



LEXINGTON
PUBLIC SCHOOLS

Elementary Handbook

For Parents, Students, and Teachers

Lexington Public Schools
146 Maple Street

Lexington, Massachusetts

Revised: August 2021

Translation: If you need this information translated, please copy and paste it into Google Translate. The link to Google translate is <http://translate.google.com/>. You can also translate using Google Drive. [Here's](#) how.

Central Administration

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David Coelho.....	<i>Assistant Superintendent for Finance & Operations</i>
Christine Lyons, M.Ed., Ph.D.....	<i>Assistant Superintendent for Personnel and Staff Supports</i>
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The Elementary Handbook is a publication of
Lexington Public Schools
Curriculum & Instruction

Dear Parents and Guardians,

Welcome to Lexington Elementary Schools. The information in this handbook is designed to provide you with pertinent information you should be aware of regarding your child's elementary education. We trust that you will share this useful information with your child in the most appropriate manner.

All Lexington Public Schools handbooks are located on the district's website <https://www.lexingtonma.org/>.

The Lexington Elementary Schools are full of knowledge, enthusiasm, fun, challenge, constructive play, creativity, support and encouragement. Our dedicated teaching staff and support personnel strive to provide for each student's individual needs. We encourage your support and assistance throughout the school year so that your child will have a successful and rewarding year.

Sincerely,

Julie Hackett

Superintendent

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Mission/Vision of the Lexington Public Schools

MISSION STATEMENT

“Joy in learning; curiosity in life; compassion in all we do.” The words were carefully chosen and intentional—joy over happiness; curiosity over achievement; and compassion over empathy. The word “joy” cultivates a sense of lasting inner peace that emanates from the individual; while happiness is fleeting and externally motivated. The word “curiosity” evokes a sense of wonderment that leads to deep intellectual engagement and attainment of knowledge and skills; while achievement evokes a superficial level of success, like getting a good grade or a perfect score. The word “compassion” extends beyond empathy, imploring us to not just feel, but to act on our sympathies and do something to improve the lives of others. In just twelve simple yet powerful words, we convey in our mission all that we aspire to do each day in the Lexington Public Schools.

VISION STATEMENT

A vision statement tells us what our school community will look like ten years from now, as a result of living our mission and achieving our goals. It gives us a glimpse into our future and lets us know what we can expect from the Lexington Public School community if we do what we say we will do. The vision is written in the present tense, as though it is the year 2029, when our vision has become a reality. ...Categorizing the bold ideas and adding detailed “snapshot paragraphs” is the best way to convey our school community’s preferred future to others. Five memorable snapshots to help you better visualize our new direction in the Lexington Public Schools include the following: (1) diversity, equity, and inclusion; (2) redefining success; (3) students as active agents; (4) authentic learning; and community partnership.

Source: Executive Summary of the Strategic Plan of the Lexington Public Schools
[https://drive.google.com/file/d/0B8tnJF-6mEszSLjRmVDdkF3d2R5YTNQWjdtSmRPUDZh
bVRn/view](https://drive.google.com/file/d/0B8tnJF-6mEszSLjRmVDdkF3d2R5YTNQWjdtSmRPUDZhbVRn/view)

Our Core Values

We all Belong
Use Your Mind
Be Curious and Have Fun
Care for Yourself and Others
Do Your Part
Be Courageous
Embrace Your Revolutionary Spirit
You are Enough

1. **We all Belong:** We are inclusive of all people, and we embrace and serve one another. We are dedicated to working towards mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. In our community, we all bring unique skills, perspectives, and experiences. We create a safe and supportive learning environment when we work to ensure that everyone is honored and respected.
2. **Use Your Mind:** To learn and grow, we must continually seek new knowledge, think critically, know how to process information and apply skills to new situations. We seek out other points of view and work to understand the perspective of others. We recognize that all learning requires failure and making mistakes. We grow from these experiences and strive to continually challenge ourselves to our highest ability.
3. **Be Curious and Have Fun:** Joyful learning is fueled by an inquisitive mindset, a questioning attitude, and an imaginative, playful spirit. Mastery of facts and skills is not enough. Active inquiry, application of skills, good humor, and productive struggle are the hallmarks of deep, lifelong learning.
4. **Care for Yourself and Others:** We nurture empathy and compassion for one another and care for our own well-being and that of others. When we seek joy for ourselves and nurture our own mental, physical, and emotional health and well-being, we are able to share our gifts with others.
5. **Do Your Part:** As members of communities, both small and large, we are united in many purposes. When we encounter challenges or conflicts, we work together with confidence and humility. None of humanity's great accomplishments were done in isolation. Members of our community meet each other where they are and are invested in one another's success.
6. **Be Courageous:** Doing the right thing requires daily practice. When we act with integrity and moral courage, even our small actions can lead to big changes. We believe it is our obligation

to serve and care for others in our local and global communities and stand up for just causes, even when it might be unpopular to do so.

7. **Embrace Your Revolutionary Spirit:** We are pioneers and innovators with the power to make meaningful, lasting change. We take bold and thoughtful risks, and we do not shy away when it is our time to lead. We resist the urge to make changes for the sake of change, and we willingly embrace new ideas that hold long-term promise and help us grow.
8. **You are Enough:** We are all, at this moment, on unique paths. Life is a personal journey that is our own and not to be compared with others. Everyone has moments of doubt. Persevere. There is no one definition of success. We get to define and redefine success throughout our lifetime.



Elementary Schools

Bowman

9 Philip Road
Lexington 02421
781-861-2500
Jennifer Corduck, Principal

Bridge

55 Middleby Road
Lexington 02421
781-861-2510
Margaret Colella, Principal

Estabrook

117 Grove Street
Lexington 02420
781-861-2520
Thomas Martellone, Acting Principal

Fiske

55 Adams Street
Lexington 02420
781-541-5001
Brian Baker, Principal

Harrington

328 Lowell Street
Lexington 02420
781-860-0012
Jacqueline Daley, Principal

Hastings

7 Crosby Road
Lexington 02421
781-860-5800
Katherine O'Hare Gibson, Interim
CO -Principal Grades K-2
Christopher Wai, Interim CO
-Principal Grades 3-5

The Lexington elementary schools provide a comprehensive education which encompasses a core curriculum enhanced by special program offerings. Our overall goal is to help children learn and succeed. Teachers strive to create a stimulating and challenging learning environment that is sensitive to the needs of all students.

Children are given opportunities to assume responsibility for their own education and are guided to develop strong study skills, to use time efficiently and to complete tasks. We value each child's uniqueness and try to build on his/her strengths.

Parents are our partners in the important job of educating the children of this community. Each school has an active Parent/Teacher Association that plans special programs, such as talent shows, school fairs, before- or after-school sports, and cultural enrichment programs that tie in to the curriculum.

Each school has a School Council that works as an advisory board to the principal.

Opportunities are provided for volunteers to work in the schools. Communication between home and school is vital, and newsletters are provided on a regular basis. Lextended Day, a non-profit, tuition-supported after-school program (that is not a part of the Lexington Public Schools) serves

children from all six elementary schools in Lexington, and operates from school dismissal until 6:00p.m. For further information, visit their website at www.textendedday.org.

General Information

School Hours (9:00 am - 3:30pm)

Coverage will not be available on the playground until 8:30am, for their safety we ask that students not arrive on school grounds before that time. Students can begin to arrive at school and congregate on the playground area from 8:30am - 8:45am. Students will be entering the building and heading to their classrooms at 8:45am. Because of school meetings or other morning obligations, teachers may not be in their classrooms before 8:45 a.m.

GRADES K - 5

Mon. Tues. Wed. Thurs.

8:45 a.m..... Enter classrooms

9:00 a.m..... Attendance is taken

3:30 p.m..... Dismissal

Friday

8:45 a.m.....Enter classrooms

9:00 a.m.....Attendance is taken

12:30 p.m.....Dismissal

All students are dismissed at 12:30 p.m. on Fridays in order that teachers may participate in town-wide meetings, curriculum committees, in-service professional learning workshops, planning sessions, staff meetings, team meetings, and parent conferences. Parents are encouraged to attempt to use this time for medical and dental appointments as well as other special appointments or classes.

Early Dismissal

If your child will be leaving during the school day, please send in a note to the homeroom teacher. Then, plan to pick up your child **at the office** where personnel will call the homeroom to notify the child and teacher.

Changing Dismissal Routine

If your child's normal dismissal routine is to be altered on a particular day, please send a note to the classroom teacher describing the change and indicating who will meet your child at school, if someone is to do so. Experience tells us that, if a child does not have a note and we cannot locate the parent/guardian, the child will be dismissed following his/her normal dismissal routine.

Family Vacations

Parents/Guardians and students are reminded that Massachusetts Law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse.

Teachers are not required to give out homework assignments prior to a family vacation.

