

**LYNNFIELD INTEGRATED
PRESCHOOL**

PARENT HANDBOOK

2018-2019

LYNNFIELD, MASSACHUSETTS

DIRECTORY

Office of the Superintendent

Jane Tremblay, Superintendent	781-334-9200
Diane Borseti, Executive Secretary to the Superintendent	781-334-9202
Kevin Cyr, Director of Teaching and Learning	781-334-9203

Business Office

Thomas Geary, Director of Finance and Special Programs	781-334-9211
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Lynnfield High School

Robert Cleary, Principal	781-334-5820
Brian Bates, Assistant Principal	
Teri Campbell, Secretary	
Jacqueline Comeau, Clerk/Receptionist	

Lynnfield Middle School

Stephen Ralston, Principal	781-334-5810
Thomas Sallee, Assistant Principal	
Darlene Taylor, Secretary	
Renee Simonetti, Clerk	

Huckleberry Hill School

Brian Bemiss, Principal	781-334-5835
Mary Henahan, Secretary	
Heide Carbone, Clerk	
Stefanie Connell, School Psychologist	
Laura Sullivan, School Nurse	

Summer Street School

Karen Dwyer, Principal	781-334-5830
TBD, School Secretary	
Karen Roberto, Clerk	
Jessica Ostuni, School Psychologist	
Christine Sheils, School Nurse	

K-4 Math/Science/Technology Curriculum Specialist

Christina Noce	781-334-5830
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K-4 ELA/SS Curriculum Specialist

Maureen Fennessy	781-334-5835
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Office of Student Services

Kara Mauro, Director and 504 Coordinator	781-581-5140
Camille Ernest, Secretary	
Stacey Albano, Clerk	

METCO

Curtis Blyden	blydenc@lynnfield.k12.ma.us
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Office of Food Services

James McCarthy	781-334-7320
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Lynnfield Community Schools

Michaelann Herook, Coordinator	781-334-5814
Katie Darragh, Secretary	

PARENT HANDBOOK

2018-2019

**Lynnfield Integrated Preschool
262 Summer Street
Lynnfield, Massachusetts 01940
Phone: 781-334-5830**

**Student Services Office
525 Salem Street
Lynnfield, Massachusetts 01940
Phone: 781-581-5140
Fax: 781-581-5231**

Lynnfield Public Schools Web Site: <http://www.lynnfield.k12.ma.us>

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to inform parents of the goals, policies and procedures for the preschool.

Parents, please keep this handbook as a reference throughout the year. Your support of our rules helps the school maintain a safe and healthy environment for learning.

Acknowledgment

Each *family* will receive one handbook. Each child will receive a form to be signed and returned to his/her teacher, stating that you have reviewed the material contained in this handbook.

Please sign and return the handbook acknowledgment form to your child's teacher by September 14, 2018.

Thank you for your cooperation and continued support.

MISSION STATEMENT

Lynnfield Public Schools

The Mission of the Lynnfield Public Schools is to support and challenge all students to meet their full potential as individuals and as citizens of the global community.

Core Values

Academic

The Community of Lynnfield shall...

- Provide all students with a complete educational experience consistent with the Massachusetts Curriculum Frameworks, and responsive to community preferences;
- Invest in the recruitment and retention of highly qualified staff and administrators.
- Provide resources (personnel, current technology, current instructional materials) to enhance learning for each student;
- Invest in the appropriate professional development for all staff and administration members.
- Utilize a variety of assessment practices to ensure the effectiveness of the student's learning experience.

Social

The Community of Lynnfield shall:

- Promote the development and practice of social and interpersonal skills;
- Maintain a climate that supports the pursuit of learning;
- Foster respect for diversity and individuality among members of the school community;
- Foster discipline and instill a sense of responsibility and civic pride within the school community.

Environment

The Community of Lynnfield shall...

- Provide a safe physical and emotional environment for all members of the school community.
- Provide a physical environment designed and maintained to facilitate learning;
- Encourage parental, family, and community involvement to support student achievement.

The mission and core values of the Lynnfield Public Schools support the vision that Lynnfield graduates will have developed skills that make them positive, contributing citizens of a global community with an enthusiasm for learning.

MISSION STATEMENT

Lynnfield Integrated Preschool

- The Lynnfield Integrated Preschool is committed to the positive development of children in the social, emotional, cognitive and physical domain. Children will be celebrated for their uniqueness, spirit and evolving skills.
- Children and their families will be treated with the highest level of respect and consideration.
- Children will be afforded opportunities to explore, discover and practice new skills in an enriched, child centered environment.
- The program and its faculty will work collaboratively to foster positive early childhood development by adopting superior teaching practices.
- Lynnfield Integrated Preschool will partner with families to ensure a preschool experience that is in the child's best interest.

