

**ELEMENTARY
STUDENT AND PARENT HANDBOOK**

2021-2022

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Lynnfield High School

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Lynnfield Middle School

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Huckleberry Hill School

Melissa Wyland, Principal	334-5835
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Summer Street School

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Mission Statement Lynnfield Public Schools

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

Core Values

Academic

The Community of Lynnfield shall:

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

Social

The Community of Lynnfield shall:

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

Environment

The Community of Lynnfield shall:

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

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

Purpose of the Handbook

The purpose of this handbook is to inform parents and students of the goals, policies and procedures for the elementary schools. Please review the contents of this handbook with your child, emphasizing:

Articles Forbidden in School

Bullying

Bus Safety Rules

Discipline

Dress

Fire Drill Conduct

Technology and Internet Use

Lunch Room Conduct

Playground Rules

Transportation

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

Acknowledgment

Each child will receive a form to be signed and returned to his/her teacher, stating that you have reviewed the material contained in this handbook with your child. Please sign and return the handbook acknowledgment form to your child's teacher.

ELEMENTARY SCHOOL PHILOSOPHY

Instruction in the elementary grades supports children's emerging literacy through a literature-based reading program and process writing. Mathematics, social studies, and science instruction builds upon children's inquiry and problem-solving. Students learn to think and communicate effectively; define, analyze and solve complex problems; acquire, integrate, and apply essential knowledge; study and work effectively alone and with others; and demonstrate personal, social, and civic responsibility. These are elements of the Massachusetts Common Core of Learning.

Art and music specialists help students explore and express ideas, feelings, and beliefs through the arts. A library/media specialist helps students use print materials, computers, and other technologies to obtain, organize and communicate information and to solve problems. Physical education specialists provide programs to teach students to make informed and responsible choices regarding fitness.

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

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

GENERAL INFORMATION

School Hours

The school hours at the elementary schools alternate each year.

For school year 2021-2022 building school hours will be:

Summer Street School Grades K through 4 8:20 AM to 2:30PM

Huckleberry Hill School Grades K through 4 8:50 AM to 3:00PM

Children should arrive no sooner than fifteen minutes prior to the official start of classes since the school crossings and playgrounds are not supervised until that time.

*All Kindergartners begin school one day after students in grades 1-4. Their first day of the school year is an orientation day. Children attend kindergarten for 1.5 hours (by appointment) on the first day. Parents are informed by letter over the summer of this time. Bus transportation for kindergarten students will begin on their second day of the school year.

Early Release Dates & Times for K-4: SSS - 11:30 HHS - 12:00

- **Parent/Teacher Conferences**

Tuesday, November 9, 2 pm - 7 pm

Thursday, November 18, 12:30pm - 5:30pm

- Thanksgiving, Thursday, November 25

- **Professional Development Days** (most are Wednesdays):

Oct. 06, Nov. 03, Dec. 01, Jan. 05, Feb. 02, Mar. 02, Apr. 06, May 04.

- **Last day of school (Tentative)** Friday, June 24

Opening & Closing Dates of School

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

The school calendar establishes 185 school days, including *five snow days*. In the spring the School Committee votes to establish the last day of school, adjusting the calendar for any unused snow days. When the Committee establishes the last day of school, the information is made available at the Superintendent's Office, school offices and is reported in local newspapers.

Emergency Information

At the beginning of the school year families receive emergency information forms to complete. All information must be completed and returned with the student the following day. If any information changes during the year, please notify the school office.

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

Notification System Policy

School Committee Policy KDCB

The Lynnfield Public Schools need to be able to communicate quickly and effectively with parents, staff and other members of the community. The school system's automated calling system, AdminPlus Notify, can reach every member of the school community as long as they have provided us with their telephone numbers and email address. This system will be used to announce important dates and events as well as emergency notices such as school closings. The system will not be used for fundraising purposes or for private organizations. The superintendent, principals and IT director are the only parties allowed to use the system. All messages sent out will be sent to the superintendent and IT director so they can monitor its use.

(Adopted: August 18, 2009)

No-School Announcements

School will be in session if the buses can travel safely. No-school announcements will be made on TV channels WBZ (4), WCVB (5), and WHDH (7) as early as possible on mornings when school must be canceled due to stormy weather. Connect-Ed, an automated calling system, will also be used in these circumstances. **Please do not call the school for no-school information.**

Early Release Schedule for Inclement Weather

- Pre-school – AM regular schedule, PM no classes
- Huckleberry Hill School – 12:00

- Summer Street School – 11:30
- Middle School – 11:00
- High School – 11:30
- All METCO students – 11:00

Community Schools will hold extended day
Inclement weather - No after school activities or sports
No lunches will be served.

Lunch Program

A lunch program is offered to all students. Menus are published in the local newspapers, elementary school newsletters and on our school website. This year our menu will offer four daily choices. These choices include the daily lunch and three alternate choices. We also offer assorted salads and sandwiches. Please discuss these options with your child so that they may take advantage of the variety of lunches.

We have a POS “Point of Sale” system which was started in January of 2009. It is used for school breakfast and lunch in all of our cafeterias. This is a very exciting change for our department and we feel that it is a very convenient system for the parents. You can make deposits into your child’s account online and also view their account activity at www.sendmoneytoschool.com. You may also send in a check to the Food Service Office at the Lynnfield Middle School, 505 Main Street. Please be sure to make all checks payable to: “**Lynnfield Food Services**”. All children will keep their same PIN number from year to year and any monies remaining in their account at the end of the year will be available for them in September of the next school year.

