

**HANDBOOK  
LYNNFIELD MIDDLE SCHOOL  
2021-2022**

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Dear Students and Parents:

Welcome to the Lynnfield Middle School! The Lynnfield Middle School PTO has provided this handbook to middle school students in an effort to provide an overview of school rules and policies, as well as to provide a year-long calendar for student use. We hope that students will find this handbook a useful tool as they navigate the many challenges of the school year. It is our intention to fully reflect the policies of the Lynnfield School Committee throughout this handbook. Every effort has been made to do so. However, in such cases which may arise where there is a conflict between this handbook and the policies of the school committee, the school committee policies will prevail.

In some cases, the actual school committee policy has been included in part, or in its entirety in this handbook. In other cases, references to the policies of the school committee have been made by designating a "File" number. For everyone's information, the policies of the school committee are available online at [\*\*http://www.lynnfield.k12.ma.us\*\*](http://www.lynnfield.k12.ma.us).

We feel that we are an outstanding middle school. Our reputation has been earned by the work of our excellent teaching and support staff, the efforts and learning achievements of our fine students and through the support of the parents. I hope that you take great pride in your school and will become involved in the many programs and activities that we offer. After all, Lynnfield Middle School is your school. If we all work together we all can have a very productive and enjoyable year.

Your teachers, administrators and staff will work hard to make this year a good one for you and your classmates. I encourage you to ask questions, seek academic help, and put your full effort into your schoolwork and activities. The more effort you put into your middle school years, the more you will take with you to the high school level. Begin now to take positive control of your future.

This handbook was written to answer many of the questions that you might have. It clearly points out your opportunities as well as your responsibilities. Our expectation is that students and their parents will read it closely. Along with this handbook, every student is provided a form that requires student and parent signature showing the handbook has been read. It is expected that every student return this form to their homeroom teacher. I have every confidence that this will be a special and challenging year for you. All of the adults in your life are here to support you. Go for it!

Sincerely,  
Mr. Stephen R. Ralston, Principal

### **OUR MIDDLE SCHOOL**

The period of early adolescence is a time of rapid growth and change, as young people begin the physical and social transition from childhood to adulthood. In their social development, young adolescents begin to separate from the views of their parents, test their developing sense of autonomy, establish close peer relationships, and reach out beyond the family to connect with a larger social sphere. These changes come at different times and at different rates, thus creating the obvious diversity of the early adolescent age group.

Although some youngsters experience great turmoil and stress during adolescence, a larger percentage progress toward maturity with only intermittent periods of distress. Extensive and wide-ranging physical, social, and emotional changes are taking place within early adolescents. One of the tasks of the school is to help youngsters integrate these changes into their lives in ways that are productive and satisfying.

To guide our students and staff through this journey, Lynnfield Middle School looks to our core values. These are:

- **Kindness**
- **Effort**
- **Citizenship**

We believe that a successful middle school is one in which the academic curriculum challenges, and the social environment nurtures young adolescents. It enables students to experience freedom within clearly defined boundaries in order to develop decision-making skills. It provides for the development of individual initiative and encourages the building of community. The successful middle school has the primary purpose of promoting a climate of learning and caring that will instill, with faculty assistance, the students' desire to learn and to thrive within a social organization.

**Teaming:** The concept of instructional teams in the Lynnfield Middle School is slightly different at each grade level. In grade 5, students are assigned to a team of two teachers and grade 6, students are assigned to a team of four teachers. These teachers divide the daily schedule to meet the curricular needs of each student. The students will move among a team of teachers for their academic instruction. In grade 5, each team consists of a math/science teacher and an English/humanities teacher. In grade 6, each team consists of math, science, English and humanities teachers. In grade 5, wellness, technology, media, art, music, and band and/or chorus enrich the curriculum. In grade 6, the curriculum is enriched by wellness, French or Spanish, media, STEM, art, and band and/or chorus.

The seventh and eighth grade team arrangements continue the close association of teachers and students. Students move among a team of four teachers for their academic instruction and support. Decisions on the allocation of time and student placement within each group are made by the team. In grade 7, wellness, French or Spanish, media, STEM and art enrich the curriculum. In grade 8, the curriculum is enriched by wellness, French or Spanish, music, art and STEM.

Names associated with the American space exploratory program were chosen as identifiers of the teams because of the excitement, learning, challenge and futuristic possibilities that the space program embodies and which are characteristic of the school.

#### **Learning Support: Personnel and Programs.**

Administrators, school psychologists, special education teachers, and paraprofessionals support classroom teachers in providing students with the programs that meet their needs. Extracurricular programs such as drama, yearbook, math team, LMS Press, The Pioneer Singers, jazz band and intramurals (offered through the Community Schools Program) complement the academic program and extend it to meet student interests outside the classroom.

The Lynnfield Middle School faculty collaborates to reinforce basic skills, allows space and time for students to explore diverse academic and enrichment courses, provides effective adult role models, and supports the personal development of early adolescents during this critical period of their schooling.

#### **DAY/PERIOD/TIME SCHEDULE (subject to change)**

Days 1 - 2 - 3

7:20 A.M.	Students enter the building and report to team areas
7:35	Homeroom warning bell
7:40 – 7:45	Homeroom
	*Students not present in homeroom by 7:40 are Tardy

#### **8th GRADE TEAMS**

7:45-8:39	Block A
8:39-9:32	Block B
9:32-10:25	Block C (wellness, French or Spanish, music, media, art, STEM)
10:25-11:18	Block D

11:18-11:45	Lunch
11:45-12:12	STAGE
12:12-1:06	Block E
1:06-2:00	Block F (French or Spanish, band, chorus, team time)

#### 7th GRADE TEAMS

7:45-8:39	Block A
8:39-9:32	Block B
9:32-10:25	Block C
10:25-11:18	Block D (wellness, French or Spanish, media, art, STEM)
11:18-11:45	STAGE
11:45-12:12	Lunch
12:12-1:06	Block E
1:06-2:00	Block F (band, chorus, team time)

#### 6th GRADE TEAMS

7:45-8:39	Block A (wellness, French or Spanish, media, art, STEM)
8:39-9:32	Block B
9:32-10:25	Block C
10:25-11:18	Block D (band, chorus, team time)
11:18-12:12	Block E
12:12-12:39	Lunch
12:39-1:06	STAGE
1:06-2:00	Block F

#### 5th GRADE TEAMS

7:45-8:39	Block A
8:39-9:32	Block B (wellness, music, media, art, technology)
9:32-10:25	Block C
10:25-11:18	Block D (band, chorus, team time, recess)
11:18-12:12	Block E
12:12-12:39	STAGE
12:39-1:06	Lunch
1:06-2:00	Block F

2:00	Dismissal
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#### **ACADEMIC HONESTY**

Rule: You may not cheat on quizzes, tests, projects or homework. All students are responsible to complete their own work and may not plagiarize.

Why: It's not fair to your classmates and you won't learn the necessary material. It undermines your self-esteem and makes you feel you are less capable than you are.

What Happens: You will receive a grade of zero for each offense of cheating throughout the year. Your parents will be notified by the teacher.

**RESPONSIBLE USE POLICY** (School Committee Policy File: JICAB)

### **Lynnfield Public Schools Guidelines for Students' Responsible Use of Technology**

The Lynnfield Public Schools provides students with digital devices and Internet access for educational purposes such as classroom activities and high-quality self-discovery activities of an educational nature. By doing so we hope to prepare students for success in life and work by providing access to a wide range of information and the ability to communicate with others. LMS and LHS students will be issued a 1:1 Chromebook for use at home and in school. Please refer to the [1:1 Device Guidelines](#).

*All email and digital work may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes. Although access to the school network and the Internet is essential for robust learning, using them inappropriately will have consequences similar to other inappropriate behaviors as outlined in the student handbook.*

#### **1. I UNDERSTAND THE IMPORTANCE OF PROTECTING PERSONAL INFORMATION**

- I will ensure others do not use my account or know my passwords. I will not use that of others. I am responsible for all activities done through my account.
- I will log off the computer at the end of every session so another user cannot use my password if I am on a computer that other people have access to.
- I will respect the privacy of others' passwords because I know it is against the law to attempt to electronically capture another person's password.
- I will protect LPS students and staff by not sharing anyone's personal information, such as home address or telephone number.
- I will protect LPS students and staff by asking permission before I share a video, recording, or picture that I took of them.

#### **2. I UNDERSTAND THE IMPORTANCE OF BEING KIND TO OTHERS ONLINE.**

- I will use email and other means of communication responsibly by not sending or posting hateful or harassing media, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors.
- I will be careful about using or downloading the work of others without proper credit, because I recognize this can be considered plagiarism and violate copyright laws.
- I will respect the work of other students by not copying, altering, or deleting their work.
- I will avoid posting photos of students or myself with first and last names on any online site.

#### **3. I UNDERSTAND THE IMPORTANCE OF APPROPRIATE CONDUCT WHEN ONLINE.**

- I will create and maintain a good digital presence, so I will be careful of the effect of images and words I post online.
- I will use appropriate language, symbols, and images in my email messages, online postings, and other digital communications with others.
- I will communicate appropriately at all times. I understand that impersonating others or pretending to be someone else online is harmful to me and others. This includes sending out emails, creating accounts, or posting messages or other online content in someone else's name.
- I will respect the privacy of LPS staff and will follow the approved methods of communications that my teachers, coaches, or club/activity advisors explained to me at the beginning of the season/year.

#### **4. I UNDERSTAND THAT I AM RESPONSIBLE FOR MY USE OF LYNNFIELD PUBLIC SCHOOL'S PROPERTY AND NETWORK.**

- I will use LPS computer resources responsibly, this includes not changing or damaging equipment, files, or settings on any computer or technology resources. Further, I will report any damage immediately to a responsible adult.
- I will search for or use appropriate content only.
- I will only use my LPS device or the LPS network for legal or non-commercial activities; otherwise this is against the law.

- I will follow all network protocols and not attempt to bypass security settings or Internet filters or interfere with the operation of the network.
- If I am a Lynnfield Middle School student, I will use only a school-issued device while in school.

### **ACTIVITY FEE**

Each student who participates in an activity must pay an activity fee. Payment of the fee entitles a student to participate in one or more activities. The fee is \$300.00 per student (a maximum of \$1200.00 is due per family with three or more children.)