PRESCHOOL PHILOSOPHY

The Preschool experiences provide young children the opportunity to grow and learn in a nurturing and safe environment. The Lynnfield Integrated Preschool serves children from 3 to 5 years of age. The program integrates typically developing children and children with developmental delays. The program is based on research based early education practices. These include inclusion of noted early childhood theorists Piaget, Vygotsky and Montessori. This is evidenced by its play based thematic curriculum and classroom environment. These practices include knowledge of children's development, respect for the individual learning styles of children, the fostering of a child's natural curiosity, foundations of routines and expectations as well as positive behavior management.

Open-ended play is essential to children's development. The Lynnfield Integrated Preschool encourages this play by establishing learning centers in each classroom. These areas include dramatic play, blocks and construction, sensory water and sand, art, library, manipulatives, science and math. The classroom learning centers are enriched with new materials, activities and equipment as each new theme is delivered.

The Lynnfield Integrated Preschool program is integrated, serving both typically developing and special needs students, and it provides a safe and nurturing environment. The program incorporates the consultative and integrated therapy model and promotes growth in self-esteem, independence, and self-awareness. Readiness skills are taught through a multi-sensory approach (tactile, visual, kinesthetic, and auditory) allowing each child to reach his or her maximum potential.

Academic skills are taught through a combination of open-ended, hands-on activities and structured lessons that allow children to experiment, discover, and problem-solve. Open-ended activities allow for individual children to grow and learn at their unique developmental level. Structured activities enable our teachers to support and monitor each child's individual growth.

Communication skills are taught within the classroom setting. Our professionals utilize various language-based teaching strategies such as modeling, manipulatives, children's literature, social activities, and role-playing to facilitate the development of age appropriate speech and language skills.

Motor skills are fostered through physical activities to facilitate motor planning, muscle strength, and age appropriate developmental skills. Occupational and Physical Therapists work within the classroom to integrate activities that will assist children in achieving age-appropriate skills.

CURRICULUM

The Lynnfield Integrated Preschool's curriculum is based on the Massachusetts state curriculum frameworks. Preschool curriculum guidelines can be viewed on the Massachusetts Department of Elementary and Secondary Education website. (www.doe.mass.edu)

The Common Chapters of the Massachusetts Frameworks describe learning centered classrooms as classrooms where:

1. All students are held to high expectations and standards
2. Students learn using a variety of strategies and approaches
3. Students explore how knowledge has purpose and meaning in their lives
4. Purposeful interaction is a vital ingredient to student learning
5. Curriculum is based on inquiry, problem solving, discovery, and application of key issues and concepts
6. Assessment is both a process and a tool to improve instruction and enhance student learning
7. Curriculum points to the connections within and across disciplines
8. Technology provides important tools for enriching the learning process

Preschool children learn through their play. By interacting with people and concrete objects they gain knowledge about their environment, people, and the world. Through repeating activities, they assimilate new information which may change an idea they previously believed to be true.

Through carefully planned developmentally appropriate activities which focus on a particular theme or concept, children will be encouraged to investigate, problem solve, experiment, and interact at their individual pace. Themes are based on broad subject areas which are of particular interest to children of this age. Additional themes or concepts are added if they are of particular interest to a child or a group of students.

Each day a balance of free choice time and teacher introduced activities will be provided. The children will have the opportunity to participate in a "circle time" each day. Many of the open ended hands-on experiences provided will enable children to gain language, math and motor skills in accordance with their developmental level. Experiences are process-oriented, not product-oriented.

Each week the children have the opportunity to participate in physical and expressive activities such as art, music, creative movement, and dramatic play. Through the daily routines and activities of the classroom, children develop their ability to make decisions, cooperate, respect personal and cultural differences, and resolve conflicts while learning to become more responsible and independent.

ASSESSMENT

Developmentally based assessments for young children are considered a snapshot of current student performance. Child development is fluid and ever changing. The Lynnfield Integrated Preschool uses methods that reflect “best practice” in assessment. To truly understand a child’s progress, one must use a variety of formal and informal assessment procedures. These include anecdotal recordings, work samples, timed observations, and classroom behavioral observations. Preschool staff will communicate results of assessments in parent conferences in January of each school year. End of the year evaluations are sent home to parents before the end of the school year. The checklist format provides information on skills and behaviors seen in children at the end of the preschool experience. Parents who have questions concerning the end of the year assessment are encouraged to contact their child’s classroom teacher directly.

GENERAL INFORMATION

HOURS OF OPERATION: The Lynnfield Integrated Preschool operates from Monday through Friday. Classes are offered with two, three, and five-day programs. Classes are held in the morning from 8:00 AM to 11:00 AM and in the afternoon from 11:30 AM to 2:30 PM.

*All Preschool Students begin school after students in the elementary grades. Parents will be invited to attend a visitation day/open house on August 30, 2018. Parents are informed by letter by August the time that they should attend the open house on one of these two dates. Classes for preschool students will begin on September 4, 2018.

Optional Preschool Open House will be held on Thursday, August 30, 2018 at 5:45 P.M. for any parent who was unable to attend the morning visitation day/open house.