Meals are being offered or FREE for SY 21/22. Students may purchase extra lunch, snacks, or drinks. Free and Reduced applications are available on-line at www.lunchapp.com. Applications are also available at each school’s main office or in the Food Services Office at the Middle School. Applications are accepted any time during the school year. If you have any questions or comments, please call James McCarthy at (781) 334-7320.

School Snacks

Students should bring a mid-morning snack. The purpose of the snack is to curb children’s hunger before lunch; therefore, it should not be large. We recommend healthy snacks, such as fruit, cut up vegetables, crackers, and cheese.

School Pictures

Individual and class pictures are taken in the fall and can be purchased. Dates are announced in school newsletters and additional information is sent home in advance.

Lost and Found

An area for lost and found articles is located in each school. Parents can assist school personnel in

reducing the number of lost articles by marking belongings and apparel with the child's name. Lunch bags must be clearly marked on the inside or outside. Parents are asked to please check the lost and found area periodically. All unclaimed items will be donated to a local shelter.

Transfer-In Student Requirements

State mandate requires that (1) evidence that the student has received an appropriate medical examination within one calendar year and (2) an immunization record that satisfies prevailing regulations of the Department of Public Health be presented to the school nurse within thirty (30) days of school entry. One may register during regular school hours at the elementary school in the district in which the child is residing.

School Records

School records are kept in the school office. A student's cumulative folder contains the initial enrollment sheet, report cards, and test scores. Seldom is anything put in the school record that has not already been given to the parent. Parents have the right to examine their child's record by making an appointment with the principal.

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 Committee Policy JRA

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. A student's transcript may only be destroyed sixty (60) years following the student's graduation, transfer, or withdrawal from the school system.

Personal Information

Student information will not be released to anyone without parental consent. During the first week of school, parents may include their address or telephone number or both on a class list. Parents can choose the information they wish to have listed for distribution to classmates or to the P.T.O.

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 that 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

Articles Forbidden in School

Potentially dangerous objects such as hard balls, pocket knives and regular knives, matches, real and toy weapons, bullets, flammable objects, or other items or materials that create a hazard to the safety of the children are prohibited. Other objects or toys that interfere with school activities or procedures are prohibited. Valuable objects should not be brought to school, as the school will not be responsible for lost or stolen property. Gum chewing is prohibited in the school and on the school bus.

Birthdays

It is customary for the school to acknowledge students' birthdays during morning announcements and with birthday pencils. Parents are not permitted to send in celebratory snacks. Parents may not arrange for flowers or balloons to be delivered to children at school.

Party invitations may not be distributed in school, on the playground or on the school bus. In the past, children's feelings have been hurt when they have not received an invitation. Please observe this same courtesy even if your child is inviting all of the children in the classroom.

Books

Books are the property of the Town of Lynnfield and are loaned to students. Parents will be charged for books lost, defaced, or damaged. Books that are regularly taken home must be covered to protect and preserve them for future use. We strongly recommend parents purchase book bags for their children in order to extend the lifespan of books.

Telephone Use

Students are not permitted to use the school telephone. In the case of an emergency, the school secretary will telephone the parent. All after school arrangements must be made *before* the child

leaves home. Calls cannot be made for homework, books left at home, or after school activities. If a student forgets to bring lunch, we will provide the student with a school lunch on that day. We will not call children from class to receive incoming calls. The secretary will deliver any important message to the student.

If parents choose to deliver forgotten items to school (*e.g.*, homework, lunch, or equipment for after-school activities) please mark them with your child's name and leave them in the office.

ATTENDANCE

Absence from School

School will be in session if the buses can travel safely. However, parents may decide to keep children home if, in their opinion, the children's health or safety would be endangered by severe weather conditions. Although children will be recorded as absent, the judgment of the parents will be honored. Parents must call the school each day before school begins if the child is going to be absent on that day. The parent or adult responsible for the child should give the school secretary the child's name, the teacher's name, and the reason for the child's absence from school. An answering machine is on 24/7 to assist you in communicating an absence to us. Requests for homework should be made at this time.

Changes in Dismissal Routine

Teachers must be informed in writing if a student's usual dismissal plans are changed for the day. A note must be sent in with the child in the morning. Without written notification, regular dismissal plans will be followed. Children cannot ride on a school bus to which he/she is not assigned.

Early Dismissal from School

A student who needs to be dismissed from school during the day must bring a note from home stating the reason and the time of the dismissal. For the student's protection and safety, the parent or the person calling for the student must come into the office to sign out the student.

Students dismissed **before** 12:00 (HHS) or 11:30 (SSS) will be recorded as dismissed, but considered absent for the day.

Tardiness

Children are adversely affected academically, socially, and emotionally when they are frequently tardy. This is a serious matter and one that requires the cooperation of students and parents to make sure that children arrive at school on time. Elementary students should arrive at school between 8:05-8:15 at SSS or 8:35-8:45 at HHS in order to start their day on time. Students not in school by 8:20 at SSS or 8:50 at HHS will be considered tardy.

- If a child is tardy three times in a term, a letter will be sent to the parents.
- If a child is tardy six times in a term, the child's parents will be required to meet with school personnel (principal and/or school psychologist) to draw up a plan to address the

issue. A copy of the letter will also be sent to the Director of Special Services and the Superintendent of Schools

Absences for Trips and Vacations

School Committee Policy JHE

Absences for the purpose of family trips or student vacations are not acceptable to the Lynnfield School Department and are typically logged as unexcused absences. 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.

Revised: January 3, 2012

HOME - SCHOOL COMMUNICATION

Open Door Policy

The schools encourage and welcome questions, comments, and suggestions from parents. We maintain an open door policy, and parents are welcome to schedule appointments to visit their child's classroom. Visitors must sign in and out at the office upon entering and leaving the school property. Visitors and volunteers are expected to respect each student's right to confidentiality in the school setting.