Instructional Program

Language arts instruction includes reading, writing, speaking, spelling and listening with an emphasis on connections among the skills. Mathematics instruction emphasizes real-life application and problem-solving skills. Science utilizes an inquiry approach to the study of the natural and physical world as well as practical applications of science and technology. Social Studies instruction examines the interrelationships of people and cultures to historic, geographic and economic environments. The curriculum exceeds the expectations of both the Common Core State Standards (guidelines for what students should know and be able to do in Mathematics and English language arts from Kindergarten through 12th grade), and the Massachusetts Curriculum Frameworks.

Arts instruction includes the visual and performing arts; instrumental music is offered beginning in grade four. Physical and health education emphasize physical fitness, motor skills and lifelong habits of healthy living. All aspects of the curriculum make use of information technologies and an extensive media center in each school.

Special Education Program

Special education services are available in all of the elementary schools to students with disabilities who meet state and federal regulations for such services. Before services can be provided, a student must have a team evaluation consisting of multi-source assessments to determine if the student has a disability as defined by the Commonwealth of Massachusetts; is not making effective progress in school; that the lack of progress is related to the identified disability and that the student requires specialized instruction and/or related services in order to access the general curriculum.

Upon completion of the evaluation, the evaluation team must answer the following questions:

1. Does the student have a disability? If so, what type of disability?
2. Is the student making effective progress in school? If not, is the lack of progress a result of the student's disability?
3. Does the student require specially designed instruction in order to make effective progress in school or does the student require related services in order to access the general curriculum?

There is a continuum of special education services available in the Lexington Public Schools. All of the elementary schools provide special education teaching and support in areas such as reading, math, writing, and organization, as well as related services such as speech/language, occupational therapy, physical therapy, counseling, and adaptive physical education. The school system also offers district-wide programs at individual elementary schools to service lower-incidence populations.

School districts are required to provide the student's parents an opportunity to consult with the Director of Special Education or their designee (e.g. Evaluation Team Supervisor, Principal) regarding the evaluators who will be used by the school district to conduct the assessments comprising the team evaluation, including the initial evaluation to determine eligibility and any subsequent reevaluations. This requirement may be met by meeting with the parent prior to an evaluation or by incorporating information on this consultation opportunity in the notice sent to the parents when a district is requesting permission to conduct an evaluation. The intent of this requirement, in conjunction with the requirement to consult with the parent on the types of assessments recommended by the school district, is to allow the parent to be involved in planning the evaluation conducted by the school district, so as to maximize parental satisfaction with the school district's evaluation.

Parents should contact their child's principal or their school's Evaluation Team Supervisor (ETS) if they believe their child has a special need that necessitates an evaluation

If you have any questions about special education regulations, please call the Director of Special Education at 781-861-2320 Ext. 68064.

Special Education Laws

The discipline of a student who has been identified as having special needs pursuant to Massachusetts General Laws Chapter 71B or the Individuals with Disabilities Education Act (IDEA) is subject to the requirements of the student's Individualized Education Plan. If it becomes apparent that a student identified as having special needs or referred for a special education evaluation may be excluded from school for a total of ten consecutive days or ten cumulative days (if infractions are close in proximity and similar in nature) in any school year (including both in-school and out-of-school suspensions), the student's special education TEAM must be convened prior to expulsion beyond the ten days and the requirements of Chapter 71B followed. (See School Committee Policy [JJC](#) Student Discipline)

The school principal shall comply with the requirements of Chapter 71B and its implementing regulations at 603 CMR 28.00 and IDEA in the case of regular education students who may be eligible for special education services.

METCO Program

The Metropolitan Council for Education Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. It provides opportunities for urban students of color to attend school in suburban public school systems. It also provides suburban students and staff opportunities to interact with many minority students and to benefit from a culturally diverse learning environment. METCO provides additional resources to the schools and to our students throughout the year in order to facilitate learning and cultural experiences for everyone in the school system.

The METCO Program is funded by the Commonwealth of Massachusetts under the Racial Imbalance Act. Annually, each METCO community receives money from the State which pays for METCO staff, transportation of, and special education services for our Boston resident students. METCO funding also pays a portion of the salaries for classroom teachers in Lexington. The Program budget has enabled us to afford multicultural programs for our schools, workshops and seminars for students and parents, and professional development opportunities for school staff.

METCO exists in 36 suburban communities across the State. Lexington was one of the first communities to enter into the METCO urban/suburban partnership when it first began in 1966. Lexington is the third largest METCO community, enrolling 219 students in the school system. Boston resident students are usually placed into our METCO Program at the elementary school level. Occasionally, placements are made at the middle school level when space exists.

The METCO Family Friends Program is another supportive aspect of the METCO partnership wherein Lexington families volunteer to become “partners” with Boston families. When a student enters one of our schools via the METCO Program, they are paired with a volunteer Lexington family (preferably a family with a student in the same classroom or grade level as the Boston student). The Family Friends Program provides opportunities for Lexington and Boston children and their parents to broaden relationships through the sharing of family, cultural and social experiences in their respective communities. At the elementary level, Family Friend students participate in METCO Friends Visiting Days which are scheduled in advance on specified Thursday afternoons. Overnight visitations may occur (individually arranged, if desired) both in Lexington and in Boston. Open and regular communication between families in Lexington and Boston are encouraged throughout the year to help nurture the mutual development of relationships.

The METCO Program is committed to educational excellence for all students. METCO provides support services to students, staff and parents around educational, cultural and social issues. In addition, the program strives to provide opportunities for Lexington and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication.

If you have any questions about the METCO Program, please feel free to call the building Principal or the Lexington METCO Academic Director at 781-861-2320, ext. 69122.

School Attendance

Lexington Public Schools require a high level of participation in engaged learning. Regular class attendance enables students to benefit from class- room discussions, presentations and interactive activities. These shared academic experiences are integral to the learning process and cannot be recreated or replicated.

Massachusetts Law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and sixteen to attend school. The school must uphold state laws relative to student attendance.

Student Absence Notification Program

At the beginning of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require parents/guardians to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the parents/guardians have not contacted the school regarding the absence.

Students arriving late to school must report to the main office with a parent/guardian or with a signed parent note.

Parents/guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

Attendance Policy for Absent and Tardy Students

A meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and the student to develop an action plan to improve the student's attendance if a student has accrued any of the following:

- Five (5) or more unexcused absences in the school year
- Five (5) or more days tardy (unexcused)
- Two (2) or more classes/periods (unexcused)

Please note that when a student has been absent for five (5) or more consecutive days, parents must obtain a doctor's note and submit it to school.

If a student is absent for eight or more days in a quarter, school officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court, which could result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA, Families and Students will be required to work with school administrators to improve the student's attendance.

An **Excused Absence/Tardy** includes:

- Documented illness or injury
- Bereavement/family funeral
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the principal)

An **Unexcused Absence/Tardy** is any absence or tardy that is not covered by the aforementioned definition of “Excused Absence/Tardy.” Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional.
- Cutting class (suspendable offense)
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situation

Inclement Weather or other Emergency Conditions

The Superintendent will consider a delayed opening of either one or two hours as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to staff in the same manner as a no school announcement.”

When a decision is made for a delayed opening or cancellation, or in the case of emergency closings, parents and guardians will be notified by telephone through our *Blackboard Connect* notification system. Announcements will also be broadcast on radio stations WBZ (Radio AM/1030; TV Channel 4); WRKO/WHDH (Radio AM/680; TV Channels 7 and 56); WCVB (TV Channel 5) or WFXT (TV Channel 25) after 6:00 a.m.

In addition, parents and guardians may check the school district website <http://lps.lexingtonma.org> and click the “About Our District” tab and the School Cancellation link for updated information. Please do not call the school unless it is an emergency.

In the best interest of public safety, please do not call the police, fire, or public works departments for “No School” information as their lines need to be kept open for emergency purposes. The best practice is to listen to one of the radio or television stations listed above or check the [LPS district website](#) for information.

In the event that parents or guardians feel weather conditions will not allow their children to reach school safely, they are encouraged to keep their children home.

School Lunch Program

All new students receive a letter in August or during the school year (for mid-year registrations) from Lexington Public Schools' Food Service Department with information on purchasing meals in school. A convenient online lunch payment service allows families to securely pay for their child's school meals using a credit/debit card or electronic check (ACH).

Free and Reduced Lunch Applications are emailed in August to all registered student households. Further information on this process and the Lexington Public Schools Food Services program can be found by visiting [Lexington Public School Food Services](#).

Students have 45 minutes for lunch and recess. They are allowed to take as much time as necessary to eat lunch. Teacher aides supervise the lunch and playground periods. Behavior conducive to good eating habits is expected in the lunchroom. Children may bring a snack for the mid-morning or mid-afternoon recess.



Progress Reports and Parent/Teacher Conferences

- Progress reports for children in grades K-5 are sent home two times a year--in January and June.
- Parent conferences are held twice a year and are scheduled in the fall and again in the spring.

Reporting Possible Crime to Police

When school staff have a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school related events, such matters shall be reported to the police. Reportable crimes include, but are not limited to, possession of a controlled substance or dangerous weapon, assault, vandalism, stalking, and hazing.