No School Days:

Labor Day:	September 3, 2018
Rosh Hashanah:	September 10, 2018
Yom Kippur:	September 19, 2018
Columbus Day:	October 8, 2018
Veteran’s Day:	November 12, 2018
Thanksgiving Break:	November 22 & 23, 2018
Holiday Break:	December 24, 2018 - January 1, 2019
Martin Luther King Jr’s Day:	January 21, 2019
Winter Break:	February 18-22, 2019
Spring Break:	April 15-19, 2019
Memorial Day:	May 27, 2019

Preschool Parent/Teacher Conferences will held on:

Thursday morning, November 8, 2018 (morning preschool will be canceled)
Tuesday afternoon, November 13, 2018 (afternoon preschool will be canceled)
An evening option will be offered on November 13, 2018

Screening Information Day/Preschool Information Night – December 6, 2018

Screening Day – January 2019 (by appointment)

Opening & Closing Dates of School

The School Committee establishes the calendar for the next school year in the spring. Once the School Committee approves the calendar, it is reported in local newspapers and the date of the first day of school (and information concerning holidays and vacations) is available at the Superintendent's Office and offices in the schools.

The school calendar is established by the School Committee and includes 5 snow days. In the spring the School Committee votes to establish the last day of school, adjusting the calendar for any unused snow days. When the Committee establishes the last day of school, the information is made available at the Superintendent's Office, school offices and is reported in local newspapers.

EMERGENCY INFORMATION: At the beginning of the school year, families receive an emergency information sheet. It is important that parents complete the emergency contact information which provides the names and telephone numbers of at least two people in addition to themselves to be called in the case of illness. All information must be completed and signed and returned with the student the following day. If any information changes during the year, please notify the Preschool office.

Parents who vacation or are away from home for a period of time without their child must inform the teacher. Please send a note stating who is in charge of the child and a phone number to be used in case of an emergency.

NO-SCHOOL ANNOUNCEMENTS: The Preschool will follow the Lynnfield Public School calendar with regard to school vacations, holidays, and snow days. No-School announcements will be made on TV channels WCVB (5), WHDH (7) and WBZ (4) as early as possible on mornings when school must be canceled due to stormy weather. Connect –ED (automated calling system) will also be used in these circumstances. **Please do not call the school for no-school information.**

DELAYED OPENING: In the event of a delayed opening, the preschool will be open if the delay is one hour or less. A delayed opening announcement will be made over the same radio and TV stations as the no-school announcements. Connect –ED (automated calling system) will also be used in these circumstances. **Please do not call the school for no-school information.**

CLOTHING / SUPPLIES: A complete change of clothes in a labeled bag should be sent to school at the beginning of the year. Please label everything with your child's name in order to avoid lost items. Send your child in clothing that is appropriate for the weather and scheduled play-based activities. A backpack is recommended to carry belongings and school work to and from preschool.

TUITION: Tuition is paid with the knowledge that absences are not deducted from scheduled payments. The Business Office located in Town Hall handles all tuition payments. The phone number is 781-334-9213. If there are extenuating circumstances involving financial hardship, please communicate directly with the Preschool Principal at the Lynnfield Integrated Preschool Office.

ATTENDANCE

ABSENCE FROM SCHOOL: Please call the school (781) 334-5830 if your child will be absent, tardy, or is ill. Please give your child's name, teacher's name, and the reason for absence. An answering machine is on at all times at the Preschool. As a guideline, children should have recovered from fever, vomiting, and diarrhea for a minimum of twenty-four hours before returning to school. If your child appears ill in the morning and you have doubts about the likelihood of him/her being able to remain in school for the day, it is best to keep them home from school. In addition, for the health and safety of all students as well as the staff, please do not send your child to school while awaiting the results of a throat culture. During this waiting period, an undiagnosed but nonetheless infected child is contagious. Children with positive throat cultures are expected to have been treated with appropriate medication for at least twenty-four hours before returning to school.

REGULAR ATTENDANCE: Regular attendance is important in the development of skills for young children enrolled in Preschool. It is important for children to arrive at designated times for full participation in the educational experience. Absences for the purpose of family trips or student vacations are strongly discouraged by the Lynnfield School Department.

CHANGES IN DISMISSAL ROUTINE: Please inform the Preschool teacher in writing if a student's dismissal plan is changing for the day. A note must be sent in to school in the morning. Without written notification, regular dismissal plans will be followed. To ensure your child's safe dismissal, photo identification will be required for the release of all students to an adult other than the parent or guardian. The person picking up the student must also come into the office and sign the student out.

EARLY DISMISSAL FROM SCHOOL: Please inform the school of any need for early dismissal. Children will be signed out in the main office.

LATE PICK-UP: Children benefit the most when routines are predictable. Timely pick up can help children develop trust and gain comfort in routines which reduces worry. Please call the office if, due to an emergency you will not be on time for dismissal.