Open House

In September, parents are invited to an Open House. Parents come to the school in the evening without their children to meet their children's teachers, learn about the year's curriculum at specific grade levels, and learn how their children's classrooms will be managed. Opportunities for parents to meet specialists and learn about those programs are also provided, and there are opportunities to find out about PTO events.

The focus of the evening is general information concerning curriculum and instruction. This is not a formal parent-teacher conference time for individual students, so parents should not expect time or opportunity to discuss their children specifically with the teacher. Student progress is reported to parents through written reports and a scheduled fall conference. Teachers provide informal feedback to students and to parents on a regular basis.

Parent-Teacher Conferences (See page 3 for dates)

During the fall, formal parent-teacher conferences are held. This is a time to look at how students have transitioned into a new grade and how they are developing as learners. Teachers present samples of the student's work. Together parents and teachers set goals for the student.

Parents may initiate a conference with their child's teacher whenever they feel it is necessary. Conferences with teachers can only be held before or after school. Please call the school for an appointment. Whereas teachers have many after school obligations (e.g., faculty and curriculum meetings, courses, workshops), it is inadvisable to arrive at a teacher's classroom door without arranging for an appointment beforehand.

The school can best achieve a consistent dialogue with parents when both the custodial parent and the non-custodial parent attend the same conference. However, we will accommodate any parent who requests a separate conference regarding his/her child.

Prior to all conferences with their child's teacher or any member of the staff, parents are advised to write down questions, concerns or comments so they will be sure to obtain the information they need. Parents should also discuss school with their child in order to get a sense of how the child feels he/she is doing.

Report Cards and Progress Reports

Report Cards are sent home three (3) times per school year for all students in kindergarten through grade 4. Progress Reports are sent home once in the school year for all students in grades one through four. Progress reports for students receiving special education services are issued in accordance with the requirements of federal and state laws and regulations.

Terms close

K-4: December 1, 2021

March 16, 2022

Report cards sent home with students

December 17th, March 30th, *June 30th

***June report cards mailed one week after the close of school**

Progress Reports sent home Thursday, February 17, 2022

Standardized Testing

Lynnfield elementary schools, along with all public schools in Massachusetts, participate in the state testing program. In the spring, third grade students take the Massachusetts Comprehensive Assessment System test (MCAS) in Reading and Mathematics and fourth grade students take the MCAS tests in English Language Arts and Mathematics. This testing program is aligned to the Massachusetts Curriculum Frameworks.

Test results can help teachers and administrators make decisions regarding the instructional program for individual students and make system wide improvements. It is important to remember that this is only one of many sources of information about a child's performance. Parents receive copies of their child's results. The principal is available to answer questions about standardized testing. For more detailed information about MCAS testing, see the Department of Education website at www.doe.mass.edu.

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 achievement, involvement, behavior, etc. A non-custodial parent who wishes to have this

information shall submit a written request to the child's principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR23.07 (5) (a). The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L.c.71,34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c71, 34H, 603 CMR 23.07. (Amended: April 27, 2009)

Personal Family Crises

We encourage parents to inform the school of a personal crisis, death, or other event in their family that may affect the child's school life. Please notify the teacher, principal or school psychologist.

Special Education Program Observation Policy

(M.G.L. Chapter 71B, Section 3).

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

Refer to the Lynnfield Public Schools Online Policy Manual for all additional information pertaining to this policy. (Effective January 8, 2009)

SCHOOL COMMUNITY PARTICIPATION

Parent Teacher Organization

The Parent Teacher Organization (PTO) serves as a liaison between home and school. The organization sponsors and funds many important enrichment programs that support the curriculum and enhance the life of the school. They also organize events that are fun for families as well as sponsor fundraising events for the school. The PTO works to improve the learning environment for the children directly and to support the School Improvement Plans developed by the School Councils.

All parents and teachers are urged to become members and participants in this important organization. Regularly scheduled meetings are held at each school and parents will be notified of the dates.

School Council

The Massachusetts Education Reform Act of 1993 provides for a comprehensive strengthening of school leadership for school improvement. The School Council is a vehicle for involving parents and teachers in school decision-making.

The duties and responsibilities of the Council are to assist the principal in adopting educational goals for the school, identifying the educational needs of the students attending the school, reviewing the school's annual budget, and formulating school improvement plans.

School Councils in the Lynnfield Public Schools consist of seven members: the principal, two teachers elected by the professional staff, three parents elected by the parents, and one community representative recruited by the principal. Each September, teachers elect one representative for a two-year term and parents to elect one representative for a three-year term. This election is conducted during Open House.

School Council meetings are open meetings. Dates of meetings are listed in the LET calendar and in the monthly school newsletters. All members of the school community are encouraged to attend. Opportunities for public participation are built into meeting agendas. Minutes of meetings and other information are kept in the school office. Copies of the School Improvement Plan are available upon request.

School Volunteers

The schools welcome (and rely on) a large number of volunteers. Volunteers work in classrooms (on a regular basis or on special projects), and the Media Center. Volunteers are asked to sign in and out at the office. Volunteers abide by strict confidentiality standards.

C.O.R.I. Requirement

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

LET

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

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

HOMEWORK

Homework is a purposeful learning experience that is an extension and/or application of school learning. It provides meaningful opportunities to develop a sense of responsibility and independence. In addition to daily assignments, all children are expected to read independently, or be read to, each day.