### **ARRIVAL AND DISMISSAL OF STUDENTS BY CAR OR OTHER MEANS**

Parents are asked not to drop students off before 7:00 A.M. No supervision is available before this time. Students have designated waiting areas and then may report to homeroom at 7:30.

Between 7:00-7:40 A.M. each morning and 1:40-2:15 P.M. each afternoon, parents who drive children to school or pick them up are asked not to enter the bus loop at the front door of the building. This area must be clear for buses and students during those hours. Everyone's full cooperation in this matter is vital to ensure the safety of all middle school students.

Parents are asked to pick-up and drop-off students in the main parking lot. Do not enter and drop-off students in the bus loop by the front doors due to safety concerns during such busy times.

Students who come to school on wheeled vehicles (skate boards, roller blades, bicycles, etc.), must walk their wheeled vehicle across the street to its storage area on school grounds. This procedure is also expected to be followed when the student leaves school grounds. Motorized scooters are not allowed on school grounds.

### **ATTENDANCE**

#### **ABSENCE FROM SCHOOL**

Parents are requested to telephone the middle school, (781) 334-5810, if their child is not able to attend school that day. We want to be sure that the student who has left home for school arrives safely to school. We also realize that, while it may be somewhat of an inconvenience for parents to remember to call each time a youngster is to be absent for the day, we think that the effort is well worth it in terms of a youngster's safety.

The parent or adult responsible for the child should give the receptionist the student's name, grade and the reason for the student's absence from school. At this time homework should also be requested. Homework requests must be made prior to 8:30am.

Immediately after an absence from school, students must bring a note from home with the following information: date or dates of absence, the cause of absence, and the signature of a parent or guardian. Student should give this note to the main office. An email to the main office staff is an acceptable form of absence note. Any absence without a doctor's note is considered unexcused.

#### **ABSENCES FOR TRIPS AND VACATIONS (School Committee Policy File: JHE)**

Absences for the purpose of family trips or student vacations are strongly discouraged by the Lynnfield School Department. Teachers are under no obligation to provide advance assignments. Keeping up with class work and make-up of missed assignments is the responsibility of the student and will be accomplished at the discretion of the teacher.

#### **EARLY DISMISSAL PROCEDURE**

A student who needs to be dismissed from school during the day must bring a signed note from parents stating the reason and time of the dismissal. This note must be brought to the office before the student reports to homeroom that morning. Students who are to be dismissed early will leave class at the time indicated on the dismissal note and will wait in the office. For students' protection and safety, the parent or the person calling for the student must come into the office to sign out the student. If students have parental permission to walk to a destination following early dismissal, that is to be indicated on the note referenced above.

### **LATE ARRIVAL TO CLASS**

Rule: You must have a pass if you're out of class (phone, clinic, lavatory, media center, guidance, etc.).

Why: In case of an emergency we need to know where you are. If your teacher has given you a pass, (s) he will know where you are.

What Happens: You will receive a school-wide detention and/or demerit.

### **LATE ARRIVAL TO SCHOOL**

Rule: You must bring a note signed by a parent or guardian when you arrive late to the school office.

Why: It is important to be in class on time so you don't fall behind in your work.

What Happens: After your third unexcused tardy, you will begin receiving a detention for each day you are tardy (unexcused) thereafter.

### **LEAVING SCHOOL GROUNDS**

Rule: You can't leave school grounds once you arrive without written permission from home. A parent or guardian must come to the office and sign you out if you are to be dismissed.

Why: The school is responsible for you during school hours. We have a responsibility to make sure you are safe.

What Happens: If you leave school after arriving on the property in the morning and have not followed this procedure, you will receive a demerit(s) and your parents will be notified. If there is a second occurrence, you will be suspended. This includes going to the center of town before school starts.

### **AUDITORIUM**

The principal or the assistant principal must approve any use of the auditorium.

### **BULLYING**

#### **What is bullying?**

Bullying typically takes place when a stronger or more emotionally or socially powerful individual intentionally and repeatedly hurts, threatens, or torments a more vulnerable individual. Bullying:

- is deliberate
- happens repeatedly
- represents a marked imbalance of power between a bully and victim. Bullying is a one-sided, unfair match.

#### **What does a bully do?**

- A bully threatens, taunts, teases, calls names, hits, pushes, kicks, punches, restrains another, gestures, intentionally excludes someone from the group or refuses to comply with another person's reasonable expectations.

#### **Where can bullying occur?**

- Bullying can occur at the bus stop, on the bus, on the playground, in the corridors, in the bathrooms, in the classrooms, in the gym, in the locker room or in the cafeteria.

#### **What can a student do if he/she is being bullied?**

- Tell a trusted adult, a parent, teacher, counselor, principal or nurse who can help.

#### **What happens if a student bullies someone?**

- If a student is confirmed to have bullied someone, following an investigation by school staff, he/she will receive an appropriate consequence.
- The parent/guardian will be called.
- Other consequences may be imposed depending on the situation.

#### **What do we do to prevent bullying?**

- Lynnfield Public Schools believes in being proactive when it comes to promoting positive behavior. Each of our schools has a focus on character development for all of our students, as well as the creation of a safe and positive learning environment.

**BULLYING/HARASSMENT  
Lynnfield Public Schools  
Bullying Prevention and Intervention Plan**

1. Leadership
2. Training and Professional Development
3. Access to Resources and Services
4. Academic and Non-Academic Activities
5. Policies and Procedures for Reporting and Responding to Bullying and Retaliation
6. Definitions
7. Relationship to Other Laws
8. Problem Resolution System

**1. 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.

<b>Task</b>	<b>Person(s) Responsible</b>
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

**2. 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.

### 3. 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	LMS
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.

### 4. 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.

## 5. 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.37O) 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.
- **Written Documentation:** The investigator will take detailed notes from the complainant to determine exactly what happened.

- **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.
- **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.
- **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.

## 6. 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 Special 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.

## **7. 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.

## **8. 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](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

### **BUS RIDING PRACTICES** (School Committee Policy File: JICC)

The authority for enforcing School Committee requirements of student conduct on buses will rest with the principal. To ensure the safety of all students who ride in buses, it may be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee. Rules regarding student conduct on school buses will be included in student handbooks. Students are expected to follow school rules at all times when riding on buses.

#### **Procedures for Drivers and Parents**

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school principal. He/she will report the incident in writing to the parent concerned, with a copy to the superintendent.
2. In case of a repetition by the same student, the principal will suspend the student's transportation privileges with written notice to the parent. A copy of this notice will be sent to the Superintendent.
3. After a second offense and a conference with the appropriate administrator, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.
4. If the offense constitutes a major hazard, no warning need be given and the principal may suspend a student from the bus and notify the parents and the bus driver.

#### Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed at all times by the riders

#### Required Conduct Aboard the Bus

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Instructions and directions of the driver must be followed at all times by the riders.
5. Smoking is prohibited.
6. The following disturbances are prohibited:
  - Pushing or wrestling
  - Annoying other passengers or disturbing their possessions
  - Talking to the driver
  - Throwing objects within the bus or out of windows
  - Climbing over seat
  - Opening or closing windows
  - Leaning out of window
  - Littering the bus
7. Parents will be held responsible for any defacing or damaging of the bus.

#### **CAFETERIA**

Students may eat only in the cafeteria and must remain in the cafeteria during the entire lunch period unless otherwise directed by the teachers on duty. Students are encouraged to use the POS system (go to [www.lynnfield.k12.ma.us](http://www.lynnfield.k12.ma.us) and click on Food Service).

- The cafeteria is quite big and to help provide a good lunch period for everyone, a few rules must be observed.
- The cafeteria expects you to pay for your lunch as you buy it. If you forget money at home, arrangements can be made in the cafeteria to provide you with a lunch. You must repay the money on the following school day.
- Students are not allowed to borrow money from each other.
- While waiting in line for your lunch, please be orderly.
- Saving seats causes difficulties; please do not do so.
- You must stay in your seat until your lunch period ends.
- Remember to keep the cafeteria clean. Others will be eating at the same table after you.
- After you have finished eating, pick up your trash and dispose of it in the proper barrel.
- In order to maintain order and ensure a smooth operation, the adults who supervise the lunchroom expect your full cooperation. It is important that you pay full attention to any announcements made in the cafeteria.

Dismissal from the cafeteria is by table only.

#### **CARE OF EQUIPMENT AND SUPPLIES**

Equipment, books and supplies are issued to students. However, all textbooks are owned by the Lynnfield Public Schools and are loaned to students free of charge. Care must be taken of this property. Textbooks are to be covered at all times. The school will charge you a fine based on the teacher's judgment for abuse, misuse, or for lost books. The end of each marking period is a good time for students to restock the supplies like pencils, pens, paper, etc.

Rule: You may not damage school or student property. You may not write on walls, desks, lockers, etc.

Why: This is just common decency and respect of the property of others. School property belongs to all of us and should be usable for a long time.

What Happens: You will pay for any damage. You will receive a demerit(s) and you may be suspended from school.

Rule: You can't take something that doesn't belong to you.

Why: It's stealing. We all have a right to feel that our belongings are safe in school.

What Happens: The office will be informed and the punishment can range from talking to the Principal or Assistant Principal to detention(s), a demerit(s) or suspension. Parents may be asked to come in for a conference and the Police may be notified.

### **CELEBRATIONS**

It is customary for the school to acknowledge students' birthdays during morning announcements. Parents/students are not permitted to send/bring in celebratory snacks for birthdays or other occasions. Parents may not arrange for flowers, balloons, or other items to be delivered to children at school.

### **CORRIDOR RULES**

Rule: Every student is expected to follow traffic rules for moving throughout the building.

- Keep to the right in the corridors and on the stairs.
- Walk - never run or push.
- Go directly to your next class.
- Keep your voice in a conversational tone and avoid "horseplay"
- No one is to ever sit on, or lean on or over any of the railings on the second floor.

WHY: To insure smooth, efficient travel in the school and prevent injuries or accidents.

WHAT HAPPENS: Violation of this safety code will result in detention, demerits or suspension.

### **DANGEROUS ITEMS**

Rule: Laser pointers, water pistols, toys or other distractions are not to be brought to school at any time. Student use of propellant spray cans is not allowed in school. Examples of this include hairspray, deodorant, cologne and perfume. In some instances, such devices may be considered by the principal and assistant principal to be dangerous weapons. In addition, these items may not be brought to any school sponsored activity.

