written reports and comments provided by the students and parents about the use of restraints
- (b) Analysis of circumstances leading up to each restraint, including time of day, day of week, antecedent events, and individuals involved
- (c) Consideration of factors that may have contributed to escalation of behaviors, alternatives to restraint included de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future; and
- (d) A written plan of action.

In the event that the principal directly participated in the restraint, his/her immediate supervisor shall lead the review team's discussion. A record of each individual student review shall be maintained by the principal or his/her designee and shall be made available for review by DESE or the parent upon request. All restraint-related injuries shall be reported to the DESE. In such cases, the school shall send a copy of the written report to the DESE postmarked no later than three school working days after the event, along with a record of physical restraints maintained by the principal for the 30-day period prior to the date of the restraint. The school shall collect and annually report

data to the DESE regarding the use of any physical restraint, in a manner and form directed by the DESE.

Annual Review

The administrative team will undertake an annual review of all restraint data collected and report data to the Department in a manner and form directed by the Department

School Behavior

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

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

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

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

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 a 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 which may need to be followed in appropriate circumstances, is found below.

SEXUAL HARASSMENT

The school's support of equal educational opportunity includes the recognition that sexual harassment of students will not be tolerated. "Harassment" means unwelcome sexual advances, request for sexual favors and other verbal or physical contact of a sexual nature when such conduct

by its unreasonable nature creates an intimidating, hostile, or offensive school environment. Sexual harassment is defined by the victim, thus an individual's feelings and reactions to inappropriate behavior may determine whether sexual harassment has taken place. Any student who feels that he or she has been the victim of sexual harassment should report the matter immediately to a school administrator, counselor, teacher, and/or other staff member who will arrange for a prompt investigation and corrective action where appropriate.

Sexual Harassment Definition

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

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

Sexual harassment may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment)
3. Implying or actually withholding grades earned or deserved, 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 educational 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.

SEXUAL HARASSMENT COMPLAINT PROCEDURE

PURPOSE

*To create for all Silver Lake Regional School District 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, 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 representatives and school employees are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision or on school premises. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

The Title IX Coordinator will investigate complaints promptly, and corrective action will be taken where appropriate. In the absence of the Title IX Coordinator the Superintendent or Principal will investigate complaints. 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.

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, 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 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 meeting. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within five working days.

5. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties.

6. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a meeting unless the Superintendent is the alleged harasser in which case the meeting will be before the Silver Lake Regional School District School Committee.

7. When a meeting is requested, the Title IX Coordinator will inform the Superintendent or the School Committee, as the case may be, and the matter 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 information 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 a 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.

Guns, Weapons, etc.

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

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

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

STUDENT BEHAVIOR AND DISCIPLINE PROCEDURES

Philosophy

Discipline is that process by which the student learns about their behavior and the choices they have made. This process involves processing, goal setting, and fair and consistent enforcement of limits

and consequences when circumstances warrant such action. It should be pointed out that discipline is a process and that its goal is self-discipline for every student. Students are primarily responsible for their own behavior. It is the initial and continuing responsibility of parents to teach their children proper behavior. It is the school's goal to educate the children. The purpose of discipline within the school is to ensure an atmosphere most conducive to teaching and learning. Students, parents and the school must work as partners in order that the school may successfully achieve its purpose.

Discipline Procedures

Students shall be well-behaved, courteous and dressed appropriately at all times. When a discipline problem occurs, a teacher or other supervising adult may take such action as he/she deems appropriate. Such action may include keeping a child out of an activity, keeping a child after school and/or referring a child to the Principal's or Assistant Principal's office for additional discipline. It is the responsibility of the disciplining adult to ensure that the child is adequately supervised. When a child misses classroom time for reasons of discipline, the child will be required to make up all classroom work on his/her own time. Teachers and other school authorities will contact parents when a discipline problem warrants a problem so warrants. Whenever a child is referred to the Principal's or Assistant Principals office and in other appropriate cases, the Principal or Assistant Principal will use discretion concerning notification of parents. Should a Discipline Referral Form or Suspension Letter be sent home, it is to be signed by the parent or guardian. This form must be returned on the next school day and is kept on file by the Principal.

Suspension

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

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

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

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

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

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

Because of the ages of younger elementary school students, a formal suspension may be deferred. A student who has often disregarded school rules may be dismissed for the day in the custody of his/her parent/guardian. This type of dismissal is not a suspension nor is it recorded as such. It is used merely to impress upon the student and parent that the student cannot often disregard the rules

without some serious consequences. Dismissal for the day follows other disciplinary action. Suspension may also take place in the main office with the Principal or Assistant Principal.