Time guidelines for daily assignments:

Kindergarten: read for 20 minutes (or parent reads to child)
Grades 1 and 2: 15-20 minutes (+ 20 minutes of independent reading)
Grades 3 and 4: 30-45 minutes (+ 20 minutes of independent reading)

Homework guidelines for grades 1-4:

- Homework is your child's responsibility. Parental involvement should be limited. Being too involved may undermine the development of a sense of independence and hinder the use of homework to guide instruction.
- Get involved in your child's homework if some guidance is needed, or when an assignment is finished and your child asks you to check it over.
- Your child needs to learn to take initiative to manage his/her time. With parental guidance, your child should help to plan when and where to do homework. Help your child find a place in which to work that is quiet, with few distractions, good lighting, and adequate workspace.
- If your child regularly spends considerably more or less time on homework than the guidelines suggest, a conference with the teacher may be necessary in order to clarify homework expectations.
- If your child is having difficulty with a particular assignment or is spending a great deal more time on it than the guidelines suggest, he/she should put the assignment away. A note from the parent explaining this must be sent to the teacher.

Teachers will provide homework for excused absences. Make arrangements for homework by contacting the school secretary before 9:30 AM. (Arrangements can be made when calling in the absence before school). Every effort will be made to assemble the student's assignments on that day. Homework can be picked up in the office or sent home with another child.

HEALTH

Health Services Procedures

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.

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 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 preschool 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 and hearing in grades K – 4. 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 these grades 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 nurse's 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 the treatment of 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 Protocol

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.

First Aid

The school nurse administers first aid for illnesses, accidents, or emergencies taking place during school hours on school property. Injuries received at home are to be treated by the parents at home.

Universal Precautions

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

Peanut Safe Schools

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

Transportation of Ill Students

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

Medication

The school nurse is the only staff member permitted to dispense medication. The school nurse may delegate the administration of medication to a teacher during a field trip. Medicine must be in original, currently-dated prescription bottles. The container must state the child's name, physician's name, type of medication, instructions for dispensing. A doctor must prescribe over-the-counter medicine for the nurse to dispense it. Parents must sign a consent form available at the school office. The use of cough drops, lozenges, or aspergum is not permitted in school since these can result in choking. It is requested that parents inform school personnel when their child is receiving medication at home since some medicines can affect schoolwork and behavior.

KINDERGARTEN

Admission

School Committee Policy JEB

Under School Committee Policy (1988), *a child must be five years old on or before September 1 to be eligible for admission to kindergarten in September of a given school year.* A Kindergarten Orientation Program for parents and Kindergarten Screening are conducted in June. Announcements of the specific dates will appear in the local papers. Immunization records must be received by the school one week prior to entry into kindergarten.

Arrival

Upon arrival at school each morning, staff members will greet the children and direct them to the before school waiting area. On the first few days of school, all the kindergarten teachers are outside to greet the students. In cases of inclement weather, the children go to their designated area inside the building. Once the bell rings, a kindergarten aide will help the children line up and escort them to their classrooms. If students arrive after the bell rings, they go in the front door and check in at the office. After the first few weeks of school, the children follow these routines independently and confidently.

Dismissal

At dismissal time the children are escorted to the front door of the building where the buses are waiting. If you plan to pick up your child by car, please take note of the instructions given by the school principal on the first day of kindergarten orientation. Please send a note each day when your child's dismissal plans change. Include the date, child's name, and your name. We do not and cannot act upon "word of mouth" from the children.

Communication

Parents can communicate with teachers at any time by sending a note to school with their child.

Teachers will respond in writing or with a phone call as soon as possible.

Snack

Children should bring a nutritious snack and drink each day. Snack time is short, so the snack should only take a few minutes to eat. Snacks should be packaged so that children can easily open them.

Bathroom Procedure

Bathrooms are either adjacent to or inside the classrooms. Children use the bathroom independently. Children need to have established bathroom routines: flushing the toilet and washing their hands. Children should wear clothing that can be managed independently.

Book Bags and Attire

Children should bring a large, sturdy book bag and a folder each day. All items should be labeled with your child's name. Please keep toys, stuffed animals, excessive jewelry, and any valuables at home. Dress should be comfortable and appropriate so that children can participate readily in activities, including outdoor play. Smocks are provided for messy projects, but children's clothing may still get dirty.

Birthdays ~ See General Information for Birthdays.

SPECIALIZED CURRICULUM & STUDENT SERVICES

Art

Elementary students are provided art classes as follows:

- Kindergarten: 45 minutes of art per week
- Grade 1: 45 minutes of art per week
- Grades 2-4: 45 minutes of art per week.

Art classes are taught by an art specialist.

Music

Elementary students are provided music classes as follows:

- Kindergarten students: two – 30 minute music classes per week
- Grades 1-4: 45 minutes of music per week

Music classes are taught by a music specialist.

Physical Education

Physical Education is an integral part of each student's overall learning experience and includes conceptual teaching, movement knowledge and skills, health-related physical fitness, and social

skills instruction. Students are expected to dress appropriately for physical activity. For safety reasons, no child is permitted to take physical education without sneakers or rubber sole shoes. Students are required to participate unless exempted by a parent's note or a doctor's certificate presented to the physical education teacher that states the nature of the affliction, possible limitations for participation, and the time period for the exemption.

- Kindergarten students: twice a week for a total of 60 minutes
- Grades 1-4: twice a week for a total of 75 minutes.

Physical education classes are taught by a physical education specialist.

Media Center

The Media Center plays a vital and active role in the learning environment of the school by providing a wide variety of materials that support the curriculum and the individual learner's reading interests. A full-time Media Specialist in each school is responsible for teaching research skills and making literature connections. The Media Center program consists of flexible access and scheduled classes for K-4. In addition, the school community supports the Media Center by providing a corps of volunteers, and supplements the book collection through the Gift Book Program. Students are responsible for the replacement costs of any lost or damaged books.