For safety reasons, wheeled items (including but not limited to bicycles, skateboards, scooters, roller blades and roller shoes) may be brought to school, but may not be used on school grounds. While on school grounds students should walk bicycles or carry these items.

Why: They interfere with learning and/or pose a safety risk.

What Happens: You will receive a detention or a demerit(s) and the item will be taken away. Violation of this rule will result in the object being confiscated until picked up by a parent or guardian.

### **DETENTION**

Detention means staying after school for a teacher, principal or staff member because you have broken a school rule or policy, have been disruptive in class, disrespectful, or otherwise acted inappropriately. Detention can mean either a teacher detention or school wide detention. Each of these is equally important.

The length of a teacher detention is at the discretion of the teacher; however, it may be up to 30 minutes. During teacher detention, with permission of the teacher, students may be allowed to do work. Students who fail to report for a teacher detention will be referred to the office and a school wide detention will be issued. Students who frequently miss teacher detentions will be issued a demerit.

A school wide detention is always 25 minutes in length. Students must report to school wide detention no later than 2:05. The detention teacher will dismiss students at 2:30. During school wide detention, students will not be permitted to socialize. Students will be given the option of sitting quietly or working silently on homework. Students who fail to cooperate during school wide detention will be asked to leave. In such cases the student will be required to serve the detention a second time or, in cases of frequent offense, will receive a demerit.

A student who receives a detention will be given two days after the day it is issued to serve the detention. This is true for both teacher detention and school wide detention. If a student is unable to stay within this two day period due to a medical appointment, pre-arranged tutoring session or such other reasonable commitment, the student will be given an extension upon receipt of a parent note or phone call. Student absence or dismissal will not penalize a student in regard to the time they have to serve a detention, nor will conflict that may exist when a student has more than one detention to serve on the same day. If you fail to attend the assigned school wide detention, you will be referred to the office and demerits will be issued.



### **DEMERITS**

Demerits are assigned by the principal or the assistant principal usually at the rate of one per incident. Parents are sent a copy of the referral form each time that a demerit is issued. They are asked to sign it and see that it is returned to school. The guidance counselor also receives a copy.

At three demerits, a conference is held with the principal and/or assistant principal, student and guidance counselor. A telephone call will be made to parents informing them of the meeting. Furthermore, it is strongly suggested that parents attend this meeting and that they discuss at home with the student these behaviors and formulate a plan for improvement. At five demerits students are suspended from school.

### **DISCIPLINE** (School Committee Policy File: JK)

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules, not inconsistent with the law or in conflict with District policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. The School Committee recognizes that administrators and staff will make disciplinary decisions based on their own observations and the observations of witnesses to incidents. The School Committee will defer judgment to the administration and staff unless conclusive evidence is provided to the contrary.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

In order to work well together there is a small but clear set of rules that will help us to function as community, and to allow students and teachers to feel safe in school. These rules are few in number but are strictly enforced. At the start of the school year teachers will give students the school and team rules. These include expectations regarding homework, behavior in all parts of the building, on time arrival to class, etc. It is the student's responsibility to follow these rules as well as the school-wide regulations that are in this Handbook. Students who do not follow the rules will be disciplined. Discipline at the Middle School is based on simple facts that are easily understood by students.

-Your main goal in school is education.

-Any person who prevents you from reaching this goal in school is going to be disciplined.

-To learn the most you can in any class requires that you are able to listen, speak and think without interference.

-Most problems in a classroom focus around students disrupting other students' learning.

-This school protects your right to an education without interference.

-No one is perfect, but honesty is expected at all times.

-School should be a pleasant place.

-The rules apply to everyone, equally.

Rule: Because every possible act of misbehavior cannot be anticipated, we could not formulate a rule to cover every offense. We ask that you use your common sense and act appropriately at all times.

Why: It just makes sense for everyone to work together to make our school a safe place to work and learn.

What Happens: Appropriate action will be taken.

### **DISCIPLINARY PROCEDURES**

#### **Definitions**

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.



Long-Term Suspension: 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. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

**Due Process:**

Out-of School Suspension: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and shall inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the student's right to legal representation (at private expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the Principal, and the right to request that the hearing be audiotaped.

For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto prior to the Principal's imposition of a short-term/interim suspension ten (10) consecutive school days or less pending formal disciplinary proceedings. Upon imposition of a short term or interim suspension or an interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of any formal disciplinary proceedings.

**Principal's Hearing:**

Short-Term Suspension: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Suspension: At a hearing to consider a student's suspension in excess of ten (10) consecutive days for violations of a school rule not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be afforded the following rights:

- the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right 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
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident;
- the right to cross-examine witnesses presented by the school district;

- the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request.

At a hearing to consider a student's suspension in excess of ten (10) consecutive days or expulsion for violations involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be afforded the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, and the opportunity to present evidence and witnesses at said hearing before the principal.

#### **Principal's Decision:**

Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

#### **Appeals - Exclusions:**

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the superintendent. And for exclusions imposed pursuant to M.G.L. c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7) calendar days upon request.

#### **Academic Progress:**

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. M.G.L. c.76, §21.

### **DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES**

#### **A. In-School Suspension For Less Than 10 Cumulative Days During A School Year**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will 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 administrator will 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 will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will 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 administrator for the purpose set forth above, if such meeting has not already occurred. The administrator will 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 administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

#### **B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)**

Except in the case of an Emergency Removal, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- 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 administrator concerning the proposed suspension, including the opportunity to dispute these charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

#### **C. Procedures For Long-Term Suspension**

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of out-of-school suspension or more than 10 days of in-school suspension, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section B above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) 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;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- 2. Set out the key facts and conclusions reached;
- 3. Identify the length and effective date of the suspension, as well as a date of return to school;
- 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- 5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
  - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

#### **D. Exception For Emergency Removal:**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;  
 Provide written notice to the student and parent as provided in Section B or C above, as applicable;  
 Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.

Render a decision orally on the same day as the hearing, and in writing no later than the following school day in accordance with the decision requirements detailed in Section C or D, as applicable.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

**Appeal to the Superintendent:**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension decision as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

**Discipline of Students with Disabilities**

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

- a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11<sup>th</sup>) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent

of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.

e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:

- The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
- The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
- The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
- The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury. In such a case, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

### **Laws Pertaining to Student Conduct**

M.G.L. c. 71, § 37H – Drugs, Dangerous Weapons and Assaults on Staff

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.



(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

M.G.L. c. 71, §37H1/2 - Felony Complaints and Felony Convictions:

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension: provided, however, that such 'suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing for his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

M.G.L. c.71, §37H3/4: Suspension or Expulsion

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

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

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

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

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

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

#### M.G.L. c.76, §21: Opportunity for Academic Progress

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

#### M.G.L. c.71, §37L: Notification to School Personnel of Reporting Requirements

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148. In addition, any school department personnel shall



report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment. A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

#### **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, gender, sexual orientation, gender identity, 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).

***Updated 8/2020***

#### **Sexual Harassment:**

The Lynnfield Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Lynnfield Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Lynnfield Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Lynnfield Public Schools or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

Any instance of quid pro quo harassment by a employee; or (2) Unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is **sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access**; or (3) Any instance of sexual assault, dating violence, domestic violence, or stalking as defined by the Clery Act and the Violence Against Women Act.

All three types of sexual harassment apply to both student victims and employee victims.

#### **Jurisdiction of Title IX Sexual Harassment Jurisdiction:**

Education program or activity: locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Title IX covers persons in the U.S. only: conduct that occurs in a school trip abroad does not fall within the jurisdiction of "any education program or activity of the District in the U.S." so it does not fall within Title IX. This conduct should instead be addressed by a school code of conduct, and any grievance process covering other definitions of sexual harassment.

#### **Grievance Process:**

The same standard of proof must be used for all formal sexual harassment complaints (i.e. whether respondent is an employee or student).

- 1) Clear and convincing evidence – highly and substantially more likely to be true than untrue. Decision-Maker must be convinced that the contention is highly probable; or
- 2) Preponderance of the evidence – “more probable than not”; also referred to as “50% plus a feather.”

#### **Burden of Proof**

- ☐ The burden of proof is on the District, not the complainant or respondent.
- ☐ District has the burden to gather sufficient evidence to reach a determination regarding responsibility.
- ☐ District must provide both parties equal opportunity to gather and present witnesses or other evidence, but cannot place the burden or obligation on the parties to do so.

#### **Presumption that the Respondent is Not Responsible**

All grievance procedures must include a statement that the respondent is deemed to be not responsible until the conclusion of the grievance process.

#### **Time Frame for investigation:**

- ☐ “Reasonably prompt” timeframes for: filing and resolving appeals, informal resolution processes, temporary delay or limited extension of time frames for good cause, and conclusion of the grievance process.

#### **Written Notice Required:**

- ☐ Whenever a party is expected to participate in an interview, meeting or hearing.
- ☐ Date, time, location, and the nature of the event (i.e. who is attending, what will be discussed, respondent’s/complainant’s rights at that event) will be included in the written notice.
- ☐ If there is a temporary delay of the grievance process or limited extension of time frames for good cause.

#### **Methods of Reporting:**

Reporting of an incident can be written or verbal, formal or informal. No specific forms are required for a District to be on notice of an allegation of sexual harassment. Any district employee who observes sexual harassment of a student or receives notice of an allegation of sexual harassment must report the incident to the Principal or Title IX Coordinator. This Includes: teachers, support staff, administrators, cafeteria workers, bus drivers, custodial staff, etc. That employee should intervene to stop the conduct and report it to the Principal and Title IX Coordinator. A district with actual knowledge of sexual harassment in an education program or activity of the district in the United States must respond promptly in a manner that is not deliberately indifferent.

#### **Anonymous Reports:**

An anonymous report can suffice to put the district on notice of an allegation of sexual harassment.

- ☐ The district’s obligation is to respond to an anonymous report in a manner that is not clearly unreasonable in light of the known circumstances.
- ☐ A Formal Complaint may not be filed anonymously.

If the anonymous reporter is the complainant and they request confidentiality, the district can and should offer supportive measures to the extent consistent with maintaining the request for confidentiality.

- ☐ If an anonymous report is received without a disclosure of the complainant’s identity, the district will be unable to provide the complainant supportive measures in response to that report.