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

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

1. the student be in school
2. the student be separated from students and staff
3. the student be given assignments and that they be corrected and graded by the teacher(s)
4. the student and his parents understand that repeated misbehavior and in-school suspension would lead to more serious disciplinary action

DUE PROCESS FOR SUSPENSIONS

Notice of Proposed Suspension

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

Notice shall set forth in plain language:

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

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations. All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

General Requirements for Suspension under M.G.L. Chapter 71, §37H¾

A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following 12 Halifax Elementary School apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.

B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.

C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Principal Hearing:

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

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination.

If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal. If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

apology, a student contract, restitution, and/or probation are appropriate. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

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

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall not remove a student from the School until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

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

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

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

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

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

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

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses: possession of a dangerous weapon, possession of a controlled substance, or assault of staff.

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

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

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

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before

the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

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

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

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("IDEA") and its implementing regulations (34 CFR 300 et. seq.).

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

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

If the behavior is a manifestation of the student's disability the student's Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will

review the plan and revise it accordingly. The student will also be returned to his or her educational placement unless the parent/guardian and the school agree otherwise.

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

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

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

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

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

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

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

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

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

The district may not be deemed to have had knowledge if the parent/guardian has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to 17 Halifax Elementary School students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

DISCIPLINE OF STUDENTS ON 504 PLANS

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

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department. The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English proficiency. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

Contact & Resource People

Principal
Assistant Principal
School Psychologist
School Adjustment Counselor
Classroom Teachers
Parent

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.

Programs

Title One

Title One is a federally-funded program which is designed to provide assistance to identified students. Students are selected for Title One service based on standardized test scores and teacher recommendation. Special assistance in reading and writing is provided daily to students in their regular classroom setting by Title One tutors who work directly with each youngster individually or in small groups.

If you believe your child needs additional assistance in reading or writing, you should contact the principal or your child's teacher to request an evaluation for possible placement in the Title One program. In addition, if you have questions about the Title One program or concerns regarding your child's services through Title One, you should contact the building administration or the Title One parent representative who serves on the School Improvement Council to represent Title One parents and students.

Volunteers

Parents and others who wish to volunteer are welcome. Teachers who request volunteer assistance are put in touch with prospective volunteers to work out times and activities. All volunteers must fill out a CORI/SORI form.

Special Area Subjects

All students in Grades 1-6 participate in Computer, Art, Physical Education and Music, as well as opportunities to use the Library/Media Center.

Supplementary Music

Instrumental Music – Instrumental Music lessons are available to students in Grades 4, 5 and 6. Information is sent home at the beginning of each year.

Chorus – Chorus is available to any interested students in grades 5 and 6.

Library-Media Center

All classes in Grades 1-6 are scheduled for a visit to the Library/Media Center weekly. Children may borrow books which may be taken home. Books are renewable at the next visit. Children are responsible for returning all borrowed books within a reasonable length of time. Any books lost, damaged or not returned to the Halifax Elementary School Library/Media Center will be paid for by the student signing out the book.

Glossary of Terms

"Ala Carte" – A longstanding HES tradition for snacks and desserts which may be purchased separately at the end of lunch.

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

Individualized Education Plan (IEP) – 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 or 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.

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 Adjustment Counselor- A trained professional who provides direct services to students, either individually, in small groups, or in classrooms, to address their social and emotional adjustment needs.

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 yearly 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 Mass. Board of Education and any policies set by the School Committee of Halifax Elementary School.

School Psychologist – A trained psychologist who carries out team evaluation processes, counsels children and serves as a resource for teachers with children experiencing 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.

Title I – Federally-funded program designed to identify and remediate students in need of short-term intervention.

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Main Number (781) 293-2581 FAX (781) 293-6589

School-Parent-Student Learning Compact

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

Parent/Guardian Commitment:

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

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

Student Commitment:

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

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

Teacher Commitment:

I support the Vision Statement of Halifax Elementary School which is *to ensure the success of each individual child*. Therefore, I commit to do all of the following:

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

School Administration Commitment:

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

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

As time allows, participate in meetings related to individual student progress.

Silver Lake Regional School District **and** **Superintendency Union #31** **Publication of Names Policy**

Release of Student Names and Addresses

The Federal Family Educational Rights and Privacy (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 grades 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.

Managing the Care of Students with Concussions

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one

investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional.

A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression. Most athletes who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible.

One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome, or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored sporting event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury. Concussion is one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury results in no structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.
3. Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neurocognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play.

ACE - NON-DISCRIMINATION ON THE BASIS OF DISABILITY Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, school meals, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, school meals, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the

essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

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

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

PARENTAL OPT-OUT RIGHTS

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Silver Lake and Union #31 Public Schools, through its curricula and instructional materials, promotes respect for the

human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal regarding curriculum content and may submit a written request to the building principal to opt out of specific portion(s) of the curriculum that conflict with their sincerely held religious beliefs.