Literacy Support Program

The ELA Support Team provides supplemental instruction to students in grades K-4. The team consists of the Literacy Teacher and four tutors that provide direct services to students. Children are selected to work in supplemental literacy groups based on ongoing reading and writing assessments. The goal of the ELA Support Team is to support the delivery of effective, high impact literacy instruction throughout the elementary schools in order to prevent literacy difficulties before they become long-term challenges. The ELA/Social Studies Curriculum specialist oversees the program and conducts progress monitoring of students in conjunction with building principals. The Literacy Support Program is conducted as part of the regular education program.

METCO Program

Lynnfield Public Schools participate in the METCO Program. METCO is an opportunity for suburban Boston communities to improve the diversity of their school systems and to provide new learning experiences for their resident students as well as for children from Boston. The METCO students bring fresh insights and new perspectives to the suburban classroom. The METCO program is an integral part of the Lynnfield Public Schools. METCO students are matched with host families in the Lynnfield community. Parents interested in becoming host families should contact the METCO director or the principal.

Guidance Services

Guidance services are available in each school. A school psychologist provides small group and individual counseling to address school-based issues. Prior to scheduling counseling services, parental consent is obtained. In addition, the school psychologist intervenes with specific social/behavioral situations on an "as needed" basis. The school psychologist also consults to

classroom teachers, ancillary staff, and parents. Teachers and parents can initiate referrals. Referrals for counseling may be directed to the principal, school psychologist, or classroom teacher.

District-Wide Curriculum Accommodation Plan

In accordance with M.G.L. c.71, §38Q1/2 and 603 CMR 28.03(3), the Lynnfield Public Schools has developed and adopted a district-wide curriculum accommodation plan to meet the needs of diverse learners in the general education environment. Responsibility for the implementation of this curriculum accommodation plan in each school building is the responsibility of the building principal. For more information regarding the specific services that may be available, please contact the guidance department or building principal.

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.

Screenings: A preschool screening for three and four year olds and kindergarten screening for children who will enter kindergarten the following September are held each year.

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 Student Services (781-581-5140) or the school principal. Arrangements will be made to determine the nature of the student's needs and, if the student is found eligible, to provide necessary support services. A full range of services is available.

A student with a diagnosed 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.

EXTENDED DAY PROGRAMS

The Lynnfield Community Schools is a non-profit organization that plans and operates programs to meet the needs of families with elementary-aged children.

The Extended Day Program operates at both elementary schools and consists of BEDS (before school care from 7:00 AM until the regular school day begins); LEDS (care in the late afternoon from the end of the school day until 6:00 PM); and REDS (care during the afternoons of Early Release Days). After School Sports is a sports program for students in grades one through four. Artworks is an enrichment program for students in kindergarten through grade eight that offers a

variety of courses. Both programs run in the fall and winter/spring.

Information about these programs (or other programs for adults and older students) is available from the Community Schools Office, 781-334-5814. Sarah Perkins is the Coordinator; Katie Darragh is the Secretary.

DISCIPLINE

Student Discipline

School Committee Policy 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 the 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.

Discipline in the Elementary Schools

Lynnfield Public Schools strives to foster cognitive, behavioral and social/emotional growth in each individual student. To enable each student to respond productively within the school environment, students, parents, and staff share responsibility for maintaining a positive climate for learning.

Basic Assumptions

It is expected that everyone in school will demonstrate respect through courtesy, trust, and honesty.

Courtesy means good manners. Courtesy means you consider the feelings of others.

Examples to demonstrate courtesy are:

- greeting other people with a smile and “hello”
- listening respectfully to teachers, aides, older people, and to each other
- holding a door open for another person; letting someone “go first”
- interrupting only when necessary by saying “excuse me”
- encouraging others when they are trying to learn new things; offering to help when someone makes a mistake
- remembering to say “please” and “thank you”

Trust means you can “count on” someone. Examples to demonstrate trust are:

- following directions when an adult asks or tells you to do something even if the adult isn't watching you
- taking care of your school; picking up litter and papers in the halls and classrooms
- taking care of school property; keeping track of books assigned to you and putting materials away in your classroom
- talking quietly when going from one part of the school to another

Honesty means being fair and telling the truth. Examples to demonstrate honesty is:

- following the rules of a game
- asking for help when you need it instead of copying answers from someone else
- telling the truth when an adult asks you about an incident

Staff Responsibilities

1. Discipline should be positive. When a student displays a poor attitude or misconduct, attempts are made to identify social, emotional, and academic reasons.
2. Disciplinary procedures are designed to promote self-discipline. Techniques are used that develop a sense of responsibility, self-awareness, and conflict resolution skills.
3. When dealing with a student about conduct or attitude, staff members do so in a way that protects the student's sense of self-worth. Limits are clearly stated and consistently and calmly maintained; consequences are designed to be instructive rather than punitive.
4. Consequences will be imposed when rules are not followed. Although the consequences are designed to be instructive rather than punitive, there are times that punitive consequences are more appropriate. Depending on the severity of the incident, these consequences may include one or more of the following: a verbal warning, a time out, or a written incident report to the classroom teacher and/or parents. In addition, the adult involved may require the student to do one or more of the following: miss recess, write a letter of apology, make a phone call to parents, or perform service for the school. At the elementary level, the suspension may occur

when a student endangers other students or oneself or interferes with the learning of others. Suspension may be the consequence for such behavior as the destruction of property, excessive fighting, profanity, or threats, intimidation, or harm to other students. The suspension will take place after a discussion between parents and the principal. Although rare, a student may also be subject to long-term suspension or expulsion in cases of serious misconduct. Prior to the imposition of a long-term suspension or expulsion, the student and parents will be provided with a formal hearing.