### **Supportive Measures After a Complaint is Made:**

- ☐ Must be discussed and considered for all complaints, whether formal or informal. May be provided whether the complaint is formal or informal.
- ☐ Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- ☐ Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
- ☐ If an action is listed as a disciplinary procedure which may be applied if a respondent is deemed responsible, it cannot be employed as a supportive measure.
- ☐ Does not preclude the district from implementing emergency removal under Title IX. Designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment.
- ☐ "Unreasonable burden" on a complainant or respondent is fact-specific.
- ☐ In commentary to regulations, U.S. D.O.E. notes that schedule changes are often reasonable, but whether limiting participation in sports or extracurriculars is unreasonable could be more fact-specific.
- ☐ District must maintain confidentiality of any supportive measures provided to the complainant or respondent, to the extent that the confidentiality would not impair the ability of the District to provide supportive measures.

### **Formal Complaint Process Title IX Sexual Harassment:**

#### **Step 1 Filing the complaint:**

- ☐ A document (paper or electronic) filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment by a respondent and requesting that the district investigate the allegation of sexual harassment.
- ☐ Must state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A formal complaint may not be dismissed solely because it was not completely filled out or it was filled out incorrectly.
- ☐ At the time of the filing of the formal complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

#### **Step 2 Initial Assessment**

- ☐ Does the formal complaint allege sexual harassment by a respondent and request that the District investigate the allegation of sexual harassment?
- ☐ Supportive Measures – discuss with the complainant, determine what measures are necessary. Implement supportive measures prior to the beginning investigation process, or state in writing why supportive measures are not being implemented.
- ☐ Is the complainant currently participating in, or attempting to participate in the District's education program or activity?
- ☐ Consider mandatory/discretionary dismissal of the complaint.

#### **Step 3 Consideration of Dismissal:**

Title IX Coordinator MUST dismiss the formal complaint if:

- ☐ Even if true, the alleged conduct would not constitute sexual harassment as defined by Title IX; or

- ☐ The alleged conduct did not occur in the district's education program or activity; or
- ☐ The alleged conduct did not occur within the United States.

Even if a complaint is dismissed under this section, a district may still take action under its code of conduct or applicable statutes (i.e. bullying law, M.G.L. c. 151B and 151C, Title VII).

#### **Step 4 Written Notice of Allegations:**

Upon receipt of a formal signed complaint, District must send written notice of the allegations, to both the complainant and respondent that includes:

- 1) A statement prohibiting knowingly submitting false information;
- 2) Sufficient details known at the time to allow the respondent the opportunity to respond, which includes the identities of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- 3) A statement that the respondent is presumed not responsible;
- 4) A statement that a determination regarding responsibility is made at the conclusion of the grievance process;
- 5) A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney; and
- 6) A statement that the parties/advisors may inspect and review the evidence.

#### **Step 5 Investigation:**

Formal complaints will be investigated by the school's assistant principal.

Responsibilities of Investigator:

- ☐ To gather evidence;
- ☐ To provide an equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence, and to inspect and review any evidence obtained that is directly related to the allegations;
- ☐ To ensure the ability of the parties to discuss the allegations or gather and present relevant evidence (i.e., no "gag" orders);
- ☐ To send prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.

#### **Step 6 Opportunity to Respond to Evidence:**

Districts must send the parties (and advisors) evidence "directly related" to the allegation, in electronic format or hard copy.

- ☐ After parties have reviewed the evidence, the Investigator will then determine what evidence is "relevant."

The Parties then shall be afforded at least ten (10) calendar days to inspect, review, and respond to the evidence.

#### **Step 7 Completion of Investigation Process:**

- ☐ The district must send the parties and their advisors in electronic or hard copy an Investigative Report in which the Investigator fairly summarizes relevant evidence but does not reach any conclusions regarding responsibility.
- ☐ A copy of the Investigative Report shall also be sent to the Decision-Maker.
- ☐ While there is no specific timeline mandated by the regulations, it is recommended that the Investigative Report be completed and sent within twenty-five (25) school days of receipt of the formal

#### **Step 8 Opportunity to Respond:**

- ☐ District shall provide each party an opportunity to respond to the Investigative Report.
- ☐ The Investigative Report will notify the parties of the opportunity to submit to the Decision-Maker directed questions of the other party and/or any witness.
- ☐ The Decision-Maker will be the school Principal

#### **Step 9 Directed Questions from all Parties:**

After Investigative Report has been sent to the parties the Decision-Maker shall:

- ☐ Afford both complainant and respondent the opportunity to submit to the Decision-Maker written, relevant questions of the other party or any witness;
- ☐ Provide the party with the other party's and/or witness's written responses to the questions; and
- ☐ Allow for additional, limited follow-up questions from each party in writing.

#### **Step 10 Determination of Responsibility:**

- ☐ Based on the objective evaluation of all relevant evidence the Principal must determine whether the respondent is responsible or not responsible for the sexual harassment alleged in the formal complaint.

#### **Disciplinary Action:**

Students may be subject to discipline for sexual harassment or retaliation under Massachusetts student discipline laws, M.G.L. c. 71, §§ 37H, 37H 1/2, and 37H 3/4. To be clear, however: under the new Title IX regulations a respondent may not be subject to disciplinary sanctions for the misconduct being investigated under the Title IX grievance procedure until after the process has been completed.

#### **Title IX Emergency Removal:**

Districts may remove a respondent on an emergency basis at any time provided the school district:

- 1) Undertakes an "individualized safety and risk analysis";
- 2) Determines that "an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal" and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and
- 3) Provides the respondent with notice (oral or written) and the opportunity to challenge the decision immediately following the removal.

#### **Appeals Process:**

Either the complainant or respondent may appeal from a determination regarding responsibility and/or from the district's dismissal of a Formal Complaint or any allegations therein, only on the following bases:

- ☐ Procedural irregularity that affected the outcome of the matter;
- ☐ Newly discovered evidence that could affect the outcome of the matter; and/or
- ☐ Title IX personnel had a conflict of interest or bias that affected the outcome of the matter

#### How to make a complaint

Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: [Sexual Harassment Grievance Procedure](#). Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title*

*IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: [Civil Rights Grievance Procedures](#) Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

**The District's Title IX Coordinator(s) are:**

Roberta Keane  
Director of Student Services  
525 Salem Street  
Lynnfield, MA 01940  
[keaner@lynnfield.k12.ma.us](mailto:keaner@lynnfield.k12.ma.us)  
781-334-7300

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.

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.

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, 8<sup>th</sup> 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 02148-4906  
Telephone: 781-338-3700  
TTY: N.E.T. Relay: 1-800-439-2370  
FAX: 781-338-3710

**DRESS CODE** (School Committee Policy File: JICA)

**DRESS CODE POLICY**

It is expected that students will take pride in their personal appearance. Student dress should be within reasonable limits and should not be extreme. Personal appearance, dress or grooming must not disrupt the educational process or threaten the health or safety of any individual. The building principals have the right to ask students to change their attire if it disrupts the educational environment.

Clothing which could create an actual disruption or disorder to the learning environment includes but is not limited to:

- Clothing or jewelry that displays slogans, insignias, or designs that advertise

alcohol, drugs or sexual material which promote products or activities that are illegal, profane or suggestive.

- Clothing or jewelry which is disparaging to others in the school environment and contains slurs regarding race, ethnicity, religion, disabilities, gender or sexual orientation.

When in school students may not wear:

- Underwear as outerwear
- Beachwear
- Sleepwear

Repeated violations of the dress code will result in consequences consistent with the Code of Conduct.

Revised: August 25, 2021

Approved: August 31, 2021

### **DRUGS, ALCOHOL, TOBACCO and VAPING PRODUCTS**

(reference: School Committee Policy File: JICH)

The use, possession or distribution of illegal drugs, prescription drugs not prescribed for the individual, alcoholic beverages and intoxicants, tobacco products (which includes e-cigarettes, vapes and all vaping paraphernalia, cigars, chewing tobacco, snuff, or any other form of tobacco), or drug paraphernalia is prohibited in school policy as well as in law, and will be cause for disciplinary action. This policy includes the above when found on school property, in connection with any school-sponsored activity, on school buses or in cars going to or from any place where students are present at an activity sponsored by the Lynnfield Public Schools.

#### **Violations - Tobacco and Vaping Products:**

First Offense: A student determined to be in violation of this policy by using, possessing, or distributing tobacco products shall be for the first offense:

1. Subject to a (5) five day suspension.
2. Subject to a loss of school privileges/extracurricular activities for up to 3 weeks
3. Subject to complete a tobacco/vaping education class and/or assignment approved by the administration.
4. Referral to school health official
5. Referral to School Resource Officer

Second and Subsequent Offenses: A student determined to be in violation of this policy by using, possessing, or distributing tobacco products for the second and subsequent offenses shall be subject to:

1. Subject to a (10) ten day suspension for additional offenses in the school year.
2. Subject to a loss of school privileges/extracurricular activities for up to one school trimester, and up to two trimesters for a third offense
3. Referral to school health official
4. Referral to School Resource Officer

#### **Violations - Drugs and Alcohol:**

##### **Use and/or Possession**

First Offense: A student determined to be in violation of this policy by using or possessing drugs or alcohol shall be for the first offense:

1. Subject to a (5) five day suspension and/or an expulsion hearing
2. Subject to a loss of school privileges/extracurricular activities for up to one trimester.
3. Subject to complete a drug/alcohol education class and/or assignment approved by the administration.
4. Referral to school health official
5. Referral to the Lynnfield Police Department

Second and Subsequent Offenses: A student determined to be in violation of this policy by using, possessing drugs or alcohol for the second and subsequent offenses shall be subject to:

1. Subject to a (10) ten day suspension for additional offenses in the school year.

2. Subject to an expulsion hearing
3. Subject to a loss of school privileges/extracurricular activities for up to two school trimesters, and up to the remainder of the year for a third offense
4. Referral to school health official
5. Referral to the Lynnfield Police Department

Whenever administrators have information that persons who are not students at the school have sold or transferred drugs to any students or have sold or transferred drugs on the school grounds, administrators shall take steps promptly to notify local police officials. School authorities shall cooperate fully with the police officials in order to apprehend and prosecute such persons.

#### **EMERGENCY CONTACT INFORMATION**

At the beginning of the school year students bring home emergency information sheets for parents to update with necessary emergency information. Parents are asked to fill out the sheet completely as soon as possible and sign it so that the student can return it to school the next day. If any information changes during the year, parents are asked to telephone the main office with the new information.