Lexington School Committee

Policies

For a complete list of School Committee Policies click [here](#), or copy and paste this URL address into your browser <https://z2policy.ctspublish.com/masc/browse/lexingtonset/lexington/root>

Animals in School Policy

[FILE:IMG](#)

No animal shall be brought to school or onto Lexington Public School property without prior permission of the building Principal.

Lexington Public Schools are committed to providing a high quality educational program to all students in a safe and healthy environment.

School principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing health problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Lexington Public Schools.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.,) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Lexington School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. Lexington Public Schools will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets.

There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs,”

- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.:
28 CFR, Part 35

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

BULLYING PREVENTION AND INTERVENTION PLAN POLICY

[FILE: JICFB](#)

The Lexington Public Schools (LPS), in partnership with parents, guardians, and the community, and in keeping with the LPS core value of respect for human differences, believes that a positive, safe, and civil environment in school is necessary for students to learn and achieve. Bullying is conduct that can disrupt a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The Lexington School Committee, therefore, prohibits acts of bullying or cyber-bullying throughout the Public Schools of Lexington.

"Bullying" shall include, but is not limited to, the repeated use by one or more students or a member of the 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 him/herself, or of damage to his/her property;
- creates a hostile learning and/or social 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.

School staff includes but is not limited to: an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, paraprofessional, clerical and technology staff.

"Cyber-bullying" means 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, facsimile communications, cell phone or texting.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or

messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying can occur in and out of school, during and after school hours, at home and in locations outside of a home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents or guardians and their families are expected.

For the purpose of this policy, whenever the term bullying is used, it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- on school grounds;
- on property immediately adjacent to school grounds;
- at school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- at school bus stops;
- on school buses or other vehicles owned, leased or used by the school district; or,
- through the use of technology or an electronic device owned, leased or used by the LPS.

Bullying and cyber-bullying are prohibited 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 the LPS if the act or acts in question:

- create a hostile learning and/or social environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

[Prevention and Intervention Plan](#)

The Superintendent or designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include parents and guardians, teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and students, consistent with the requirements of

this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal or designee is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Reporting

Students who believe that they are a target of bullying are encouraged and urged to report the matter to a member of the school staff. Students who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff, and may be subject to discipline for failing to report such incidents. However, the target shall not be subject to discipline for failing to report bullying.

A school or district staff member shall immediately report any instance of suspected bullying or retaliation the staff member has witnessed or become aware of to the school Principal or designee. This includes bullying or retaliation of a student by another student or bullying or retaliation of a student by a staff member. If the Principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee. If the staff member fails to report, he or she may be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of suspected bullying as soon as possible to the school Principal or designee. This includes bullying of a student by another student or by a staff member. If the Principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee.

Each school shall have a means for anonymous reporting by students of incidents of suspected bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who is found to have knowingly made a false accusation/report of bullying may be subject to disciplinary action.

Investigation Procedures

A school Principal or designee shall promptly investigate any report of bullying, using a Bullying/Cyber-bullying Report Form. It may include, but is not limited to, interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. The Principal or designee (or whoever is conducting the investigation) shall remind the alleged student aggressor, target, and witnesses 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.

A Principal or designee, upon determining that bullying or retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of bullying shall be discussed.

The investigation shall be completed within a reasonable amount of time. The parents or guardians of both the student aggressor(s) and the target(s) shall be notified if there has been a finding that bullying has

occurred. They will be updated periodically during the investigation, and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

If the alleged aggressor is a staff member, notice will be made to that individual in accordance with district policies and procedures, including in accordance with any applicable collective bargaining agreements. The individual will be updated periodically during the investigations and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

A Principal or designee shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be maintained to protect all parties, which includes, but is not limited to, alleged aggressor(s) or target(s), a person who reports bullying, or provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

Disciplinary Actions

If a school principal or designee determines that bullying has occurred, he/she shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law, enforcement agency and notify the Superintendent.

Disciplinary actions for students who are found to have committed an act of bullying or retaliation shall be in accordance with LPS disciplinary policies.

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and Lexington Public School's policies and procedures.

Assistance

The LPS may provide appropriate counseling or referral to appropriate services, including, but not limited to, guidance, academic intervention, and protection to any affected students, as necessary.

Documentation

Each school shall document any incident of bullying that is reported per this policy, and the Principal or a designee shall maintain a file of these reports.

The Superintendent or designee shall inform the School Committee periodically of any trends or implications of these reports in order to give the School Committee the opportunity to review and amend this policy.

Confidentiality shall be maintained consistent with the school's obligations under law.

Retaliation

Reprisal or retaliation against any person associated with a report of bullying or the investigation thereof is prohibited. Disciplinary action for a person who is found to have engaged in reprisal or retaliation will reflect the extreme seriousness of such an act. Disciplinary action of an alleged student aggressor may include, but is not limited to, suspension or expulsion. If the Principal or designee decides that disciplinary action is appropriate for a staff member, the disciplinary action is determined on the basis of facts found by the Principal or designee and appropriate expectations in light of the staff member's role and responsibilities.

Training and Assessment

The Superintendent or designee shall provide training annually for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, clerical and technology staff so as to improve preventing, identifying, responding to, and reporting incidents of bullying. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided in each school handbook to students and their parents or guardians, in age-appropriate terms.

The Superintendent or designee shall provide written notice annually of the bullying prevention and intervention plan to all school staff.

Relevant sections of the bullying prevention and intervention plan relating to the duties faculty and staff and bullying of students by school staff shall be included in faculty handbooks. The bullying prevention and intervention plan and policy shall be posted on the LPS website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:41](#); [71:42](#); [71:37O](#); [71:37H](#) and 37H ½; [265:43](#) and [43A](#); [268:13B](#); [269:14A](#)

Discipline of Special Education Students Under IDEA 2004

20 U.S.C. 1415(k)-and 34 CFR 300.530-300.536'

Collective Bargaining Agreements

CROSS REFS.: [AC](#), Policy Prohibiting Harassment(Approved: 2/15/03.)

JKF, Disciplining Special Needs Students Policy (Approved: on file.)

Child Abuse and Neglect Policy

[FILE: JLDDBD](#)

The Lexington Public Schools (LPS) is dedicated to the goal of protecting our students from child abuse and neglect and to responding effectively to incidents of child abuse and neglect. LPS recognizes local, state, and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

Massachusetts General Laws (M.G.L) c. 119, § 51 A, requires that certain persons in their professional capacity are mandated to report child abuse and neglect when they have reasonable cause or suspicion to believe that a child under the age of 18 years is suffering physical or emotional injury resulting from abuse that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse, or from neglect, including malnutrition. All employees of the LPS are mandated reporters.

This policy serves to assist all LPS employees to carry out their responsibilities effectively under M.G.L. as well as to establish responsibilities and roles for LPS child protection teams. It also establishes expectations for LPS employees to receive training in both identifying and reporting child abuse and neglect.

All employees of the LPS are mandated reporters under this policy.

LPS employees, like employees in other school departments, are in a unique position to identify potential cases of abuse and neglect of children, because of their sustained contact with school-age children. Responsible action by employees can be achieved through recognition and understanding of potential incidents of abuse, knowing and following established reporting procedures, and participating in available child abuse and neglect information/training programs.

Definition of Terms:

- **Neglect** is the failure, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care. It is understood that such inability is not solely due to inadequate economic resources or solely due to the existence of a handicapping condition. Neglect can occur while the child is in an out-of-home or in-home setting. Permitting a child to be truant or failing to enroll a child in school without providing an alternative program can constitute neglect.
- **Physical abuse** includes infliction, by other than accidental means, of physical harm upon the body of a child.
- **Emotional abuse** refers to excessive, aggressive, or unreasonable behavior by an adult that places demands on a child that are above his/her capabilities. This may include verbal attacks,

humiliation, degradation, and chronic rejection of the child, close confinement of the child, or the permitting or abetting of delinquent behavior.

- **Sexual abuse** refers to any sexual contact between a caretaker and a child or the commission of a sex offense against a child as defined by the criminal laws of the Commonwealth.
- **Verbal sexual harassment** of a child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse.

All LPS employees who have reasonable cause or suspicion to believe that a child is suffering physical or emotional injury resulting from abuse or neglect shall report such a belief to the appropriate authority, according to the *LPS Child Abuse and Neglect Reporting Procedures*.

The Superintendent of Schools has the responsibility to ensure that the *LPS Child Abuse and Neglect Policy* and the *LPS Child Abuse and Neglect Reporting Procedures* are implemented in the school system. The organizational structure to implement this policy will be through the establishment and support of building-based and system-wide Child Protection Teams.

Child Protection Teams

LPS will establish and support building-based and system-wide Child Protection Teams (CPT).

Building-based

A building-based CPT will be established in each school. This team will consist minimally of the principal, the counselor, and the school nurse. The names of the members of the building-based team will be made known to all employees working in the building.