Parent Responsibilities

1. It is important that adults at home review the basic assumptions (above) and reinforce their importance with their children. Specific school rules are listed in this handbook relating to conduct in school, particularly during fire drills, lunch, recess, and while riding on the school bus. Teachers will make children and parents aware of classroom rules based on basic assumptions.
2. Parents are expected to:
 - Seek clarification of a rule when a potential for disagreement exists. In instances when a child's account of an incident is not clear or appears to differ from standard policy, it is important that parents seek staff assistance in resolving the issue.
 - Support the school as an institution that they respect, and to which they have accorded authority and regard.

Student Responsibilities

Students are expected to:

1. Know school rules.
2. Participate in making classroom rules.
3. Recognize the importance of rules for mutual consideration, cooperative living, and maximum learning.
4. Follow the rules.

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 layperson 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 layperson of the student's choice, at the student's/parent's expense, and the opportunity to present evidence and witnesses at a 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 a

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 Parents: 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 layperson 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

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 of 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 a 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. 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.

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 applies:

- 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 the 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 the 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 (11th) 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 take 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 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 a 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 substantially 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 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 substantially 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 a 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 a 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.

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**

MMDCCCLVI. Leadership
MMDCCCLVII. Training and Professional Development
MMDCCCLVIII. Access to Resources and Services
MMDCCCLVIX. Academic and Non-Academic Activities
MMDCCCLX. Policies and Procedures for Reporting and Responding to Bullying and Retaliation
MMDCCCLXI. Definitions
MMDCCCLXII. Relationship to Other Laws
MMDCCCLXIII. Problem Resolution System

I. **Leadership**

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

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

II. **Training and Professional Development**

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

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

B. Ongoing professional development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety,

civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying.

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

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

III. Access to Resources

A. Identifying and Accessing resources:

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

School psychologists/guidance counselors	All levels
Advisory Program	LHS
Crisis Team	All levels
Social Skills Groups	All levels
Individual counseling by School Psych.	All levels
Student Leader Advisors	LHS

B. Students with Disabilities:

As required by M.G.L. c. 71B, § 3, and amended by Chapter 92 of the Acts of 2010, when the IEP Team determines a student has a disability that affects the development of his/her social skills or the student, because of his/her disability, participates in or is vulnerable to bullying, harassment, or teasing, the Team will consider what should be included in the IEP to develop in the student the skills necessary to avoid or respond properly to bullying, harassment, or teasing.

IV. Academic and Non-Academic Activities

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

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance
- helping students and staff understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies

- enhancing students' and staff skills for engaging in healthy relationships and respectful communications; and
- Engaging students and staff in a safe, supportive school environment that is respectful of diversity and difference.
- Using literature as a basis for positive decision making, self-advocacy, empowering students and staff to help others and reporting observed incidents

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

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

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

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

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

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

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

Examples: (if repeated)

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

Cyber-bullying: (as defined in M.G.L. c.71, s.370) bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- the creation of a web page or blog in which the creator assumes the identity of another person or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying; and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Examples

- Sending derogatory, harassing, or threatening email messages, instant messages, or text messages
- Creating websites that ridicule, humiliate, or intimidate others
- Posting on websites or disseminating embarrassing or inappropriate pictures or images to others

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

Reporting Procedures:

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

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

misleading information regarding an act of bullying or retaliation will be subject to disciplinary action.

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

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

Reporting to Local Law Enforcement: If the Principal, Assistant Principal, or the 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.

40037808. Written Documentation: The investigator will take detailed notes from the complainant to determine exactly what happened.

40037760. 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.

36970000. 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.

36970048. 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 participation in school activities, promote communication going forward, and/or create an Action Plan to assist the target going forward.

Follow-up:

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

VI. **Definitions**

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

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

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

- Causes physical or emotional harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school or
- Materially and substantially disrupts the education process or the orderly operation of a school.

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

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, cyberbullying, or retaliation has been perpetrated.

VII. **Relationship to Other Laws**

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

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

VIII. **Problem Resolution System**

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

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

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

ADOPTED: March 2015

Lunch Room Conduct

Students are expected to:

1. Wait in line for lunch and proceed in a quiet and orderly manner.
2. Remain in their seats at their tables until they are dismissed by the lunch aides.
3. Respect the right of others to have their lunch in a calm, orderly lunchroom.
4. Keep the cafeteria clean and dispose of trash in the appropriate barrel.
5. Cooperate fully with the lunch aides, cafeteria workers, and custodians and pay full attention to announcements and directions.

Physical Restraint Policy

School Committee Policy 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.

SAFETY**School Security**

All entrances to the elementary schools are locked during the school day. Please use the buzzer at the front door and check-in at the office when school is in session. Please refer to the Open Door Policy section of this handbook for further details.

Indoor Safety Drill

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

Emergency Plans

School Committee Policy EBC

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

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

Medical Emergency Response Plan

The Lynnfield public schools have a Medical Emergency Response Plan in place for each school building. This plan addresses the actions for the response teams to ensure the prompt delivery of emergency services to individuals experiencing a medical emergency during the school day.

Playground Safety Rules

General Rules

1. Walk to and from the playground. Use the sidewalk.
2. Keep in sight of the teacher or aides. Children are not allowed in the woods.
3. Do not climb on fences, the backstop, the dumpster, the rocks.
4. Stay out of puddles. Do not pick up or kick snow.
5. Children are not allowed to carry sticks or branches, stones, acorns, snow, or ice.
6. When the bell rings, recess is over and it is time to line up. Walk to the line: no running or pushing.
7. Show respect for others. No fighting. No name calling. No rough play.