HOME-SCHOOL COMMUNICATION

COMMUNICATION PROTOCOL: Communication is ongoing throughout the year through telephone conversations, and notes to and from home. The Lynnfield Integrated Preschool is committed to a Team approach between school and home. While teacher time schedules often prevent daily communication, your concerns and interests are most welcome to our staff. **Please contact your child's teacher to share any information which is relevant to your child's educational setting and/or program.**

All parents want the best possible educational experience for their child. The Lynnfield Integrated Preschool supports open communication when there are parental concerns.

PARENT INVOLVEMENT: Parents are invited to come into the classroom to observe their child and/or participate in their child's preschool day provided notice is given to the teacher. Please call your child's teacher if you wish to visit the classroom to minimize disruption to the educational environment and to facilitate an atmosphere conducive to learning. The Preschool staff request that parents refrain from dropping by classrooms without an appointment or at busy times such as pick up or drop off. All visitors to the preschool are requested to sign in when they come into the building (sign-in book inside the front door) to insure the safety of all staff and students.

VISITATION DAY/OPEN HOUSE: In August, parents will be invited to a Visitation Day/Open House. Parents come to the school in the morning with their children to meet their children's teachers, learn about the year's curriculum and learn how their children's classrooms will be managed. Opportunities for parents to meet specialists and learn about those programs are also provided.

The focus of this day is general information concerning curriculum and instruction. This is not a formal parent-teacher conference time for individual students, so parents should not expect time or opportunity to discuss their children specifically with the teacher.

Student progress is reported to parents through written reports and a scheduled conference in November. In addition, teachers provide informal feedback to students and to parents on a regular basis.

BIRTHDAY/HOLIDAY CELEBRATIONS: In an effort to ensure the health and safety of the children the preschool has adopted strict guidelines for classroom celebrations. Homemade food products such as cakes and cookies cannot be brought to school for classroom parties. Please talk with your child's teacher in advance of a birthday celebration and discuss alternative ways of celebrating this special event.

SNACK-MEAL POLICY: Due to a growing number of preschool age students with food allergies, all snacks will be provided by Food Services as of the 11-12 school year. The fee for snacks will be included in the tuition. Occasionally the preschool may bake food to correspond with a lesson in a thematic unit. This food will be offered to each child as an alternative or in addition to snacks provided by Food Services. Please update information concerning any food allergies and restrictions in your child's diet as needed.

NON-CUSTODIAL PARENT'S RIGHTS TO INFORMATION:

School Committee Policy File: KBBA

Unless there is a court order to the contrary, a non-custodial parent of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievement, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the child's principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR23.07 (5) (a). The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L.c.71, 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c71, 34H, 603 CMR 23.07.

SCHOOL COMMUNITY PARTICIPATION

PARENT/TEACHER ORGANIZATION (PTO): The Parent Teacher Organization (PTO) serves as a liaison between home and school. The organization sponsors and funds many important enrichment programs that support the curriculum and enhance the life of the school. They also organize events that are fun for families as well as sponsor fundraising events for the school. The PTO works to improve the learning environment for the children. Regularly scheduled meetings are held at each school and parents will be notified of the dates. Notice of events and contact information will be included in newsletters which will be e-mailed on a monthly basis. Enrichment activities are coordinated with the preschool curriculum frameworks. Classroom teachers also welcome thematic props and materials that support preschool curriculum units.

C.O.R.I. REQUIREMENTS: It shall be the policy of the Lynnfield Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer.

LET: The **Lynnfield Educational Trust** ("LET") is a nonprofit, community-based organization. The LET provides a mechanism for the enhancement of quality education programs, projects, and activities benefiting all Lynnfield Public School students. Since 1990 the LET has been providing private financial support to Lynnfield's children in order to foster innovation and excellence in teaching and learning.

Run by a volunteer board of Lynnfield residents and educators, the LET raises money from individuals and businesses through a direct appeal "LET Annual Campaign", as well as community events such as the "Taste of Lynnfield" and the "LET Spelling Bee". The LET does not involve itself in the political or budgetary process, nor does it intend to replace the traditional, publicly-funded aspect of education. The LET's grants fund projects for direct student enhancement and/or teacher professional development. The goal of the LET is to inspire Lynnfield's teachers, students, and community to help make Lynnfield's *great* public schools even better.

HEALTH

HEALTH POLICIES: Parents must inform the school and teacher of any medical constraints (e.g., allergies) or medication that is being taken. It is important that parents fill out the emergency information sheet and provide the names and telephone numbers of three people in addition to themselves to be called in case of illness. If your child appears ill in the morning and you have reservations about the likelihood of him/her being able to remain in school for the day, please DO NOT send your child to school.

FIRST AID: The Lynnfield Preschool does not employ a full-time nurse. The aides care for minor, routine health problems. The nurse coordinator for the Lynnfield Public Schools is available on an on-call basis should the staff question if a child should be, or remain, in school. Ill children are sent home. Injuries received at home are to be treated by the parents at home.