Each team will:

- meet at the beginning of each school year to review the LPS Child Abuse and Neglect Policy and the LPS Child Abuse and Reporting Procedures,
- conduct one child abuse and neglect information/training workshop for the school's employees in the first month of each school year,
- collaborate with the system-wide CPT and community agencies regarding programs to raise awareness of issues of child abuse and neglect, and
- coordinate mental health services to children deemed to be suffering from child abuse and neglect and to their families, whenever they are requested or considered to be necessary.

System-wide

LPS will have a system-wide CPT. This team will consist minimally of a representative from each building-based team.

The Superintendent of Schools or designee will be responsible for overseeing the operation of the system-wide team. The Superintendent or designee will be responsible for maintaining data that result from reports to the Department of Social Services.

The team will:

- provide consultation and support to individual team members and to the school-based teams,
- monitor cases reported to the Department of Social Services,
- review and evaluate annually the continued efficacy of the *LPS Child Abuse and Neglect Policy* and the *LPS Child Abuse and Neglect Reporting Procedures*, and
- develop, on an annual basis, a curriculum for one child abuse and neglect information/training workshop for all school-system employees to be conducted in the first month of each school year. The curriculum will be developed with input from each of the building-based Child Protection Teams and with the advice of one or more consultants who are experts in the field of child abuse and neglect, hired by LPS in consultation with the Middlesex District Attorney's Office (MDAO).

Implementation

The procedures for implementing the Child Abuse and Neglect Policy will include information about training all LPS employees on information about child abuse and neglect and mandated reporting procedures, and maintaining documentation and record keeping resulting from reports of suspected abuse and neglect to the Department of Social Services. Nothing in this policy, however, prohibits any professional from notifying the Department of Social Services (DSS) directly when such professional has reasonable cause to believe abuse or neglect occurred. In such a case, the Building Principal and Superintendent must be informed that the suspected abuse or neglect was reported.

Training

New Employees

Prior to the start of employment or within the first six months of employment, every new employee will be required to attend training on mandated reporting requirements pursuant to M.G.L. c. 119, §51 A.

Current Employees

Every employee will be required on an annual basis to attend training on mandated reporting requirements pursuant to M.G.L c. 119, § 51 A.

Every employee will be required on an annual basis to attend a workshop that includes information on the legal and psychological aspects of child sexual and physical abuse, the impact such abuse has on children, and the appropriate response to a child who has made an allegation of abuse.

Documentation and Record Keeping

The Superintendent of Schools will:

- develop a procedure for building-based and system-wide documentation and record keeping of complaints relating to the conduct of school personnel and students regarding child abuse and neglect,
- in cases involving school personnel, develop a procedure for communicating in writing to the complainants of the status and disposition of the case, to the extent possible, without compromising the investigation or confidentiality rights of involved persons, and
- notify school administrators on an annual basis of their obligation to advise and inform the superintendent of allegations and complaints that involve suspected criminal activity as it relates to issues of child abuse and neglect.

Complaints

A person who believes the policy and/or procedures have not been correctly observed, should contact either of the following LPS administrators:

Director of Human Resources
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
Tel: 781-861-2580

Or
Superintendent of Schools
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
Tel: 781-861-2580

Penalties

According to M.G.L. c. 119, § 51 A, mandated reporters are immune from civil or criminal liability when they file a report pursuant to their duties. Mandated reporters cannot be discharged, discriminated against or retaliated against by their employers if they, in good faith, make a report or testify in any proceeding involving child abuse or neglect. If any of these things happen, the employer shall be liable.

The statute also states that any person who is legally required to report suspected child abuse, i.e., is a mandated reporter, who fails to do so is subject to a criminal fine. In addition, school employees will be subject to disciplinary action by the school department up to and including dismissal.

LEGAL REFS.:

M.G.L.119:51A

Memorandum- of Understanding (MOU), an agreement between the Lexington School Committee (LSC) and the Middlesex District Attorney's Office (MDAO), February 10, 2003

REFS.:

Commonwealth of Massachusetts Department of Children and Families (DCF)

Crosson-Tower, C. *Designing and Implementing a School Reporting Protocol: A How-to Manual for Massachusetts Educators*. Boston, MA: Children's Trust Fund, 1998.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Civil Rights Guidelines for Student Handbooks

August 2021

The Lexington Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Lexington 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 Lexington 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 Lexington 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 on the district [website](#). 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 on the district [website](#).

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) is: Johnny Cole, Director of Equity and Student Supports, 146 Maple Street, Lexington MA, jcole@lexingtonma.org, 781-861-2580 x68052.

Hate Crimes

Students have the right to attend school without being the victim of physical violence, threats of harm, intimidation, or damage to their personal property. A hate crime has occurred when a student is targeted for physical assault, threat of bodily harm, or intimidation, at least in part because of his or her race, color, religion, ethnicity, national origin, gender, gender identity, sexual orientation, or because he or she has a disability.

Some indicators include:

- Use of racial, ethnic, religious, sexual, or anti-gay slurs;
- Use of symbols of hate, such as a swastika or a burning cross;
- Similar behavior by the wrongdoer towards other students from the same racial, ethnic, or religious group or against students of the same sexual orientation, gender identity, or gender;
- The victim was participating in an activity supporting a particular racial, religious, ethnic/national origin, disability, gender, gender identity or sexual orientation.

Reference: The Massachusetts Civil Rights Act, M.G.L. c. 12, s 11

Harassment

(Reference School Committee Policy: [JBA Student-to-Student](#))

Harassment in school occurs when a student's or an adult's behavior or inappropriate language creates a hostile, offensive, or intimidating school environment. A hostile, offensive, or intimidating school environment may be created by the following:

- Degrading, demeaning, insulting, or abusive verbal statements, or writings of a sexual or racial nature, or related to a student's race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability;
- Graffiti, slogans, or other visual displays which contain racial, ethnic, or religious slurs or insults based on the student's gender, gender identity, sexual orientation, or disability;
- Treatment of a student in a more or less favorable way because the student submitted to or rejected sexual advances or requests for a social relationship; and
- Unwelcome sexual advances, including same-gender harassment.

Reference: Massachusetts Student Anti-Discrimination Act (M.G.L. c. 76, s 5), Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972.

Bullying

(Reference School Committee Policy: [JICFB: Bullying Prevention and Intervention Plan](#))

Bullying is a repeated pattern of behavior directed at a victim that results in the following:

Physical or emotional harm or reasonable fear of harm;

- Damage to personal property;
- A hostile environment at school for the victim; or
- Disruption of the education process or orderly operation of a school.

Bullying can take many forms, including verbal statements, writings, emails, text messages, on-line postings, and physical acts or gestures. It can be carried out by more than one student.

See the Anti-Bullying policy on the [Lexington Public Schools website](#) for more information and reporting process.

Discrimination

(Reference School Committee Policy: [JI](#): Student Rights and Responsibilities and [JB](#): Equal Educational Opportunities)

Every student is entitled to equal educational opportunities. A student may not be subjected to discipline or more severe punishment for wrongdoing nor denied the same rights as other students because of his or her race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability, including in:

- Course registration
- Counseling and course instruction; and
- Extracurricular activities and athletic programs.

Students may not be denied registration in public schools on the basis of their own citizenship or immigration status, or that of their parents or guardians.

Under state and federal law, students with disabilities are protected from discrimination and are eligible for reasonable accommodations or modifications in the school environment so that they may enjoy equal access to educational opportunities.

Reporting

(Reference School Committee Policy: [JII](#) Student Complaints and Grievances)

Victims of any violations of these laws should report to:

School Principal (serves as the building Non-Discrimination Coordinator), and

For students: Director of Equity and Student Supports, Director of Counseling or Superintendent of Schools

For employees: Director of Equity and Student Supports, Director of Human Resources or Superintendent of Schools

In addition, the following agencies may also provide support and/or information:

Massachusetts Department of Elementary and Secondary Education (DESE)

www.doe.mass.edu/pqa/prs

781-338-3000

Massachusetts Department of Children and Families (DCF)

www.mass.gov/eohhs/gov/departments/dcf

1-800-792-5200

Massachusetts Office of the Attorney General; Civil Rights Division

www.mass.gov/ago

617-727-2200

Massachusetts Commission Against Discrimination (MCAD)

www.mass.gov/mcad

617-994-6000

U.S. Department of Education Office for Civil Rights

www.ed.gov/ocr

617-289-0111

These guidelines are taken from the Office of the Attorney General of Massachusetts “Guide to Civil Rights in Schools” June 2018.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS POLICY

[File: JKF](#)

One of the most difficult issues relating to student conduct in schools is the disciplining of students with special needs. School authorities have frequently requested guidance from the Department of Education regarding the protections that federal and state law affords these students. Parents and legal advocates have also sought clarification in cases where students with special needs are excluded from school for extended periods of time.

An underlying principle of Chapter 766 is that students with special needs must be treated in a manner that most closely resembles their peers in regular education, while at the same time considering their unique programming needs. In considering this policy, we have sought a balance between the overall maintenance of discipline and the assurance that students with special needs are not denied access to their educational programs due to suspension for behavior that is directly related to their identified special needs or the result of an inappropriate special education program.