It is important for the main office to be notified when parents are away from home, for how long, and to know who is responsible for the child during the parents' absence. Again, parents are asked to telephone the main office with that information.

#### **EMERGENCY PLANS** (School Committee Policy File: 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 evacuations.

#### **ENTERING THE BUILDING IN THE MORNING**

Students are not allowed to enter the building before 7:00 A.M. Students who enter the building between 7:00 and 7:20 must report immediately to the cafeteria. At the 7:20 bell students may enter their team area. They are to remain in their own team areas until homeroom. They are required to enter their homerooms at 7:35 A.M. and are expected to be in their homeroom seats at 7:40 A.M. Each time is indicated by a bell rung throughout the school building. Attendance is recorded in homeroom. Students who are not in their homeroom seats by 7:40 A.M. will be marked tardy and risk being assigned a detention.

#### **EXTRA HELP/TESTING**

Teachers are scheduled to be available to students after school from 2:00 to 2:25 P.M. each day. This is in addition to the extra help which is available during team assignment. Teachers who have to adjust their after school schedule because of faculty or committee meetings or emergencies notify students of the change and make alternative arrangements. In addition to students wanting to stay after school for extra help, the request can also be made by teachers for specific students to remain after dismissal when the teacher feels that the student can benefit from extra assistance.

The grouping of teachers and students into instructional teams provides the opportunity for teachers to collaborate on the schedule for major tests. The schedule is aimed at avoiding the times when students have to take several major tests on a particular day. Sometimes it is unavoidable.

Since the eighth grade is a transitional year in preparation for the senior high school, the eighth grade team teachers place more responsibility on their students. This may mean that students could have several tests on a particular day. Students who plan ahead and schedule their time wisely adjust well to those responsibilities.

*Rule: If you intend to remain at school after 2:10 P.M. you must be with a teacher or other adult.*

*Why: For safety reasons you must be under the supervision of an adult at all times while you are in this building.*

*What Happens: You will receive detention(s), or demerit(s) depending upon the frequency of the offense.*



**FACE COVERING POLICY** (School Committee Policy EBCFA)

**FACE COVERINGS**

The Lynnfield Public School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to return students to a full-time classroom learning experience.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, using the guidance and recommendations from the Center for Disease Control (CDC), the mandate from the Department of Elementary and Secondary Education (DESE) and the mandate from the Lynnfield Board of Health, the District has established the following requirements which will remain in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings. Per Federal order, face coverings are required on all school transportation.

Additionally, face masks or face coverings will not be required:

- during mask breaks.
- while eating or drinking.
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks may require a written note from a physician for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver. Exemptions must be approved by the building principal in consultation with the Nurse Coordinator or Lynnfield Board of Health.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted. Students in violation of this policy may be subject to the full range of discipline, as appropriate.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

**Guidance Statements**

**Massachusetts Department of Public Health**

<https://www.mass.gov/doc/updated-advisory-regarding-masks-and-face-coverings-july-30-2021-0/download>

**Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools**

**Updated August 5, 2021 -**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.htm>

**Center for Disease Controls – Guidance for Covid-19 Prevention on Public Transportation**

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>

**Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance**

<https://www.doe.mass.edu/covid19/on-desktop/2021-0730fall-2021-covid19-guidance.pdf>

SOURCE: MASC – August 10, 2021

Revised: August 25, 2021  
Approved: August 31, 2021

### **FIELD STUDIES** (School Committee Policy File: IJOC)

The Lynnfield School Committee encourages field study as an integral part of the educational process. A field study is like any other school day except that students are learning in a place away from the school grounds. Field studies are planned by teachers to be educationally significant and appropriate to the maturity level of students.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate studies and to ensure that all reasonable steps are taken for the safety of participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee. These guidelines and appropriate administrative procedures shall ensure that all field studies have the approval of the principal and that all overnight studies have the prior approval of appropriate Administrative level.

Students must have a written permission slip signed by the parent in order to participate in a field study. Expenses are usually the responsibility of the students and parents. When possible, the PTO subsidizes field studies and/or funding from grants is sought.

Parents are frequently asked to assist as chaperones. Field study organizations often set the adult/child ratio, and parent request to be chaperones may not always be accommodated. Chaperones may be required to have a current C.O.R.I (Criminal Offender Record Information) check on file in the district. Students are expected to demonstrate safe, appropriate and courteous behavior, and to comply with all school rules.

Field studies planned to include late night or overnight student travel must comply with student travel regulations as delineated in File JJA (Student Travel) and File JJA-R (Student Travel Regulations), in accordance with Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002.

For any school related field studies which require students be away overnight, out of school for two or more consecutive school days, or where the per student "out-of-pocket" costs exceeds \$150.00, the plan must have the approval of the Superintendent and the School Committee. Requests for approval must be placed before the School Committee not less than 30 days prior to the date said study is scheduled to commence. The School Committee may approve studies on a continuing basis (i.e. approval extending from year to year.)

### **FIGHTING**

Rule: Physical horseplay and "play" fighting is forbidden.

Why: Every student should be able to feel safe in school. Personal injury or property damage can occur, and there are better ways to solve your differences.

What Happens: For physical horseplay or play-fighting you will be given demerit(s) or suspended.

Rule: All fighting and assaultive behavior is forbidden. If a student responds in kind to assaultive behavior he/she will also be considered guilty of fighting/assaultive behavior unless, in the judgment of the teacher/administration, the student's response is limited to protecting himself/herself from physical injury and is not, in any way, retaliatory.

Why: Every student should be able to feel safe in school. Personal injury or property damage can occur, and there are better ways to solve your differences.

What Happens: For fighting, you get suspended for at least one day, and your parents are notified

### **FIRE DRILLS**

The fire drill exit route is posted in each classroom and instructional area. Students are expected to:

1. Know the proper exit and route from any place in the building.
2. If an exit is blocked, use the nearest exit.
3. Be familiar with the fire regulations posted in each room.
4. Walk in a quiet and orderly manner. Talking is not permitted during a fire drill

5. Leave via the nearest exit if you are in the lavatory or hallway when the alarm rings. When outside go to your designated homeroom location and report to your homeroom teacher
6. Avoid walking through a group of people.
7. Line up alphabetically at your assigned spot.
8. Make sure your teacher records your presence when you get to the assigned area.
9. Return to building when a bell is rung.

There is a strict law against pulling a false alarm. A false alarm is not a prank. It puts the lives of responding firemen in danger as they rush to get to the school, and students can get hurt needlessly. Students who violate this law are subject to strong disciplinary action including suspension from school.

#### **GANG ACTIVITY/SECRET SOCIETIES** (School Committee Policy File: JICF)

The School Committee is committed to keeping its schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The principal or his/her designee shall maintain supervision of school premises to deter intimidation of students stemming from any possible influence of gangs or gang-related activity. The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines. The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

#### **Symbols**

Gang symbols are inherently disruptive to the educational process. Therefore, the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute which denotes membership in gangs is prohibited. Further, any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials is prohibited. This policy shall be enforced by the principal or his/her designee as the need for it arises at individual school sites or during any school-sponsored activity. A student may be suspended or expelled for failure to comply with the provisions of this policy.

#### **Prevention Education**

Because students may become involved in gangs without understanding the consequences of such membership, early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

#### **Secret Societies**

Fraternities, sororities and/or secret societies shall not receive district or building recognition in any manner. A student may be suspended or expelled for failure to comply with the provisions of this policy.

#### **GUESTS**

If you wish to have a student guest visit school, request a visitor's pass from the principal at least one day before bringing the guest. Please do not invite a student guest at the following time: the day before a holiday; the day before a school vacation; the week before the end of school in June. We ask that a student invite no more than one guest on any given day. Adult visitors are welcome in the building at any time. Upon entering the school, you are asked to stop in the office in order to sign in.

#### **GUIDANCE TEAM**

Guidance services are available in each school. In the middle school, school psychologists provide small group and individual counseling to address school-based issues. Prior to scheduling counseling services, parental consent is obtained. In addition, school psychologists intervene with specific social/behavioral situations on an "as needed" basis. The school psychologist also serves as a consultant to classroom teachers, ancillary staff and parents. Teachers and parents can initiate a referral. Referrals for counseling may be directed to the principal, school psychologist or classroom teacher. A partnership with an outside Mental Health Agency provides family based counseling services. Referrals are made through the school psychologists. Each student is assigned a school psychologist. The psychologist is available to you when you feel that you need some assistance in solving a problem or when you feel that you would like another adult, in addition to your parents and teachers, to whom you would like to talk. The two school psychologists, who make up the guidance team, welcome students who might need some assistance in making the transition into the middle school or in meeting the demands and responsibilities of our school. Individual or group counseling, which is the major job of the psychologists, can help you in dealing with problems encountered in the classroom, at home, with your friends, etc. The school psychologist can also help you as you make decisions about

your middle school program, about your high school courses and consequently about your future. The psychologist has the skills and information that can assist you in making those important decisions.

The school psychologist(s) assigned to your team meets with your team teachers each week and in doing so can be a great help to you and to your teachers as you work together in the classroom. Your psychologist keeps up to date with your progress by receiving a copy of all appraisal reports that may be issued to you and by reviewing your report card at the end of each marking period. The psychologists can be of help to parents in the registration of new students, the transfers of students who are leaving, the special needs program, interpretation of test scores and as another contact with the school. Parents may telephone the psychologists' office, using the general school number, to speak with the psychologists or to make an appointment. The counseling office is on the first floor of the school. You may stop before school, between classes, or after school to make an appointment with your psychologist. Passes are issued from the counseling office to your classroom so that your teachers will know your whereabouts. You may speak with either psychologist, but they are assigned to work with particular teams of students.

### **GUM AND FOOD**

Rule: You can't chew gum and you can't sell gum, candy, food, soda or other products in school. Food and drinks of any kind are only allowed in the cafeteria. No food or drink, including bottled water, is to be brought by students into the gymnasium, auditorium, media center, music practice rooms, classrooms, hallways, or any other student area, without specific permission from their teacher or the administration. The only exception to this rule is the storage of a student's lunch in his or her locker prior to lunch, or the storage of unopened food or drink in a student's locker after lunch. Food should not be left in lockers overnight.