TRANSPORTATION OF ILL STUDENTS: It is the parents' responsibility to arrange for transporting an ill or injured child from school to the home. In case of injury requiring hospitalization, Emergency Medically Trained Personnel (E.M.T.) can be notified to transport a child to the hospital. School personnel are not permitted to transport students.

MEDICATION (Prescription and "Over the Counter"): A Lynnfield Public School nurse is the only staff member permitted to dispense medication during the school day. Students taking prescription medications or over the counter medications in school, must comply with Massachusetts state regulations. The following must be on file at the school before medication can be given: 1) A signed parent consent; 2) A medication order signed by a physician (These forms are available from the school nurse); and 3) Medicine must be in the original, currently-dated prescription bottles. The container must state the child's name, physician's name, type of medication, and instructions for dispensing. Parents are responsible to supply the EpiPen to school if prescribed. It is requested that parents inform school personnel when their child is receiving medication at home, since some medicines can affect schoolwork and behavior.

A separate permission form for the administration of medication by the school nurse is provided to all families during orientation. This clearly states policy, procedure, and cautions, which the preschool staff will follow without exception. Parents are reminded that medications may NOT be transported to school via students even after the arrangements have been made with the nurse.

HEALTH PROTOCOLS: To prevent the spread of illness and disease, it is important that the following health protocols are adhered to:

- A child with a cold or persistent cough, or who is not feeling well, should be kept at home.
- Any student who has had a fever (over 99.8), must have a normal temperature for 24 hours, without the aid of medication, before returning to school.
- In the case of chicken pox, a child must be kept home seven calendar days after the rash first appears.
- Any student that has tested positive for strep throat must be treated for 24 hours before returning to school.
- Any student with red, draining eyes must have a doctor's note or have been treated for 24 hours before returning to school (conjunctivitis).

- Any student with vomiting or diarrhea must be symptom free for 24 hours before returning to school.
- Any student with a rash must have a doctor's note to attend school.
- Any student coughing up purulent looking material or with a purulent runny nose must see his physician before returning to school.

Parents are expected to use good judgment in deciding whether a child is well enough to attend school and is no longer contagious to others. In addition, for the health and safety of all students as well as the staff, please do not send your child to school while awaiting the results of a throat culture. During this waiting period, an undiagnosed but nonetheless infected child is contagious. An explanatory note from a parent or guardian must be delivered to the teacher on the day of return of the student. The note must state reason for absence and should indicate any restrictions on the child's participation in normal school activities as a result of the illness or injury. Children cannot be left in classrooms unsupervised during recess, so requests to do so cannot be honored. Children too sick to go outdoors for fresh air and exercise should remain at home.

PEANUT SAFE SCHOOL:

The Lynnfield Elementary Schools are considered to be "peanut safe" schools and acknowledge the increasing number of students with life threatening food allergies. We have met the challenge by only allowing peanut products in designated areas. All children with life threatening allergies in school have an individualized food allergy action plan in place which alerts all staff to the specific food allergy. Careful consideration is given to individual student needs in the development of the plan. All staff and school aides participate in an annual training by the school nurse on the signs and symptoms of an allergic reaction and how to respond to an emergency.

LICE (PEDICULOSIS):

Lynnfield Public Schools follows the National Association of School Nurses and the American Academy of Pediatrics standard with respect to the management of Pediculosis (head lice). Students found to have active head lice will be dismissed by the nurse to their parents for treatment. The parent/guardian will be given the Pediculosis Fact Sheet which includes current information on treatment of the lice, treating personal items and guidelines for return to school. They will also be referred to their health care provider for specific recommendations for treatment. Any student who is dismissed from school with an active case of lice must be accompanied by a parent upon their return to school and meet with the school nurse who will examine the scalp after treatment.

UNIVERSAL PRECAUTIONS: Universal precautions refers to the usual and ordinary steps all school staff, volunteers and visitors must take in order to reduce the risk of infection with viruses that cause HIV, Hepatitis, and other blood borne illnesses. This applies to any cuts, scrapes, nosebleeds, etc. They are **universal** since they refer to the steps that need to be taken in **all** cases. **Always** place a barrier between you and any bodily fluids or secretions; preferably using plastic gloves. Every classroom has a "universal precautions" kit that includes gloves and other first aid supplies. All staff and visitors to the school are advised to follow the same procedure in handling bodily fluids.

IMMUNIZATION REQUIREMENTS: No student, as defined in by Massachusetts Department of Public Health law 105 CMR 220.400, shall not attend a preschool program without a certificate of immunization documenting that the child has been successfully immunized in accordance with current

Department of Public Health (DPH) recommended schedules against diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles, mumps, rubella, Haemophilus influenzae type b (Hib), hepatitis B, varicella and other communicable diseases as specified from time to time by the Department.