For example, rather than excluding from school a student who is diagnosed as having emotional problems which lead to acting out behavior, the student's Individualized Educational Plan (IEP) should include appropriate programs and strategies for addressing potentially disruptive behavior. Continuation of these behaviors may indicate that the student's needs are not being met and a new I.E.P. may need to be developed. This notion is supported by numerous federal court decisions interpreting the requirements of the federal special education law (the Education for all Handicapped Children Act, "the EHA") and the federal law prohibiting discrimination based on handicap (Section 504 of the Rehabilitation Act of 1973).

The attached policy puts in place procedures which assure that: students receive the procedural protections to which they are entitled when suspension is proposed; special educators are involved in the decision to suspend students; the student's special education program is reviewed for implementation and appropriateness; an alternative form of education is provided whenever suspension is allowed; and the Department of Education assumes its approval responsibility in a consistent and sound manner. It does not prohibit school administrators from suspending students in all cases. However, where it is permitted, the policy requires that suspension be preceded by a more deliberate review of the causes for the proposed suspension and the development of an alternative program, consistent with federal and state law.

This policy supersedes the Policy on Disciplining Students with Special Needs that was adopted by the Board of Education on August 27, 1985 and effective January 1, 1986. It was necessary to revise the 1985 policy to reflect the U.S. Supreme Court decision, Honig v. Doe, 108 S.Ct. 592 (1988) (discussed in Section II). We also have used the opportunity to address some ambiguities that were revealed in implementation of the 1985 policy.

Honig v. Doe

On January 20, 1988, the U.S. Supreme Court issued a decision in Honig v. Doe, supra, the first U.S. Supreme Court case to interpret the EHA as it applies to the suspension or exclusion of students with special needs. The facts of the case involved two students with special needs who were suspended indefinitely from school for violent and disruptive conduct related to their disabilities and who challenged their exclusion. The Supreme Court held that the "stay-put" provision of the EHA, 20 U.S.C.

&1415 (e) (3), protects students with special needs from being excluded from the classroom for more than ten school days for dangerous or disruptive conduct unless school officials obtain parental consent to the exclusion or, where the parent does not consent, secure judicial approval.

The statutory "stay-put" provision provides that where a party has initiated administrative or judicial proceedings under the EHA, during the pendency of the proceedings "the child shall remain in the then current educational placement" unless the school district and the parent or guardian of the child agree on a different placement. In addressing the issue of school official's authority to exclude special education students, the Supreme Court also established the following principles under the EHA:

1. Suspension or exclusion for more than ten days constitutes a change of placement. School officials may not change any student's special education placement without providing his or her parent or guardian the procedural safeguards provided by the EHA. Among other things, the EHA requires school officials to give the parent or guardian advance written notice of the suspension or exclusion and of the parent's right to challenge the action in administrative hearing or in court. If the parent requests a hearing, the "stay-put" provision applies.
2. The "stay-put" provision is unequivocal; school officials do not have a unilateral authority to exclude special education students from school. However, school officials may suspend a special education student for up to ten days if the student's presence "poses an immediate threat to the safety of others." School officials may not suspend a special education student for more than ten days unless they obtain a court order authorizing the exclusion based on proof that the student's continued presence in school presents a "substantial likelihood of injury" to the student or to others.

In deciding Honig, the U.S. Supreme Court ruled consistently with along line of federal court decisions which held that a long-term suspension or expulsion of a student with special needs from a public school constitutes a change of placement, which may be accomplished only through the team evaluation and placement process specified in the law.

STATE LAW AND REGULATIONS

With respect to removal of students with special needs from public school, Massachusetts General Laws Chapter 71B, section 3 states: No school committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the department (of education). No child who is so refused shall be denied an alternative form of education approved by the department.

To reconcile this and other provisions of state law with the EHA as interpreted by the U.S. Supreme Court in Honig, the Department of Education has developed procedures which protect students with special needs from suspensions of more than ten (10) cumulative days in a school year. Nothing in these procedures is intended to limit Section 331 of the Chapter 766 Regulations which provides for emergency evaluation and placement in "instances of dangerously assaultive or self-abusive behavior,. ." subject to parental consent.

PROCEDURES APPLICABLE WHEN SUSPENSIONS WILL ACCUMULATE TO MORE THAN TEN DAYS FN A SCHOOL YEAR

A. DEFINITION OF SUSPENSION

Suspension shall be defined as any action, which results in the removal of a student from the program, which is prescribed in his/her IEP. This includes in-school suspensions as well as any exclusion from transportation services, which prohibits the student's participation in his-her prescribed program.

B. GENERAL REQUIREMENTS

Each school committee and educational collaborative shall ensure that:

1. its Code of Conduct is on file with the Department of Education. The Code and all student handbooks must contain the specific procedures noted herein for the suspension of a student with special needs;
2. it has an appropriate procedure to notify the Administrator of Special Education or designee of the misconduct for which suspension of a student with special needs is proposed so that the required procedures under this policy can be implemented consistently;
3. the number and duration of suspensions of students with special needs is recorded and maintained by school officials; (Principal or Asst Principal).
4. the EBP of every student with special needs indicates whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it is written into the IEP; and
5. No student with special needs is suspended for more than ten cumulative days in the school year except as provided in this policy or court order.

C. INDIVIDUALIZED EDUCATIONAL PLAN REVIEW

When it is known that the suspension¹) of a student with special needs will accumulate to ten days in a school year, a review of the IEP, as provided in Section 333 or the Chapter 766 Regulations, will be held. Participants in the meeting shall include, but not be limited to, individuals who are trained in the area of the student's special needs. At that review, the review TEAM will determine whether the student's misconduct is related to the student's special needs, or results from an inappropriate special education program/placement or an D3P that was not fully implemented. Depending on the result of that determination, suspension may or may not be implemented as provided in paragraphs D and E.

If the student has demonstrated repeated instances of dangerously assaultive or self-abusive behavior, an emergency evaluation and placement may be made with parental approval pursuant to Section 331.0 of the Chapter 766 Regulations. No such evaluation and placement may be made without parental consent.

1 Wherever used in this policy, the term "school" shall include "educational collaborative."

D. CIRCUMSTANCES UNDER WHICH THE STUDENT MAY NOT BE SUSPENDED FOR MORE THAN TEN CUMULATIVE DAYS IN THE SCHOOL YEAR

1. If the TEAM concludes that the student's misconduct is related to the student's handicapping condition or results from an inappropriate special education program/placement or an IEP that was not fully implemented, the student may not be suspended. Instead, the student's EBP must be amended to reflect a new program designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate

IEP that was not fully implemented, all necessary steps must be taken by the school to ensure that the IEP is fully implemented.

2. If a new program is designed for the student as a result of the review, the new program must be implemented immediately following parental approval of the IEP. If the parent refuses consent to the IEP, the school committee or parent may request a hearing before the BSEA to determine the appropriateness of the program, pursuant to Section 401.0 of the Chapter 766 Regulations. Alternatively, the parties may seek mediation to resolve the dispute.

If a hearing is requested, during the pendency of the hearing, the student must remain in the last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed to by the school district and the student's parent or • guardian, or a court order permits the school district to change the student's placement based on proof that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

E. CIRCUMSTANCES UNDER WHICH SUSPENSION MAY BE IMPOSED

1. If the school wishes to impose a suspension which will result in more than ten days suspension in the school year and the TEAM concludes that the student's misconduct is not related to the student's special needs and is not the result of an inappropriate special education program/placement and that the current EBP was fully implemented, the school must:

- a. amend the student's IEP to provide for the delivery of special education services to the student during the period of suspension ("the alternative plan");
- b. secure the approval of the alternative plan by the Division of Special Education through the appropriate Regional Education Center.

Emergency Closings

[FILE: EBCD](#)

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as maybe possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the students:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make
4. the operation of schools difficult or dangerous.
5. Inability of teaching personnel to report for duty, which might result in inadequate
6. supervision of students.

The Superintendent will weigh these factors and take action to close the schools after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. The Superintendent is responsible for disseminating information about closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.:

M.G.L. 71:4; 71:4A

CROSS REF.:

[EBC, Emergency Plans](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Emergency Plans

[FILE: EBC](#)

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

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 emergency 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.

CROSS REF.:

[EBCD, Emergency Closings](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Equal Educational Opportunities

[FILE:JB](#)

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, color, sex, gender identity, religion, national origin, sexual orientation or 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 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, sex, gender identity, religion, national origin, homeless status, or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

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

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)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.:

[AC: Non-Discrimination](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

The Family Educational and Privacy Act (FERPA)

The Family Education and Privacy Act: Annual Notice & Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations [here](#).