Why: Gum gets stuck to everything and candy, food wrappers and garbage mess up the school.

What Happens: You will receive detention or a demerit(s) depending on the severity or frequency of the offense.

### **GYMNASIUM**

No one is permitted on the gym floor unless he or she is wearing approved sneakers and has the permission of one of the physical education teachers or a teacher in charge. A teacher must be present in order for the gym to be used by students. Other than scheduled wellness classes, or use by the middle school physical education teachers, the principal or assistant principal must approve use of the gymnasium.

### **HAZING** (School Committee Policy File: JICFA, JICFA-E)

In complying with M.G.L. Chapter 269, Sections 17, 18, and 19, the School Committee requires that the Lynnfield High School and Lynnfield Middle School:

1. Issue to every group or organization under its authority or operating on or in conjunction with the school and to every member, plebe, pledgee or applicant for membership in such group or organization a copy of Chapter 269, Sections 17, 18, and 19.

2. Gather the signatures of an officer of each group or organization and each individual receiving a copy of Chapter 269, Sections 17, 18, and 19 acknowledging receipt of the copy.

Rules and Regulations that comply with legislation on hazing are as follows:

#### **A. Athletic Rules and Regulations**

Athletes are not to organize, take part or be involved in any way with initiation or hazing of fellow athletes. Athletes will not only be suspended from that team but are subject to punishment by arrest, imprisonment and/or fines for hazing as provided in Chapter 269, Sections 17, 18, and 19.

#### **B. General Rules and Regulations**

Students who are members or applicants for membership in any school sponsored group or organization are not to organize or take part or be involved in any way with initiation or hazing of fellow students. Students will not only be suspended from that activity but are subject to punishment by arrest, imprisonment and/or fines for hazing as provided in Chapter 269, Sections 17, 18, and 19.

### **HEALTH SERVICES**

Each school has the services of a full-time nurse. Students who become ill during the school day should report to the nurse. It is important that parents complete the emergency contact information sheet which provides the names and telephone numbers of at least two people in addition to themselves to be called in the case of illness. Emergency contacts should be up to date. All telephone calls to parents regarding a dismissal due to illness will be made by the school nurse.

All students using crutches, wearing a cast, a splint, or a brace are to report this information to the school nurse. Gym excuses will be given with a note from a parent/guardian or the physician or at the discretion of the nurse. Any extended absence from gym must have a doctor's excuse. A note from the physician stating that a student may resume physical education/sports must be brought to the clinic before gym activities are resumed.

Students must have a pass to come to the clinic. He/she obtains this pass from his/her classroom teacher. If the visit to the clinic occurs between classes, the pass should be made out by the teacher of the student's next class. Only emergencies are accepted without passes. Students that wish to be dismissed due to illness must receive a dismissal slip from the nurse.

#### Guidelines for Illness

Parents are expected to use good judgment in deciding whether a student is well enough to attend school and is not contagious to others. When a student returns to school after an absence, a written explanation for the absence should be sent in to their homeroom teacher. School health policy states that any student with a temperature above 99.8 will be dismissed from school by the school nurse.

Due to the contagious nature of the following conditions, please do not send your child to school if:

1. They have been on conjunctivitis medication for less than 24 hrs.
2. They have vomited or had diarrhea within 24 hrs.
3. They have a severe respiratory infection with cough, sore throat or nasal congestion.
4. They have an undiagnosed rash. They would need a note from their doctor stating their ability to return to school.
5. They have been on strep throat medication for less than 24 hrs.
6. They have had a fever over 99.8 and have not been fever free without the aid of medication for at least 24 hours.

#### Physical Examinations of Students

Every student attending public school in the Commonwealth of Massachusetts is required by State Law to have a physical examination within one year before entry into school. The Lynnfield School Department requires physical examinations for every pre-school and kindergarten student. A fourth grade health history is also required. A physical exam is required for entry into seventh grade and also once during high school years.

Health Screenings - Massachusetts legislation requires specific health assessments at important intervals in children's growth and development.

Students will be screened for vision in grade 7 and hearing in grades 5 and 7. Postural screenings will be conducted on grades 5 through 8. Parents are notified only if the student fails to pass the screening. A body mass index (BMI) based on a measurement of a child's height and weight is calculated in grades 1, 4, 7 and 10. Students in grade 7 will have their height and weight measured confidentially. Notification of BMI screenings will be in the monthly newsletter. Objections must be in writing to the nurses' office prior to the screening dates. Results are provided to parents/guardians in writing.

#### 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.

#### Medication Protocols

The school nurse is the only staff member permitted to dispense medication. Students taking prescription medications including inhalers, epi-pens or over the counter medications in school, must comply with Massachusetts state regulations. The following must be on file in the Health Clinic before medication can be given: signed parent consent; and a medication order signed by the physician. These forms are available from the school nurse. All medications must be in their original pharmacy or manufacturer labeled container. **ANY MEDICATION BROUGHT TO SCHOOL, PRESCRIPTION OR OVER THE COUNTER, MUST BE BROUGHT TO THE NURSE! STUDENTS ARE NOT PERMITTED TO CARRY MEDICATION ON THEIR PERSON, IN SCHOOL.** It is requested that parents

inform school personnel when their child is receiving or discontinuing medication at home, since some medicines can affect schoolwork and behavior.

With written parental permission on the emergency contact sheet, non-aspirin pain relievers are available for the following conditions: headache, menstrual cramps, dental discomfort, sore throat, minor muscle pain or fever greater than 99.8 degrees. The nurse will notify the parents of students with fevers greater than 99.8 degrees.

**Inhaler Policy:** Inhalers may be left with the middle school nurse. If a parent wishes to allow his/her student to carry an inhaler on his/her person, a note from the student's physician as well as one from the parent are required and should be brought to the school nurse. If a student abuses this policy by sharing his/her inhaler with others, frequently loses it or leaves it at home, the school nurse has the discretion to call the parent and request that the student leave an inhaler in her office.

**Child in Crisis:** When an administrator determines that a child is in crisis, s/he will contact the parent/guardian. If an administrator deems that a student's safety is in immediate jeopardy, emergency services may be called to the school and/or the student may be transported to the nearest emergency room. The administrator may require that the student undergo an emergency psychiatric evaluation. The administrator may request a written confirmation from a professional evaluator that the student is not a danger to him/herself and/or others. When a parent/guardian has notified the administration that they have received safety assurance for their child, a re-entry meeting will be scheduled. The re-entry meeting will include the parent/guardian, student, administrator, guidance counselor, and/or other school support personnel (*adapted from Wellesley High School Handbook*).

### **HOMEWORK (School Committee Policy File: IKB)**

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student. The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework which should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

### **Homework Guidelines for Lynnfield Middle School**

Homework has an important function in a student's learning process, and students should expect to receive homework assignments each day, though not necessarily in each subject. Homework may count as much as 15 % of a student's grade. Teacher teams discuss homework expectations with students at the beginning of the school year. The length of time that it takes to complete homework may vary depending on the student's individual pace. Reading, studying, and long term assignment work is accounted for within a student's total workload. General guidelines for homework duration are:

- Grades 5 and 6 (approximately one hour daily)
- Grade 7 (approximately ninety minutes daily)

Grade 8 (approximately two hours daily)

With regards to homework...

**Students Shall:**

- Record all assignments in their School Agenda Book and bring it to all classes as well as home.
- Take home all necessary materials to complete assignments
- Complete and submit all homework assignments on time.
- Recognize that reading and studying are part of nightly homework, and must not be overlooked

**Teachers Shall:**

- Ensure that assigned homework is pertinent to the current lessons
- Avoid assignments over school vacations and/or religious holidays
- Provide benchmarks and timeframes for long-term assignments
- Communicate within their team to avoid overload

**Parents Shall:**

- Provide their child a suitable place for study that will limit distractions
- Provide a consistent time reserved for homework completion
- Provide assistance in setting time parameters for long term assignments
- Check their child's agenda book and Edline updates and communicate with teachers if their child is falling behind or is experiencing difficulty with assignments

**HOMework DURING ABSENCE**

When a student is absent from school and the parent wishes to request homework, that request must be made to the middle school office prior to 8:30 AM. Upon receiving this request, and barring any unusual circumstances such as field studies, special programs, etc., every effort will be made to have the homework ready for pick up in the middle school office by 2:45 PM on the day it was requested. If a teacher has posted homework and necessary materials online (handout, reading assignment, etc.) this will count in lieu of leaving homework in the office, and will be communicated to students. The middle school office is open until 3:00 P.M. each day. Requested homework may be picked up from the table outside of the main office after 3:00 P.M. Nightly homework is also posted online.

If materials are needed from a locker, the parents should have their child's locker combination, locker number and location of locker in the building in order to gain entrance to the locker.

**HUMAN DEVELOPMENT**

In grades 6 and 8, the health curriculum includes units on human development. These programs are designed; to help students understand the complex physical, mental, social and emotional issues faced during puberty and adolescence.

The content in the 6th grade includes information on human anatomy and the physical changes occurring in both males and females during puberty. For this program, males and females are divided into small homogeneous groups where participation and discussion are encouraged.

In the 8th grade, topics such as the reproductive system, pregnancy and childbirth, HIV/AIDS, abstinence and responsible decision making are addressed. Students participate in these classes as a regular segment of their health course.

We believe these programs will be most successful when parents become involved. We encourage you to talk with your children and share your values on such topics. Please contact the health teacher or school nurse at any time if you have questions or concerns.

**INAPPROPRIATE LANGUAGE**

Rule: Foul and inappropriate language, verbal, written or electronic (such as threats, or racial, sexual and ethnic slurs) will not be tolerated. This includes material printed on T-shirts and other clothing.

Why: It's the law! Also, people deserve your respect and courtesy.

What Happens: Your punishment will match the seriousness of the offense from detention(s) to a demerit(s) or suspension and your parents will be notified.

**LIBRARY/MEDIA CENTER**



During the school day, the Library/Media Center schedule is part of the Exploratory Team rotation. Grades 5, 6, and 7 Media are trimester based programs that meet once every three days. Time is given at the end of all classes for students to select reading materials for class assignments, and recreational reading. Teachers in all grades are invited to use the Library/Media Center including its computers during available times. Teachers may reserve space ahead of time. Students are welcome in the Library/Media Center, either individually or in small groups. Collaboration with the library/media teacher is strongly encouraged.