The current requirement is:

3 doses	Hepatitis B
4 doses	DTaP/DTP/DT/Td
3 doses	Polio
3 or more doses	Hib
1 dose	MMR
1 dose	Varicella

ALLERGIES: Please alert us to any allergies which your child has or which may become apparent during the year such as food, medications, fabrics, etc.

COMMUNICABLE DISEASE AND EXCLUSION POLICY:

To protect all children in school from the following contagious conditions are reasons for excluding a child: Chicken Pox, Conjunctivitis, Impetigo, Ringworm, Scabies, Streptococcal Infections.

The following is the Massachusetts Department of Public Health recommended guide to quarantine periods from specific communicable diseases:

<u>DISEASE</u>	<u>TIME OUT OF SCHOOL</u>
Chicken Pox	One week from appearance on skin
Hepatitis, viral (infectious and serum)	One week after symptoms are gone
Streptococcal(strep throat, scarlet fever)	24 to 48 hours on medication (continuing 10 days)

*An explanatory note from a parent or guardian must be delivered to the teacher on the day of return of the student. The note must state reason for absence and should indicate any restrictions on the child's participation in normal school activities as a result of the illness or injury.

STUDENT SERVICES

SPECIAL EDUCATION:

Special Education provides services to children who, because of a diagnosed disability, are unable to progress effectively with only a general education program. A preschool screening for three and four year olds is held each school year. Although many referrals are initiated by school personnel with parental involvement, parents may initiate a referral for their child (between the ages of 2½ and 22) if they believe their child needs supportive services in order to benefit from the educational program. Arrangements will be made to determine the nature of the student's needs and, if the student is found eligible, based on team decision, to provide necessary support services. A continuum of early learning services is available based on student eligibility.

BULLYING/HARASSMENT

Lynnfield Public Schools Bullying Prevention and Intervention Plan

- I. Leadership
- II. Training and Professional Development
- III. Access to Resources and Services
- IV. Academic and Non-Academic Activities
- V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation
- VI. Definitions
- VII. Relationship to Other Laws
- VIII. Problem Resolution System

I. Leadership

The Lynnfield Public Schools recognizes that all stakeholders must be involved in the continuous development and assessment of its policies and procedures regarding bullying and retaliation. Lynnfield Public Schools is committed to working with: faculty, staff, Lynnfield Police Department, parents and community members to address the issue of bullying and retaliation.

<u>Task</u>	<u>Person(s) Responsible</u>
1. Receiving reports on bullying	Principal, Assistant Principal, School Psychologists and Counselors
2. Collecting and analyzing data	Principal, Assistant Principal and/or designee
3. Creation and accessing reports	Principal, Assistant Principal
4. Planning professional development	Principal
5. Planning student supports	Principal, Assistant Principal, School Psychologists and faculty
6. Choosing/implementing curricula	Principal, Wellness Educators, Department Heads
7. Developing/revising policy	ALT, School Committee
8. Amending handbooks/codes of conduct	Assistant Principal, FAC, School Council
9. Leading parent engagement	ALT, PTO, School Council, SEPAC
10. Review/update plan	Principal, Assistant Principal, FAC

II. Training and Professional Development

The Lynnfield Public Schools, under M.G.L. c. 71, § 37O, are committed to providing ongoing professional development and/or training for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual Staff Training on the Plan: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with Autism or students whose disability affects social skill development.

C. Written notice to staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

III. Access to Resources

A. Identifying and Accessing resources:

Lynnfield Public Schools offers a number of resources to support students and their families. Referrals for such services are made by a team of professionals who may include teachers, school psychologist, school nurses and administrators. Outside service referral resources are available with school psychologists and school administrators. Lynnfield Public Schools offers the following resources and support programs:

School Psychologists/Guidance Counselors	All levels
Advisory Program	LHS
Crisis Team	All levels
Social Skills Groups	All levels
Individual Counseling by School Psych.	All levels
Student Leader Advisors	LHS

B. Students with Disabilities:

As required by M.G.L. c. 71B, § 3, and amended by Chapter 92 of the Acts of 2010, when the IEP Team determines a student has a disability that affects the development of his/her social

skills or the student, because of his/her disability, participates in or is vulnerable to bullying, harassment, or teasing, the Team will consider what should be included in the IEP to develop in the student the skills necessary to avoid or respond properly to bullying, harassment, or teasing.

IV. Academic and Non-Academic Activities

A. Specific bullying prevention approaches: Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students and staff understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' and staff skills for engaging in healthy relationships and respectful communications; and
- Engaging students and staff in a safe, supportive school environment that is respectful of diversity and difference.
- Using literature as a basis for positive decision making, self-advocacy, empowering students and staff to help others and reporting observed incidents

B. General teaching approaches that support bullying prevention efforts: The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Bullying of any type has no place in a school setting. The Lynnfield Public Schools will endeavor to maintain a learning and working environment free of bullying, cyber-bullying, and/or retaliation.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or

off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Bullying: as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or of damage to his property
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Examples: (if repeated)

- Intimidation, either physical or psychological
- Threats of any kind, stated or implied
- Assaults on students, including those that are verbal, physical, psychological and emotional
- Attacks on student property
- Damaging rumors
- Social isolation.