- **The right to access the student's education records.** Parents or eligible students should submit their request for access to the school principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides [specific procedures](#) that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be found [here](#).
- **The right to request amendment of the student's education records.** Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- **The right to consent to disclosures of personally identifiable information contained in the student's education records,** except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Lexington Public Schools and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. The Lexington Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials, so long as the disclosure is for purposes related to the student’s enrollment or transfer.
- **As another exception, the Lexington Public Schools may release directory information without consent.** Directory information is information that is generally not considered

harmful or an invasion of privacy if released. The Lexington Public Schools has identified the following information as directory information:

- Student's name
- Degrees, honors, and awards received
- Participation in recognized LPS activities and sports
- Dates of attendance/enrollment
- Grade level and year of graduation
- Homeroom and/or middle school Team
- Most recent school attended
- Post-high school plans, including major field of study
- Parent/guardian name(s), primary email address and telephone number

If you do not want the Lexington Public Schools to disclose directory information without your prior written consent or you would like to change your media permissions, you must notify the District. You can do this through the Permissions and Consents workflow through the Aspen Family Portal. Absent receipt of an objection within the first two school weeks of the school year or student's start date, directory information will be released without further notice.

- **As required by law, the Lexington Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters.** *If you do not want the Lexington Public Schools to release any of the above information, you must notify the District. You can do this through the Permissions and Consents workflow through the Aspen Family Portal. Absent receipt of an objection within the first two school weeks of the school year or student's start date, this information will be released without further notice.*
- **The right to file a complaint concerning alleged failures by the Lexington Public Schools to comply with the regulations and laws governing student records.** Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Field Trips

[FILE: IJOA](#)

1) Definition and Purpose

- a) A field trip is defined as student travel away from school premises that is approved by the school district through established procedures for the purpose of curriculum-related study, co-curricular activities, or for interscholastic programs.
- b) Field trips are intended to provide students with the opportunity to expand their learning and benefit from experiences that are different from those typically available at school.

2) Types of Field Trips

- a) Curriculum-related: an experience that augments classroom learning to provide students the opportunity to gain additional insight, information or knowledge. Examples include, but are not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.
- b) Co-curricular: school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes. Examples include, but are not limited to, clubs, student organizations, or academic-related teams.
- c) Interscholastic: in-district or out-of-district events in which students participate as representatives of the Lexington Public Schools. Examples include, but are not limited to, athletics, cheerleading, and the performing arts.

3) Duration of Field Trips

- a) Day Trips
 - a one-way distance from the school that does not exceed 100 miles, and
 - overnight travel is not involved
- b) Long-distance and Overnight Trips
 - a one-way distance from the school that exceeds 100 miles, or
 - overnight travel is planned between the hours of midnight and six a.m., inclusive, or

- an overnight stay is planned, and
- the trip is within the United States

c) International Trips

- A multi-day program involving travel beyond the border of the United States

4) Field Trip Approval

a) Day Trips

- The building principal must approve all day trips.

b) Long-distance and Overnight Trips

- The Superintendent of Schools must approve all long-distance and overnight trips.
- Field trip proposals must be submitted by building administrators to the Superintendent or designee for review.

c) International Trips

- The Lexington School Committee must approve all trips beyond the borders of the United States.
- Field trip proposals must be submitted by building administrators to the Superintendent's office to obtain School Committee approval.
- Review by the Fieldtrip Review Subcommittee is required.

5) Guidelines and Considerations for Field Trip Approval

All field trip proposals, including day trips, long-distance/overnight and international trips, must address the following criteria:

a) *Inclusion and equity:*

- All eligible students should be given equitable opportunity and access to participate in scheduled field trips.
- All students in a particular grade level, program and/or course/class must be eligible to participate in all field trips, with the exception of:
 - (a) world language exchange programs that have caps due to hosting, chaperone or language capacity;

- (b) trips that require an application process; or
- (c) academic, co-curricular, and interscholastic teams
- For students unable to participate in trips, appropriate alternative experiences will be provided for them.

b) Cost and funding:

- Consideration should be given to minimize financial impact on individual students and families, including but not limited to, the cost per trip, multiple field trips for individual students, and availability of financial assistance.
- Every effort must be made to limit costs for all types of field trips. Efforts to provide auxiliary funding sources (e.g., fund raising) are encouraged, whenever possible.
- The district will facilitate attempts to provide field-trip financial assistance to those who qualify and require it. However, no student is guaranteed a full or partial scholarship for the purpose of attending any field trip.
- Detailed funding plans must be outlined.

c) Duration and frequency of trips:

- Travel plans should minimize the number of missed school days and lost learning time.
- Whenever possible, overnight trips should be scheduled during weekends or during school vacations to minimize lost classroom time.
- The number of trips per year for an individual student should not be excessive to the extent possible.

d) Justification and purpose:

- Goals, activities, and outcomes of trips must demonstrate a direct and meaningful connection to the curriculum, co-curricular activities, and/or interscholastic events/competitions. Field trips that do not demonstrate these connections cannot count toward meeting structured learning time requirements..
- Field trip adds significant value to learning that is not possible without the specific trip.

- A compelling explanation of why the goals of the trip cannot be otherwise achieved with a shorter, less distant, less costly trip must be given.

e) *Safety, health, and emergency provisions:*

- Destinations are deemed safe areas for travel.
- Health, safety, and emergency precautions are in place.

6) Approval Process for International Trips

- a) A Fieldtrip Review Subcommittee will be convened by the Superintendent for the purpose of hearing proposals for international field trips.
- b) As part of the pre-approval process, preliminary proposals for international trips must be submitted to the Subcommittee at least 15 months in advance of the proposed trip. This length of time is necessary to allow for discussion, planning, and revisions, as needed. Exceptions will be made for travel that could not be anticipated in advance, e.g., acceptance into a competition, awards, or recognition event.
- c) Once a proposal has been preliminarily reviewed by the Fieldtrip Review Subcommittee, it will be brought forth to the School Committee for discussion and feedback.
- d) Initial approval by the School Committee is required prior to informing students and families, and before engaging students in fundraising activities.
- e) Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements, and fundraising efforts.
- f) Final School Committee approval must occur no later than 3 months prior to the trip, or sooner if earlier commitments are necessary for travel logistics and/or fundraising efforts.

7) Chaperone Disclosures

As required by State Law, all chaperones that are municipal employees shall comply with the disclosure requirements established under the Conflict of Interest law and regulations of the Ethics Commission.

8) Cancellation/Exclusion from School Sponsored Trips

- a) The Superintendent has the authority to cancel any field trips up until the time of departure for any reason. In such an event, school officials will make a reasonable effort

to obtain a refund of monies paid by students and parents. However, such refunds are not guaranteed.

b) Behavioral norms and expectations should be clearly communicated with students and families prior to the field trip. In the event a student fails to meet expectations for appropriate conduct on a field trip, including but not limited to those set forth in the school's Code of Conduct, school staff may contact the student's parents or guardian, and staff shall have the discretion to send the student home. The student's parents or guardian shall be responsible for any additional expense incurred in such circumstances. Students may also be disciplined in accordance with the school's Code of Conduct.

9) Non-school Sponsored Trips

Teachers and other school staff are prohibited from soliciting students in school for privately run tours, trips, or events. They are expected to clearly state that such trips are not school-sponsored. The Lexington School Committee and the Lexington Public Schools do not sanction such activities and do not assume any responsibility.

10) Implementation

The Superintendent of Schools will develop appropriate procedures pursuant to this policy.

CROSS REF.:

[JJH](#), Student Travel

LEGAL REFS:

Massachusetts Department of Elementary and Secondary Education Regulations:

Student Learning Time [603 CMR 27.00](#)

REFERENCES:

MA State Ethics Commission: [Public School Teacher FAQ's on the Conflict of Interest Laws](#)

Fund Raising/Contributions

[FILE: KCD](#)

The school system is responsible for providing essential items that are standard use for school buildings, including playgrounds, technology, copiers, furniture and equipment. Fundraising for items that are standard use for school buildings and grounds, or that provide financial resources for the purpose of hiring building staff and/or changing established curricula, is beyond the scope of responsibility for parent and community organizations or members of the community at large.

Parent and community organizations serve a valuable role in helping to enhance and enrich opportunities for students. Through a collaborative partnership, parent and community organizations should work together with building and/or district administrators to identify appropriate use of funds that aim to support enrichment objectives and the district's strategic plan and goals. Acceptable funding activities may include, but are not limited to, the following categories: access to the Arts; before- and after-school clubs and enrichment activities; field trips; guest speakers; school dances and social events; student financial assistance; summer professional development; and technological or other innovations.

All gifts valued over \$500.00 must be approved by the School Committee. When possible, groups are encouraged to seek approval in advance of raising funds and/or procuring items or services. The building administrator or designee is responsible for submitting a request for School Committee approval. Gifts given through district-wide collaborations between an organization and LPS may be approved collectively. In choosing to accept any gift, the School Committee will consider implications for the district, including but not limited to: equity, liability, maintenance, operational and replacement costs. Any purchase or gift is the property of the school department and not the employee.

Students should not be expected to fundraise to the detriment of other obligations such as homework, after-school activities, and jobs. Students should not be assigned individual fundraising targets. Door-to-door solicitation is strongly discouraged at elementary and middle school levels, and group fundraising activities are preferred.