Ball Games

1. No hard balls. Check with the teacher or aide about the use of a ball brought from home.
2. Share the field space and hardtop space. Only use designated areas for ball games.
3. Touch football only. No tackling. No rough play.
4. If a ball goes over a fence or into the parking lot, see the teacher or aide. Do not get the ball.
5. Observe special (school-specific) rules concerning ball playing.

Equipment Use

- Don't interfere with other children's use of the equipment.
- Don't overload the equipment.
- Keep group games and chasing games away from the equipment (the play structure). No running between and around the equipment. No tag games on the equipment.
- No climbing up the slides or tubes.
- Follow the rules for taking turns.
- Observe special (school-specific) rules concerning equipment use.

TRANSPORTATION

Arrival and Dismissal of Students by Car

Parents who drive children to school in the morning or pick them up in the afternoon should use the areas and procedures designated at each school. Extreme caution must be used at all times

(drive slowly, no cell phone use, eyes front). Children should get out of or into the car on the passenger side so as not to have to cross in front of other moving vehicles. No parking is allowed along the driveways or around the circles during arrival and dismissal times as parked cars interfere with the buses. Everyone's full cooperation is vital to ensure the safety of all students.

Bicycles, Scooters, and Rollerblades

Parents need to use discretion in deciding to allow a child to ride a bike, scooter, or rollerblades to school. Each parent must make this decision, taking into consideration: safety, route, and the maturity level of the child.

All children 12 years old and under who ride bicycles must, by law, wear safety helmets. Children who ride scooters or rollerblades to school should wear helmets as well. We do not recommend that the younger children ride bicycles or scooters or rollerblade to school.

Children may not ride their bicycles, scooter, or rollerblade on school property. They must take off their rollerblades or walk their bicycles and scooters when they come onto the school grounds.

Bus Transportation

All students in kindergarten, and students in grades one through four who live more than one mile from their assigned elementary school will be transported to and from school by school buses. Transportation is provided only between a child's residence and school. However, attempts to accommodate parents who need their children bused *on a consistent basis* to or from a home other than their residence *within the assigned school district for childcare purposes only* may be made after the first two weeks of school. Children without written permission to stay after school will be placed on their regular bus home. **Please note: Children may not ride on a school bus to which they are not assigned, or exit at a stop to which they are not assigned.**

It is the responsibility of the parent to inform the child's bus driver of any special health conditions their child might have, especially any life-threatening allergic reactions to a food or allergen. Because of confidentiality issues, the parent/guardian must provide this information. If parents would like the bus driver to have a copy of the child's emergency plan for any health issues, a written request must be submitted to your child's school nurse.

Bus Safety Rules

Student Responsibilities—Going to the Bus Stop

1. Walk on the sidewalk or to the side of the road.
2. Don't trespass or cut through someone's yard.
3. You need to be at their regular bus stop on time.
4. If you wait on the opposite side of the road from where your bus stops, remain there until the bus arrives and has come to a stop. Cross in front of the bus when it flashes its signal lights.

Student Responsibilities—Waiting for the Bus

1. Arrive at your bus stop no more than ten minutes before the arrival time of the bus.
2. Watch out for cars! Do not play games at the bus stops.
3. Stand on the sidewalk or beside the road and line up.
4. Do not approach the bus until it has come to a full stop.
5. Respect private property. Stay off lawns. Do not trespass.
6. Walk (do not run) to your designated area.

Student Responsibilities—Boarding the Bus

1. Watch your step. Be courteous. Do not push.
2. Get on quickly and be seated at once.
3. All seats must have two occupants before sitting three to a seat.
4. You may not save seats. In some instances, the driver or the principal may assign seats.
5. Follow the driver's instructions.

Student Responsibilities—Riding the Bus

1. Remain seated. Do not change seats.
2. Keep books, lunches, and other items out of the aisle.
3. Do not tamper with the bus or any of its equipment, including opening and closing windows.
4. Do not put arms, heads, hands, or legs out the windows.
5. Excessive noise and shouting distracts the driver and could lead to an accident. Do not yell.
6. If you have any large packages to bring to school, ask your parents to drive you on that day.
7. Follow the driver's instructions.
8. Be courteous!
9. Do not annoy other passengers or disturb their possessions.
10. Do not throw objects within the bus or outside of the bus windows or doors.
11. To maintain a clean environment and to protect the health of all children, do not eat on the bus during travel between home and school.

Student Responsibilities—Leaving the Bus When Arriving at School

1. Stay seated until the driver has stopped the bus and opened the door.
2. Allow those seated in front of you to leave first.
3. Take everything with you.
4. Leave quickly but do not push or shove. Watch your step.
5. After getting off the bus, leave the unloading area immediately.

Student Responsibilities—Leaving the Bus When Arriving at Home

1. Stay seated until the driver has stopped the bus and opened the door.
2. If you must cross the street, **cross in front of the bus**, far enough away so the driver can see you.
3. Look both ways before crossing.
4. Leave the stop immediately and go directly home.

Student Conduct on School Buses

School Committee Policy EEAEC

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.

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 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 to the student and the responsibility for transportation will then rest with the parent.
4. If the offense constitutes a major hazard, no warning needs to be given and the principal may suspend a student from the bus and notify the parents and the bus driver.