Cyber-bullying: (as defined in M.G.L. c.71, s.370) 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:

- the creation of a web page or blog in which the creator assumes the identity of another person or
- 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; and
- 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.

Examples

- Sending derogatory, harassing or threatening email messages, instant messages, or text messages
- Creating websites that ridicule, humiliate, or intimidate others

- Posting on websites or disseminating embarrassing or inappropriate pictures or images to others

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

Reporting Procedures:

Staff: Any staff member who witnesses or becomes aware of an act of bullying or retaliation should report it to the Principal, Assistant Principal, or an administrator immediately, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor.

Students, Parents/Guardians, and Others: If any other person witnesses or becomes aware of an act of bullying or retaliation, it is expected that they will report it to the Principal, Assistant Principal, or an administrator immediately, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor. A student or staff member who knowingly provides false or misleading information regarding an act of bullying or retaliation will be subject to disciplinary action.

Anonymous Reporting: Anonymous reports may be made using the Incident Reporting Form available in the main office of each school and online on the district web page. An investigation will be conducted; however, no disciplinary action may be taken against a student or staff member solely on the basis of an anonymous report.

Reporting to Parents/Guardians: The Principal, Assistant Principal, or administrator will notify the parent/guardian of the alleged target and the alleged aggressor of a report as soon as possible. If the alleged target and the alleged aggressor attend different schools, the Principal or Assistant Principal receiving the report will inform the Principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: If the Principal, Assistant Principal, or administrator has a reasonable basis to believe that the incident may involve criminal conduct, he or she will notify the appropriate local law enforcement agency. If an incident occurs on school grounds and the aggressor is under the age of 21 and no longer enrolled in a local school district, the Superintendent will notify the appropriate local law enforcement agency.

Reporting to Administrator of another School District or School: If the incident of bullying or retaliation involves students from several schools, the Principal or Assistant Principal receiving the report will contact the Principals at the other students' schools so that they can then take appropriate action.

Investigation:

The Principal or Assistant Principal will promptly investigate any report of bullying or retaliation. The following are general phases of an investigation:

1. Pre-Investigation: Upon receiving a report of bullying or retaliation, the Principal or Assistant Principal will immediately assess whether the need to protect and support an alleged target or aggressor is necessary. This may become evident before or after interviewing witnesses depending on the individual circumstances.
2. Written Documentation: The investigator will take detailed notes from the complainant to determine exactly what happened.
3. Interviews: The investigator will take detailed notes from the alleged target, aggressor, and relevant witnesses in an appropriate order. All parties should be reminded of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
4. Confidentiality: The investigator will make every attempt to protect the confidentiality of the complainant and witnesses, while balancing the obligation to investigate and address the incident first and foremost.
5. Determination: The investigator will make a final decision based on the perspective of a reasonable person. If an act of bullying or retaliation is substantiated, the investigator will take reasonable steps to prevent any further acts, while taking into consideration the aggressor's needs as well. In other words, "disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior" (Chapter 92, sec. 5). The investigator may take disciplinary action, provide safety measures, set-up further educational needs, restrict from participation in school activities, promote communication going forward, and/or create an Action Plan to assist the target going forward.

Follow-up:

Once the investigation is complete, the investigator will promptly notify parents/guardians of both the target and aggressor of the investigatory procedures already taken. The parents/guardians of the target shall be notified at this time of any possible action taken to prevent any further acts of bullying and/or retaliation. The investigator may NOT disclose any specific disciplinary procedures instituted against any other students or staff members, including the aggressor, under the Family Educational Rights and Privacy Act (FERPA) to third parties, including the target's parents/guardians. The district will record and maintain the report of the complaint, and any possible action taken by the investigator.

VI. Definitions

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

ALT: Administrative Leadership Team which includes the superintendent, Director Student Services, Director Finance-Special Programs, Principals and Assistant Principals

Bullying, as defined in M.G.L. c. 71, § 37O: is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying: is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

FAC: Faculty Advisory Council

Hostile environment: as defined in M.G.L. c. 71, § 37O, 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 a student's education.

SEPAC: Special Education Parent Advisory Council

PTO: Parent Teacher Organization for each school building

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

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

Target: is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

VII. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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

VIII. Problem Resolution System

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v):

The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

SAFETY

SCHOOL SECURITY:

All entrances to the integrated preschool are locked at all times. If you need to come to school while class is in session, you should ring the bell at the main door of Summer Street School.

INDOOR SAFETY DRILL:

In the course of the school year, the preschool practices an indoor safety drill. For this drill staff and students follow procedures for keeping safe in the event of an emergency that requires people to stay inside the building.