CROSS REF.: [JJE, Student Fund-Raising Activities](#)

LEGAL REF.: [M.G.L. 71:37A](#)

Homework Policy (PreKindergarten - Grade 12)

[FILE: IKB](#)

Section 1: Definition and Purpose of Homework

Definition: Homework is work assigned by educators and completed by students outside of classroom time that is in service to their learning. It should reinforce, supplement, and/or extend learning in ways that help enrich our students' school experience.

Homework is not required at any grade level, but when it is assigned, educators should be able to demonstrate to students, supervisors, and evaluators that the homework they create is:

- *Meaningful* and *valuable* to the learning goals of the curriculum
- *Necessary* and *relevant* to classroom learning and/or real-life experiences
- *Manageable* for students to complete with reasonable time and effort (with consideration given to homework assigned in other subject areas)
- *Developmentally appropriate* for students in terms of time, scope, and expectations

Purpose: The purpose of homework may vary according to curricular needs, as determined by the educator. It can be used to: reinforce concepts or skills, prepare for classroom work and discussion, initiate thinking about new ideas, practice skills or apply principles in novel situations, promote critical thinking, encourage reading, develop communication, foster independence, inform instructional practices, and accommodate students with specific learning needs. Homework often provides students with the opportunity to benefit from constructive feedback from educators; therefore, feedback should be timely and meaningful.

Section 2: Elementary (PreK - Grade 5) Specific Expectations

The primary homework for all PreKindergarten to Grade 5 students is the reading of self-selected texts. No additional homework is required; however, on occasion, educators may elect to assign at-home work or projects that augment or enhance the in-class curriculum. When they assign homework in addition to reading, educators are expected to demonstrate that these assignments reflect the definition and purpose outlined above.

To facilitate students' transition from elementary school into middle school, educators may work together to develop strategies for gradual introduction of limited amounts of homework in Grade 5. Working in grade level teams, educators are encouraged to take a thoughtful approach in preparing students for what to expect when they transition into middle school.

As needed, teachers-working in conjunction with colleagues and/or grade level teams-may provide short-term, essential, targeted, at-home assignments for individual students in situations where educators determine that the student would benefit from additional reinforcement or supplemental learning.

No student shall be assigned homework to be completed on a weekend or during school vacations.

Section 3: Middle School and High School (Grades 6 - 12) Specific Expectations

In addition to the definition and purpose outlined above, all Lexington middle and high school educators must adhere to the following requirements:

1. No student shall be assigned homework to be completed on the days designated on the approved "No Homework Calendar, Grades 6 - 12."
2. Homework shall not be assigned to be completed during school vacations that occur within the academic year.
3. Following an excused absence, a student shall be allowed a reasonable amount of time to submit homework missed due to the absence(s).
4. Teachers shall be proactive in their acknowledgment of religious and cultural holidays and of the potential for conflict with homework assigned to be completed over these holidays. Teachers must accommodate all student requests for observance of religious and cultural holidays with regard to homework.

The Superintendent or designee shall ensure that an effective homework plan consistent with School Committee Policy IKB is implemented at each school site.

Lexington Public Schools

Life Threatening Allergies

[FILE: JLCEA](#)

The Lexington Public Schools (LPS) will maintain a system-wide response plan to address life-threatening allergic reactions. Parents/guardians, primary care physicians and/or allergists are encouraged to provide recommendations in writing to the appropriate building principal regarding the content of an Individual Health Care Plan (IHCP) for any student who has a life threatening allergy.

I. Implementation of the Life Threatening Allergy Policy

The Lexington Public Schools (LPS) will:

- A. Provide life-threatening allergy awareness education and EpiPen training for all LPS employees based on Department of Public Health and Department of Elementary and Secondary Education recommendations.
- B. The use of food for curriculum instruction or special luncheons during the school day will be restricted to approval by the principal and school nurse. The use of food as a reward in any classroom will be eliminated, unless otherwise specified in an Individualized Education Plan (IEP) or 504. All schools will require that any parties and celebrations during the school day are food free.
- C. The principal or designee in each school will implement a "No Food or Utensil Sharing" practice, with particular focus at the elementary school level.
- D. If necessary, each elementary school will provide peanut free/tree-nut free tables in the cafeteria. Reasonable efforts will be made for such tables to become "free" of other allergens as deemed needed for an individual student through documentation from the student's primary care physician or board certified allergist. At the middle and high schools accommodations will be made as needed.
- E. No bake sales will be permitted at elementary or middle schools during the school day. Bake sales conducted outside the school day are limited to those at which only adults are allowed to purchase products. At the high school level, the sale of food products as a fundraiser will be at the discretion of the principal. LPS staff is not responsible for implementing the Life Threatening Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on LPS property that are sponsored by various staff, parent, community, or private groups. School nurses are not available after school hours.
- F. At the elementary school level, when a student's medical need to be in an LTA-safe environment is clearly documented by a board certified allergist, and clear directions from the allergist are provided, LPS will make reasonable efforts to create LTA-safe classrooms for the student. LPS reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if it will authorize its implementation.
- G. Each school's Incident Management Plan will include how to respond to a life-threatening allergic reaction. This plan will be reviewed annually by each building principal and will be part of all LTA and EpiPen administration training.

H. Because of the confidentiality of medical records, a student's parent/guardian has the Responsibility for notifying school bus drivers directly of any life threatening allergies of which the bus driver should be aware.

I. For any event outside of the regular school day which is neither sponsored by LPS nor part of the LPS curriculum, the sponsor of such event is responsible for assuring that appropriate provisions concerning LTA's of participants are in place.

II. Employee/Contractor Training and Education

A. Life-threatening allergy (LTA) awareness training will be required of all teachers, aides, tutors, secretaries and student teachers in the school system.

B. The custodial staff either will be included in staff LTA-awareness training or will be offered informational sessions on life-threatening allergies by the building principal.

C. All substitute teachers contracted by the LPS will receive LTA-awareness training, following the LPS curriculum. No substitute will be employed in the system who has not received this training. The Director of Human Resources will be responsible for ensuring that personnel who provide contracted services to LPS students and substitute teachers are provided LTA awareness training.

D. Food-service personnel contracted by LPS will be given building-based LTA-awareness training annually.

E. The LPS Business Office will offer to bus drivers the opportunity for LTA-awareness training annually, and will as part of the specifications with the bus contractor, require their participation.

F. Principals or their designees will be responsible to schedule LTA-awareness training in their schools and to ensure that all employees are trained.

RESOURCES:

MA Department of Public Health: 105 CMR 210.100

Sicherer MD, Scott, et al. "Prevalence of peanut and tree nut allergy in the United States... A 5 year follow-up study" (December 2003). Journal of Allergy and Clinical Immunology..

"Report on EpiPen Administration in Schools." (2009). Boston, MA: Massachusetts Department of Public Health School Health Unit.

"Managing Life-Threatening Food Allergies in Schools" Massachusetts Department of Education (2002). Sheetz, A. H. & Goodman, I. F. (Eds.). (2007). The Comprehensive School Health Manual. Boston, MA: Massachusetts Department of Public Health.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Medication Policy

[FILE: JLCD](#)

1. The Lexington Public Schools (LPS) follows regulations under the Massachusetts Department of Public Health 105 CMR 210.000: THE ADMINISTRATION OF PRESCRIPTION MEDICATIONS IN PUBLIC AND PRIVATE SCHOOLS and the Massachusetts Department Board of Registration of Nursing regulations. The LPS physician and the LPS nurse leader shall supervise the medication administration program and develop and oversee procedures to administer such a program. Nursing staff shall establish a record-keeping program for each student requiring medication.
2. The school nurse shall develop with parents/guardians a medication administration plan for each student requiring such medication administration. Provision for medication administration during field trips and other short-term special school events shall be a part of the plan. Nurses will not delegate medication administration for out-of-state field trips. Epinephrine is administered only in accordance with a written medication administration plan developed by the school nurse and updated annually.
3. A student may be responsible for self-administration of his or her own medication upon meeting certain requirements established by procedures in (1).
4. Alternative therapies such as homeopathic, herbal, and nutritional supplements will only be administered when there is a written order from a Massachusetts licensed prescriber who is caring for the student. The school nurse may not administer any type of regimen if it is not approved by the FDA, in accordance with the Nurse Practice Act and 105 CMR 210.000.
5. Medication errors - Failure to administer medication according to the prescribed order will be reported to the parent and the LPS nurse leader as procedure established in (1).
6. The Superintendent shall maintain an Administrative Directive for Medication Procedures.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Mission/Vision Statement

[FILE: AD](#)

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents/guardians, and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

Guiding Principles:

We believe that all students can learn at high levels. This is achieved by:

- Promoting a mindset that intelligence is not fixed and can continuously be developed
- Providing all students with necessary and timely appropriate interventions and extensions to advance their learning
- Developing each student's unique gifts
- Nurturing physical, social, and emotional well-being
- Expanding learning through diversity
- Engaging students in relevant, experiential, and personalized learning
- Cultivating creative problem solving, critical thinking, and innovation
- Promoting integrity, civility, and global citizenship
- Creating an environment in which the community and schools are partners
- Fostering a culture of open communication, trust, and shared responsibility
- Empowering all staff to be collaborative educators, learners, and leaders
- Providing inspiring professional learning for all

Lexington Public Schools, Lexington, MA

Adopted by Lexington School Committee: July 2015

Parental Notification Relative to Sex Education

[FILE: IHAMA](#)

In accordance with General Laws Chapter 71, Section 32A, the Lexington School Committee has adopted this policy on the rights of parents and guardians of students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

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

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

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

Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

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

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

REF.:
Dept. of Elementary and Secondary Education

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

Policy on Non-Resident Students

[File JFAB](#)

The public schools of Lexington are open to those students who qualify as residents under the laws of the State of Massachusetts. Children who “reside in the town” are considered legal residents of Lexington and are eligible to attend the Lexington Public Schools.