### **LOCKERS**

**Due to COVID-19 - Locker use and protocols are subject to change.**

#### **2019-2020 Policy**

To insure security, each student is assigned a locker for the storage of books and other belongings. Some students may also be assigned a gym locker. All students will be issued a padlock for their locker. For gym class, students who are issued a locker are also provided a padlock. Any student who loses or breaks a school issued padlock will be responsible for paying a \$5.00 replacement fee before being issued an additional lock.

It is the student's responsibility to see that the locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers and reserves the right to search lockers on suspicion of a threat to the health and safety of other students. (For further information on searching student lockers, please refer to School Committee Policy File: JIH on Searches and Interrogations. This policy is located on pg. 28 of this handbook.) Students are asked not to give out their locker combination to others. Students are expected to leave coats, hats and other outer clothing in their lockers until the close of school at 2:00 P.M. Backpacks and bags should also remain in lockers, and are not permitted to be carried throughout the day. Adhesive-type stickers and inappropriate pictures and posters are not to be put on the outside or inside of locker doors.

### **LOST AND FOUND**

Students who find lost articles are asked to take them to the office where they can be claimed by the owner. The school suggests that students do not bring valuables or large sums of money to school. The teachers do everything they can to safeguard private property, but the school cannot be responsible for lost items. Clothing and lost items are placed in the lost and found bins at the top of the center stairwell across from the weather station and outside the gymnasium.

### **MAIN OFFICE**

The door to the middle school office is located to your right as you enter the main lobby of the building. The principal and assistant principal, principal's secretary and school clerk are located here. Upon entering the building all visitors are required to sign in at the main office. The middle school office is open each day between 7:30 A.M. and 3:00 P.M.

### **MAKE UP WORK**

Quizzes and unit tests may be made up with credit in case of excused absence. Before taking a make-up test, a student must fulfill the study requirements established by the teacher. Students failing to keep appointments for make-up work forfeit the privilege unless the reason for such failure is satisfactory to the teacher. The responsibility for making up schoolwork rests with the student. All work must be made up within the same number of days that the student was absent unless other arrangements are made with the teacher.

### **METCO PROGRAM**

The Lynnfield Public School participates in the METCO Program. As such, METCO students are an integral and welcome part of our middle school.

### **NON CUSTODIAL PARENT'S RIGHTS TO INFORMATION** (School Committee Policy File: KBBAA)

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 achievements, involvement, behavior, etc. The non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the Principal shall send written notification to the custodial parent that the records and information will be provided to the non-custodial parent in 21 calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07. *Amended: April 27, 2009*



### **NO SCHOOL & DELAYED OPENING ANNOUNCEMENTS**

When it becomes necessary to cancel school or delay the beginning of school because of poor weather, announcements will be made over TV Channels 4, 5, 7 and on the cable Community Bulletin Board. Connect. Ed., an automated calling system, will also be used in these circumstances. Please do not call the school office or the police department for this information.

### **PARENT/TEACHER CONFERENCES**

Parent/teacher conferences will be held during the 2nd and 3rd week of November. Scheduling procedures for conference times will be communicated early in the fall. Parents or teachers may initiate a conference at any time during the school year to discuss the progress of a student.

### **PERSONAL TRAGEDIES**

Please inform the school of a personal tragedy in your family because it may affect your child's work and behavior. Please notify the guidance counselor, the principal or the assistant principal. They will be responsible for informing the team and appropriate staff members.

### **PHYSICAL RESTRAINT** (School Committee Policy File: JKD)

In accordance with Massachusetts regulations and Department of Education policy, physical restraint shall be used only in emergency situations, after other 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 member of the school community from 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 only school personnel to restrain children are those who have been trained through an approved Restraint Training Program. The only restraints to be used are taught by the approved Restraint Training Program.

Written procedures for restraint will be reviewed annually and provided to school staff and made available to parents of enrolled students. Training for staff will take place within the first month of each school year and, for new staff, within one month of their employment.

Should a restraint in excess of 5 minutes be necessary or result in an injury, the person administering the restraint must notify the Building Principal as soon as possible and shall file a report in writing within 24 hours. This report shall be given to the Building Principal and a copy of the Director of Special Services. The Building Principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by D.O.E., upon request. Written notice will be provided to the Department of Education in the event of any extended restraint of a student. 603 CMR 46.00.

The Building Principal shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three working days following the use of restraint. This report will be in the native language of the home.

### **PRIVATE SCHOOL APPLICATIONS**

#### **Guidelines**

*The LMS Staff asks that parents/students follow these guidelines to the extent possible when going through the private school application process. This is to ensure the best possible outcomes for students.*

1. As early as possible, notify the LMS Guidance Office that you will be applying to private schools.
2. Please complete all applications electronically unless an electronic option does not exist.
3. Recommendations
  - a. Speak with your teacher(s) about applying to private schools and ask the teacher(s) for a recommendation.
  - b. Recommendation requests should be made at least **1 month** in advance
    - i. For example: December 15 for a January 15 deadline
  - c. If the application requires a "graded writing sample", please request this at least **1 month** in advance.

4. Check with your teachers within the week to ensure your electronic recommendation request has been received.
5. One week before the private school's deadline, check online to make sure that each school has received the completed recommendations.
6. If you are requesting a paper recommendation:
  - a. Complete the appropriate sections of the recommendation form
  - b. Provide a stamped, addressed envelope to each recommender

### **PROMOTION POLICY**

#### **Grades 5 and 6**

At the end of the school year, if it is found that a 5th or 6th grade student has failed to pass Math or English for that school year, he or she will enroll in an approved summer school program for Math or English. Any student who has failed to pass both Math and English will enroll in both approved summer school courses. 5th or 6th grade students will be required to enroll in no more than two –one hour per day – summer school courses. Total classroom time for an approved summer school course for 5th and 6th grade students is 30 hours per course.

It is understood that any student who chooses not to enroll in an approved summer school program or fails to do what is necessary to successfully complete an approved summer course(s) will repeat the previous grade level. It is also understood that any student who fails three or more of the four major subjects (English, Math, Science, Humanities) will repeat the previous grade level.

Approval to attend a summer school program other than Lynnfield Public Schools summer school program must be obtained from the Middle School Principal prior to the last day of the current year.

#### **Grades 7 and 8**

At the end of the school year, if it is found that a 7th or 8th grade student has failed to pass Math, English, Science and/or Social Studies for that year, he or she will enroll in an approved summer school program. 7th and 8th grade students will be required to enroll in no more than two – two hour per day – summer school courses. The total classroom time for an approved 7th and 8th grade summer school course is 60 hours per course.

It is understood that any student who chooses not to enroll in an approved summer school program or fails to do what is necessary to successfully complete an approved summer school course(s) will repeat the previous grade level. It is also understood that any student who fails three or more of the four major subjects listed above will repeat the previous grade level.

### **PUBLIC COMPLAINTS** (School Committee Policy File: KE)

Although no member of the community will be denied the right to bring their complaints to the committee, they will be referred through the proper administrative channels for solution before investigation or action by the committee. Exceptions will be made when the complaints concern committee actions or committee operations only.

The committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the committee and then placed in the official files. Matters referred to the superintendent and/or School Committee must be in writing and should be specific in terms of the action desired. The committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

### **REPORT CARDS**

Periodic grade reports are available via PlusPortals to parents and updated every two weeks. Their purpose is to provide students and parents with an accurate assessment of current progress. Parents should discuss them with their students and decide if any adjustment in effort needs to be made during the remainder of the trimester.

Three times during the school year students receive report cards. These contain information about achievement, effort and conduct. The schedule for the distribution of report cards can be found at the front of this Handbook. A grade is given to all special and exploratory subjects that a student takes. Parent signature cards must be returned each term.

The following guidelines have been agreed upon by the faculty as requirements for earning a certain grade.

An “A” Student:

1. Consistently completes work on time, neatly, and accurately.
2. Shows an outstanding ability to work independently.
3. Shows mature insights into fundamental concepts of subject matter.
4. Frequently makes worthy contributions to class discussions beyond those assigned.
5. Does work that is enriched in order to add knowledge and understanding beyond that which is expected for the course of study.
6. An “A+” indicates work which averages 97-100%.
7. An “A” indicates work which averages 93-96%.
8. An “A-” indicates work which averages 90-92%.

A “B” Student:

1. Completes work on time, neatly, and accurately.
2. Works well independently.
3. Shows insights into fundamental concepts of subject matter.
4. Occasionally makes worthy contributions to class discussion beyond those assigned.
5. Occasionally does work that is enriched in order to add knowledge and understanding beyond that which is expected for the course of study.
6. A “B+” indicates work which averages 87-89%.
7. A “B” indicates work which averages 83-86%.
8. A “B-” indicates work which averages 80-82%.

A “C” Student:

1. May complete assigned work on time, which indicates continued effort in neatness and accuracy.
2. Works successfully with assistance and direction.
3. May have study habits which need improvement.
4. A “C+” indicates work which averages 77-79%.
5. A “C” indicates work which averages 73-76%.
6. A “C-” indicates work which averages 70-72%.

A “D” Student:

1. Is inconsistent in completion of assigned work or has difficulty completing his/her assignments.
2. Usually has study habits which need improvement.
3. Usually needs much assistance and direction in order to get work done.
4. A “D+” indicates work which averages 67-69%.
5. A “D” indicates work which averages 63-66%.
6. A “D-” indicates work which averages 60-62%.

An “F” Student:

1. Does not complete assigned work.
2. Has poor study habits.
3. Does not respond to assistance and direction in order to meet the minimum requirements.
4. Does not work up to his/her ability.
5. Does work which averages 59% or below.

If a student has not completed the work of a marking period because of absence, he/she has the responsibility of arranging with his/her teacher(s) to complete the work. Except in unusual circumstances, this shall be done within two weeks following the ending of the marking period.

## HONOR ROLLS - GRADE 6, 7 & 8

### **LMS Honor Roll**

At the close of each marking period, academic honors are determined for students in grades 6, 7, and 8. The qualifications are as follows:

High Honors	4.0 or higher average
Honors	3.5 average
Honorable Mention	3.0 average

The grades for the following courses are used to determine a student's grade point average: English, Mathematics, Science, Social Studies, Humanities, and 8<sup>th</sup> grade World Language.