EMERGENCY PLANS

School Committee Policy EBC

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff. The superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building principals will meet all requirements for conducting fire drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

ADDITIONAL SCHOOL COMMITTEE POLICIES

School Committee policies referenced in this handbook are not necessarily represented in their entirety. The complete School Committee Policy Manual, which includes policies referenced in this handbook, is available online at www.lynnfield.k12.ma.us.

Efforts were made to ensure that policies represented in the handbook are accurate and up to date. In the event of a discrepancy, the administration will defer to the policies as written in the Lynnfield School Committee Policy Manual. Policies in this handbook superseded by the Policies in the Lynnfield Public Schools/School Committee on-line policy book.

School Committee Policy File: IHBBA
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SPECIAL EDUCATION PROGRAM OBSERVATION POLICY – effective January 8, 2009. (M.G.L. Chapter 71B, Section 3).

Contact the Team Chairperson (Principal's designee) at your child's school to facilitate an observation of his/her special education program.

Refer to the Lynnfield Public Schools Online Policy Manual for all additional information pertaining to this policy.

EQUAL EDUCATIONAL OPPORTUNITIES

School Committee Policy JB

The Lynnfield School System does not discriminate on the basis of race, color, religion, national origin, age, sex or handicap in admission to, access to, treatment of or employment in its programs and activities. In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, religion, nationality, and physical and intellectual differences

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES:

The Lynnfield Public Schools (District) does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, disability, religion, or age. This procedure has been adopted by the Lynnfield Public Schools to provide a method of prompt and equitable resolution of student and employee complaints of discrimination and harassment. This procedure is designed in compliance with state and federal laws which prohibited discrimination based on the above protected classes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Act, M.G.L. c. 151C, and M.G.L. c. 76 § 5).

Definitions

For the purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, disability, or religion.

- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion.

How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the relevant Civil Rights Coordinator listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal or appropriate Civil Rights Coordinator.
- B. The Lynnfield Public Schools Civil Rights Coordinator for race, color, national origin, religion, age, gender, gender identity, disability, and sexual orientation is:

Kara Mauro
Director of Student Services
Lynnfield Public Schools
Office of Student Services
525 Salem Street
Lynnfield, MA 01940
Telephone: (781) 581-5140

- C. School staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- D. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- E. Students and employees are encouraged to utilize the district’s Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

or
Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-490
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-237
FAX: 781-338-3710

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the, the school principal, the Civil Rights Coordinator, or other individual designated by the Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 - 1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
 - 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The investigator will keep a written record of the investigation process.
 - 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) calendar days of the date of the receipt of the Complaint.
 - 7. The investigator may extend the investigation period beyond fifteen (15) calendar days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 - 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of

- school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) calendar days described above.
- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment including but not limited to:
1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
 2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
 3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) calendar days of receipt of the complaint, unless the investigation is extended under the provision described above.
- E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within fourteen (14) calendar days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigative report and may conduct further investigation if deemed appropriate. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.
- F. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

ADDENDUM A

Lynnfield Integrated Preschool
Student Addresses and Phone Numbers

Dear Parents/Guardians,

Friendships are an important part of social development of children. We often receive requests for the names, addresses, and phone numbers of classmates so that families may encourage friendships. However, we are not at liberty to offer such information without the written permission of those involved.

A class list will be offered to those families wishing to be included. Please complete, sign, and return this form indicating whether or not you would like your child's name, address and phone number on a class list. A class list will be developed and distributed to other families in the preschool.

Thank you for your cooperation.

The Preschool Staff

____ YES, I do wish for my child to be included in a class list including addresses & phone numbers.

____ NO, I do not wish for my child to be included in a class list including addresses & phone numbers.

Child's Name: _____

Address: _____

Phone: _____

Parent/Guardian Signature

Date

ADDENDUM B

Lynnfield Integrated Preschool Safe Transport Policy

Dear Parents/Guardians:

In order for us to assure that your child is released into proper hands, it is necessary to have on file the names, addresses, and telephone numbers of any individuals permitted to transport your child.

In accordance with the policies listed in the Lynnfield Public Schools Integrated Handbook:

1. No student will be released from school early on the basis of an unverified telephone call.
2. Children will be released only upon the request of the parent legally responsible for the child and the parent or guardian legally registered on the registration form.

In addition, any change in a child's usual transportation arrangements requires a note from the parent or guardian. This will assure clear communication in honoring your wishes for the safe release of your child.

We appreciate your help and cooperation with this matter.

The Preschool Staff

The following individuals have permission to transport my child to or from school:

Name:	Address:	Telephone:
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Child's name:

Classroom Teacher:

Parent/Guardian Signature

Date

ADDENDUM C

Lynnfield Integrated Preschool
Photograph Permission

Dear Parents/Guardians:

Periodically photographs of class activities and events are taken. We would like your permission for your child to be included in photos.

Please return the permission slip below. Thank you for your cooperation.

The Preschool Staff

My child may be photographed.

Child's name:

Classroom Teacher:

Parent/Guardian Signature

Date