Contacts for Transportation Inquiries & Complaints

Bus routes	Sheila Ryan 781-334-9200 x 9215
Bus drivers	DPW Office 781-334-9500
Student behavior & other issues	School Principals SSS 781-334-5830 HHS 781-334-5835

If you have any questions regarding any aspect of the school transportation system please contact school officials. The first level of contact is the school principal. The second level of contact is the transportation supervisor, Sheila Ryan. The third level of contact within the school department is the Superintendent of Schools. The last contact level is the School Committee.

ADDITIONAL SCHOOL COMMITTEE POLICIES

School Committee policies referenced in this handbook are not necessarily represented in their

entirety. The complete School Committee Policy Manual, which includes policies referenced in this handbook, is available online at www.lynnfield.k12.ma.us.

Efforts were made to ensure that policies represented in the handbook are accurate and up to date. In the event of a discrepancy, the administration will defer to the policies as written in the Lynnfield School Committee Policy Manual.

Field Study

School Committee Policy IJOA

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 the 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 the 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 the appropriate administrative level.

Parents are frequently asked to assist as chaperones. Field study organizations often set the adult/child ratio, and parent requests to chaperone 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 under the direct supervision of the teachers. 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 Acts of 2002 (et al) approved on October 9, 2002.

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

Drug and Alcohol Use by Students

School Committee Policy JICH

The use, possession, or distribution of illegal drugs, prescription drugs not prescribed for the individual, alcoholic beverages and intoxicants, 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.

Smoke Free Schools Policy

School Committee Policy JICG

It is the policy of the Lynnfield Public Schools to prohibit the use of any tobacco products within the school building, 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.

Expulsion of Students

School Committee Policy JKE

DANGEROUS WEAPONS, DRUGS, AND ASSAULTS ON STAFF

M.G.L. C. 71, Sec. 37 and 37H, Weapons, Drug: and Assaults on Staff (Ed. Reform Act of 1993)

The standards of discipline for offenses dealing with weapons, drugs, and assaults on members of school staff are found in Section 37H of Chapter 71 of the Massachusetts General Laws. That section provides, in relevant part, as follows:

- (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 a said hearing before the principal.

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

- (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/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not

be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

Public Complaints

School Committee Policy KE

Although no member of the community will be denied the right to bring a complaint to the School Committee, he/she will be referred to the proper administrative channels for a solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The School 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 | 3. Superintendent |
| 2. School building administrator | 4. School Committee |

If a complaint, which is 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.

Equal Educational Opportunities

School Committee Policy JB

The Lynnfield Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or handicap in admission to, access to, treatment in, or employment in its programs and activities. Inquiries regarding nondiscrimination policies may be referred to the Superintendent of Schools at (334-9200). Inquiries may also be made to the Office for Civil Rights in Boston. This address may be obtained from the Superintendent's Office.

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, gender, sexual orientation, religion, nationality, and physical and intellectual differences.

To accomplish this, the committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, gender, religion, national origin, or sexual orientation.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

Revised: January 18, 1996

Revised: July 25, 2006

Revised: January 3, 2012

LEGAL REFS.:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal

Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

Board of Education Chapter 622 Regulations Pertaining to Access
to Equal Educational Opportunity, adopted 6/24/75, amended
10/24/78

Board of Education, Chapter 766 Regulations

10/74 – amended through 3/28/78

603 CMR 26:00

Discrimination and Harassment Grievance Procedures

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

Definitions

For the purposes of this procedure:

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

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

How to make a complaint

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the relevant Civil Rights Coordinator listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal or appropriate Civil Rights Coordinator.

The Lynnfield Public Schools Civil Rights Coordinator for race, color, national origin, religion, age, gender, gender identity, disability, and sexual orientation is:

Roberta Keane
Director of Special Services
Lynnfield Public Schools
Office of Special Services
525 Salem Street
Telephone: (781) 581-5140

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, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

or

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Complaint Handling and Investigation

The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

Under the formal resolution procedure, the Complaint will be investigated by the school principal, the Civil Rights Coordinator, or other individuals designated by the Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.

The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.

The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.

The investigator will keep a written record of the investigation process.

The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) calendar days of the date of the receipt of the Complaint. The investigator may extend the investigation period beyond fifteen (15) calendar days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, the complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.

If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) calendar days described above.

If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment including but not limited to:

Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment if any;

Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and

Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) calendar days of receipt of the complaint, unless the investigation is extended under the provision described above.

If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator

within fourteen (14) calendar days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigative report and may conduct further investigation if deemed appropriate. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

Student Rights and Responsibilities

School Committee Policy II

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

As part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually. Both students and their parents/guardians will be required to review the handbooks and complete a signature card at the beginning of the school year. Handbook signatures will be maintained on file in the school building offices during the school year.

Adoption date: January 1996

Revised: July 15, 2003

Revised: September 22, 2009

Revised: January 3, 2012

LEGAL REFS: M.G.L. 71:37H; 71:82 through 71:86

Vandalism

School Committee Policy JICAA

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, The 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 the 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 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. Reimbursement will be sought for all or part of any damages.

Title IX of the Education Amendments of 1972

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.

How to Report Sexual Harassment: 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

781-334-7300

Technology and Internet Use

School Committee Policy JICAB

Purpose

The Lynnfield Public Schools shall provide access for employees and students to the district's systems/networks, including access to external networks for limited educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high-quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's

system/network for instructional and administrative purposes. Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Lynnfield Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Lynnfield Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Lynnfield Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Lynnfield Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Lynnfield Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

"Policies in this handbook are superseded by the Policies in the Lynnfield Public Schools/School Committee online policy book".

Addendum

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-covid-19-guidance.pdf>

SOURCE: MASC – August 10, 2021

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Approved: August 31, 2021