Additionally, regardless of the grade point average, any student who earns less than a B- in any course, including exploratory, is ineligible for the honor roll for that marking period. The letter grades are assigned a numerical equivalent as follows:

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
		F = 0.0

### **SCHOOL RECORDS**

The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven (7) years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed sixty (60) years following his/her graduation, transfer, or withdrawal from the school system.

Your school records are available in the Guidance Office for you (if 14 or older) and/or your parents to see. They contain past test scores and other useful information that may be helpful to you, your parents, and your teacher. Non-directory information in your records is confidential and cannot be shared with anyone outside the school without written permission from your parents. To prohibit or limit the release of directory information such as your name, address, grade, age, etc. to third parties or entities, your parents must send written notice of their objection to the release of such directory information.

It is the practice of the Lynnfield Public Schools to forward the student record of any student who transfers to another public school district upon request of the receiving district.

### **SCHOOL SERVICE PROGRAM**

The mission of the Lynnfield Middle School service program is to encourage volunteerism in our students and contributions to their school. Participation is optional, although highly encouraged.

#### **Student Outcomes**

- Self-esteem, sense of personal pride, competence, and confidence
- Sense of usefulness gained from doing something worthwhile
- Ability to take responsibility, acknowledge and accept consequences of actions
- Concern for the care and welfare of others
- Respect and responsibility
- Ability to work cooperatively and build trust with others

#### **Suggested Hours**

- 10 hours total for students who will matriculate from LMS in 2018 and beyond. 8 hours for the class of 2017; 6 hours for the class of 2016; 4 hours for the class of 2015.
- Students will only receive hours for time spent in service.
- All service must be directly related to LMS.

- Students who contribute the suggested hours will be recognized at the end of grade 8.
- Community service hours must be approved by an LMS staff member.
- Service examples include working on varied drives, library helpers, office helpers, peer role models, student council, peer tutoring, classroom helpers.

#### **SEARCHES AND INTERROGATIONS** (School Committee Policy File: JIH)

Searches by Staff: The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights and is consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police: The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials.

Therefore, when law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. Except where contraindicated, an effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.

If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

#### **SEXUAL HARASSMENT** (School Committee Policy File: JBAA)

All persons associated with the Lynnfield Public Schools including, but not necessarily limited to, the committee, the administration, the staff, and the student, 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 will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

The Lynnfield School Committee will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, it will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit the School Committee's authority to discipline or take remedial action for workplace or school conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

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

The Superintendent will annually appoint a primary sexual harassment grievance officer for the district who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below. Further, the Superintendent will also appoint a second sexual harassment grievance officer, so that, at the desire of the person bringing forward a sexual harassment complaint, a male or a female grievance officer would be available to process the complaint.

The primary Sexual Harassment Grievance Officer is:

Director of Special Services, Lynnfield Public Schools, 525 Salem Street, Lynnfield, MA (781)581-5140

The secondary Sexual Grievance Officer is:

Assistant Principal, Lynnfield High School, 275 Essex Street, Lynnfield, MA (781)334-5820

Confidentiality:

All matters involving sexual harassment complaints will remain confidential to the extent possible, so as not to prejudice the parties or undermine the integrity of the investigation of a complaint.

**SMOKING ON SCHOOL PREMISES** (School Committee Policy File: JICG)

It is the policy of the Lynnfield Public Schools to prohibit the use of any tobacco products, including e-cigarettes, within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. This will include the time during the 24-hour day for all school-related activities. This policy will extend to all school-sponsored activities off-campus, as well.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

Signs shall be posted in all school buildings informing the general public of the district policy and requirements of state law.

**SNOW AND ICE**

Rule: There will be no throwing, picking up or kicking of snow or ice.

Why: Someone could be hurt.

What Happens: You will receive a detention and possible demerit..

**SPECIAL EDUCATION**

Special Education provides services to children who, because of a diagnosed disability, are unable to progress effectively in a regular education program. Before a child is referred for an evaluation, the principal ensures that all efforts have been made to meet the child's needs within the regular education program including modifications in the curriculum, teaching strategies and learning environment. A pre-referral team explores these options to assure that all regular education options have been considered.

Although most referrals are initiated by school personnel with parental involvement, parents may initiate a referral for their child (between the ages of 2 ½ and 22) if they believe their child needs supportive services in order to benefit from the educational program. Parents should contact the Director of Special Services at (781) 581-5140 or the school principal. Arrangements will be made to determine the nature of the student's needs and to provide the necessary support and services. A full range of services is available.

A student with a disability who is not eligible for special education services because he/she is making effective progress in the regular educational program may qualify for accommodations or services under Section 504 of the Rehabilitation Act.

**SPECIAL EDUCATION OBSERVATIONS** (School Committee Policy File: IHBAA)

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 at [www.lynnfield.k12.ma.us](http://www.lynnfield.k12.ma.us) for all additional information pertaining to this policy. (Effective January 8, 2009)

**STAGE (Support, Tutorial, Assembly, Guidance, Enrichment)**

This is a 27 minute period of time when students have access to guidance services, interventions for reading and/or math, teacher support, silent independent work and/or reading, and grade level programs/assemblies. It is the student's responsibility to bring appropriate reading/study materials to their homeroom at the time of STAGE.

**STAR OF THE WEEK**

Students who show evidence of good citizenship, who care about their school, their fellow students and adults in the building are eligible to become middle school STARS. A student must be nominated by a teacher or staff member (aide, custodian, cafeteria personnel or secretary). Acts of courtesy, honesty in a difficult situation, a service contribution to the school, volunteering time and energy to the school, changing behavior or schoolwork for the better, being on time for all classes consistently are all reasons to be nominated for Star of the Week. Teachers and other staff members make nominations each week by the close of school on Friday. The principal selects and announces the names of the STARS on the following Monday. A letter or recognition is sent to the parents of each STAR recipient, and a notation is made on their permanent record in the Guidance Office.

**STUDENT COMPLAINTS AND GRIEVANCES** (School Committee Policy File: JII)

Students and their parents/guardians who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, principal or teacher) and may ultimately be referred to the superintendent and on to the School Committee, which possesses the ultimate authority for discipline in the school system.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the principal, staff members, or School Committee members who may be involved.

**STUDENT COUNCIL**

Elected or appointed representatives from each academic team make up the Student Council. The members must demonstrate good citizenship and represent the middle school through their positive behavior. Under the direction of the Student Council Advisor, they meet to discuss school issues and to formulate plans for school-wide activities. The Council members play an important leadership and service role in the middle school.

**STUDENT ORGANIZATIONS** (School Committee Policy File: JJA)

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

If a building administrator deems that prior School Committee approval is required because of the nature of the organization or its activities, the administrator and the student group will be given the opportunity to appear before the School Committee to seek their approval.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see also policy JICF). All forms of hazing in initiations shall be prohibited in a student organization.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is responsible for determining that the purpose of a student organization or club is related to the overall School District goals. The principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, and the principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the principal's decision.

**STUDENT PUBLICATIONS** (School Committee Policy File: JICE)

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.



All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Students have a right to the distribution of literature on school grounds and in school buildings,

Except that the principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted to him/her in advance. The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

#### **STUDENT TRANSPORTATION IN PRIVATE VEHICLES** (School Committee Policy File: EEAG, JJA)

School buses will be used for the transportation of students participating in school-sponsored activities and athletic competitions. However, under certain conditions, private vehicles may be used to transport students to or from school-sponsored activities and athletic competitions that fall within the academic day or extend the school day. These conditions are as follows:

1. The activity has the approval of the building principal.
2. The parent/guardian of the student to be transported by private vehicle has been fully informed as to the conditions under which the private vehicle may be used and has signed an authorization to this effect at the beginning of the school year.

Unless a school bus is provided to transport students to school-sponsored activities and athletic competitions that do not fall within the academic day or extend the school day, students are expected to find their own means of transportation to and from these activities.

#### **TECHNOLOGY**

Rule: Mobile devices may be used as legitimate learning tools in the classroom. For these purposes only, students may use these devices under the direction and supervision of the classroom teacher. However, personal use of mobile devices is not permitted during the school day. The recording of video, picture taking, and/or posting of such on the internet is strictly forbidden at any time during the school day.

Why: Electronic devices can be disruptive to the educational process.

What Happens: You will receive a detention or demerit(s) and the item will be taken away. Violation of this rule will result in the object being confiscated until picked up by a parent or guardian.

#### **Middle School Computer Policy**

In addition to enforcement of other school policies that could result in detention(s), demerit(s), suspension or expulsion, and State and Federal law as necessary, students who violate the Responsible Use Policy will be subject to:

1. Loss of computer use and/or Internet access privileges for any purpose other than a teacher supervised activity for a period of two weeks for the first offense, five weeks for the second offense, and ten weeks for the third or any subsequent offense.
2. This will apply to all classes and all school areas where students may use computers.
3. Each of the student's teachers will be notified of this suspension of privileges.
4. As necessary, alternative instruction, lessons, assignments and/or assessments will be made available to the student during the period of suspension of computer and/or Internet privileges.
5. The student and his or her parent(s) will be made aware of the specific infraction, and the consequences as outlined in this policy.

#### **VANDALISM** (School Committee Policy File: JICAA)

Vandalism in the Lynnfield Public Schools will not be tolerated. Consequently, the School Committee will support various programs aimed at reducing the amount of vandalism. Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of



vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible. The superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges. Parents and students will be made aware of the legal implications involved. Restitution will be sought for all or part of any damages.

### **VOLUNTEERS**

The middle school welcomes volunteers. Volunteers work in classrooms on special projects, chaperone students on field studies, and provide assistance during the many school-sponsored programs and activities. Volunteers are asked to sign in and out at the office. Volunteers abide by strict confidentiality standards.

C.O.R.I. Requirements (School Committee Policy ADDA): 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.

### **WEAPONS**

Rule: You can't bring knives, firearms (including play guns), or any other dangerous objects (slingshots of any kind, chains, matches, lighters, fireworks, safety flares, explosive or incendiary materials, etc.) to school.

Why: It's against state law and we don't want anyone to get hurt.

What Happens: The object(s) will be confiscated, and you will be suspended or expelled from school. The Police may be notified. (For additional information on suspension, please refer to School Committee Policy File: JIC on Student Conduct.)

***Policies in this Handbook are superseded by the Policies in the Lynnfield Public Schools and/or The Lynnfield School Committee online policy manual.***

Revised: July 1, 2021

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