“Residence” is a place where a person actually lives, and requires both intent to make the residence the student’s home and the student’s presence in that location. The Superintendent/designee will make the initial determination of whether a child is entitled to register in the Lexington Public Schools. If it is determined that the child is not eligible to enroll in the Lexington Public Schools, the parent or guardian may appeal to the Superintendent. If the Superintendent determines that the child is not eligible, the parent or guardian may appeal to the School Committee.

The School Committee authorizes the Superintendent (or designee administrator) to investigate residency concerns, and to hold hearings with students and parents believed to be non-residents.

Temporary residence in the Town of Lexington solely for the purpose of attending the Lexington Public Schools is not considered “residence” for admission to the Lexington Public Schools

In determining residency, the Lexington School Committee, through the Superintendent (or designee), reserves the right to require the production of a variety of records and documentation to determine whether or not a student actually resides in Lexington.

If, after a hearing, a student is found to be in violation of the residency policy, he or she may be dismissed immediately from the Lexington Public Schools. Lexington reserves the right to seek full tuition from the parent(s), guardian(s), or responsible adult for the full academic year(s). LPS may also seek additional funding, such as legal fees incurred to enforce or defend this policy, and may withhold certain scholarships and awards as permitted by law.

When a new student registers for school and lives with anyone other than a parent or guardian, the school department must receive proof of child’s residency in Lexington. Staff will ensure that all forms and regulations are fully executed and conform to this policy.

Except as provided by school committee policy or by law, the Lexington Public Schools is not required to enroll a child who does not actually reside in the town. Any person who violates or assists in the violation of this policy may be required to remit full restitution to the town. The School Committee may waive part or all restitution upon the recommendation of the Superintendent of Schools.

The Lexington Public Schools administrative staff is authorized to require evidence of residence prior to enrolling a child. The Superintendent is authorized to determine what evidence will be required to establish residency.

The following provisions apply with respect to residency:

1. **Child in temporary residence with other than his/her parent or guardian.** If a child temporarily resides in Lexington, apart from the legal residence of his/her parent or guardian for the special purpose of attending school, the student may enroll, subject to (a) the authorization of the Superintendent and (b) payment of tuition by the student's parent or guardian for the period of the student's attendance. All tuition must be paid prior to the first day of attendance.
2. **Homeless Students.** The Lexington Public Schools adheres to the federal McKinney- Vento Homeless Assistance Act and related state provisions in permitting or continuing the enrollment of students identified as homeless under the provision of the Act.
3. **Metropolitan Council for Educational Opportunity (METCO).** The Lexington Public Schools adheres to the provisions of Mass. Gen. Laws ch. 76, §12A (METCO) in enrolling non- resident students under the METCO program.
4. **Agreement with another School Committee.** When space permits, the Superintendent may make arrangements with a neighboring community for a student from another community to attend school in Lexington in the following circumstances:
 - a) The student requires special education pursuant to M.G.L. c. 71B and/or related federal laws;
 - b) A student moves from Lexington within the last three months of the school year and requests permission to complete the year in Lexington; or
 - c) A student is admitted to Lexington pursuant to an agreement with the school committee in the community in which the student resides.

Such arrangements are contingent upon:

- (a) the availability of space as determined by the Superintendent of Schools;
- (b) the respective school committees reaching mutually agreeable terms for such attendance;
- (c) the payment of tuition, unless tuition is waived.

5. In addition, if a student has attended Lexington High School for more than 2 years and the student's parent or legal guardian moves away from Lexington after the conclusion of the student's junior year in high school, the Superintendent has discretion to permit the child to attend for the full senior year.

LEGAL REFS.: MGL 76:5, 76:6, 76:12, 76:12A

Cultural Exchange Act of 1961, 22 U.S.C. 2451 & 22 CFR Part 62

McKinney Vento Homeless Assistance Act, 42 U.S.C. 11431, et. seq.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Amended December 20, 2016

School Cancellation

[FILE: EBCE](#)

It is the general policy of the Lexington School Committee that schools shall be kept open in accordance with the established school calendar. The Superintendent shall, however, have the authority to close any school or schools whenever conditions in his/her judgment are such as to endanger the health and/or welfare of the pupils.

In case of inclement weather, the Superintendent shall exercise his/her best judgment as to whether or not the schools shall be kept open. The Superintendent will consider a delayed opening as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to the staff in the same manner as a no-school announcement.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

School Councils Policy

[FILE: BDFA](#)

This policy implements the provisions of Chapter 71 of the Acts of 1993, Section 53, which requires the establishment of site-based school councils (SBSC) in all of the public schools in the Commonwealth of Massachusetts.

The purpose of school councils are to:

1. assist the principal in adopting educational goals for the schools
2. assist principals in the identification of the educational needs of the students
3. assist principals in the review of the annual school budget, and
4. assist principals in the formulation of a school improvement plan.

The committee believes that parents, teachers, high school students and other members of the community working collaboratively to assist the Principal will enhance the education of all the children in Lexington.

SBSC play a leadership role in creating a climate in the schools in which faculty, parents, administrators, students, and other members of the community participants, working together, share responsibility for school improvement, student learning, social and emotional well-being of students, increased satisfaction among professional educators and greater commitment to, and involvement with, parents and the broader community.

SBSC foster collaboration at the local school level, and also have a responsibility to work with the system-wide District Improvement Plan and District Goals to provide a common direction for all the students in Lexington, regardless of which school they attend.

Principals should provide all SBSC members with an updated copy of the Lexington Mission/Vision Policy, District Goals, and School

Committee Goals, to ensure that all participants are aware of current system-wide priorities.

Membership

Each school council will be composed of:

1. School Principal and a parent shall serve as co-chairs.
2. A number of teachers elected by the professional staff of the school.
3. A number of parents elected from a process identified by the SBSC in consultation with the Principal.
4. A number of non-parent community members recruited by the principal with informal assistance from the Lexington Town Meeting Members Association (TMMA).
5. A number of support staff, including custodians, secretaries and aides.
6. At the high school level, at least one student elected by the student council.

7. The number of parents shall equal the number of teachers plus the Principal.

Elections

SBSC elections shall be held in May and terms shall run from June to June. At the meeting following the annual elections, SBSC members shall elect one parent representative to serve as co-chair with the principal.

The selection/election of parents, staff, students and other community members should produce a council that is broadly representative of the racial and ethnic diversity of the school building and the community. As the outcome of elections cannot be controlled, every effort should be made by all participants to encourage a wide range of school community members to become involved with SBSCs.

SBSC meetings are subject to the Open Meeting Law. Every meeting is open to the public and people are encouraged to attend meetings whether they are elected as voting members or not. Attending meetings is an instructive way to learn more about the work of school council and may encourage people to later run for an elected position.

Meeting Procedures

1. Meetings will be held outside of school hours.
2. All meetings must be conducted according to the requirements of the Open Meeting Law.
3. Agendas shall be prepared by the co-chairs and provided to the Lexington Town Clerk in order to meet the requirements of the Open Meeting Law. Members should submit items for inclusion on the agenda to either co-chair.
4. Each agenda will be provided to the school council members prior to the meeting in a timely manner.
5. The Superintendent, any member of the staff, any parent, any student, or any member of the council who wishes to have an item included on the agenda may request its inclusion to the Principal no later than three days prior to the meeting. Any item of interest may be placed on the council's agenda, and the council will decide whether individual items will actually be discussed.
6. All meetings will be conducted in accordance with the prepared agenda.
7. Decisions should only be reached on agenda items; other issues may be brought up for discussion, but decisions should not be reached on them until they are properly posted on a future agenda to provide the public with notice.
8. Minutes of each meeting should be formally approved at the subsequent meeting and properly submitted to the Town Clerk's office so they can be archived and accessed by the public. In addition, informal minutes or updates should be made promptly available to the school community in order to keep the school community updated on the school council's work.
9. Official records for each school council meeting will also be kept at the school.

Operating Procedures

It is expected that school councils will meet monthly to monitor their current School Improvement Plan, remain informed about school issues, and develop working understanding of the strengths and challenges of the school so they are well-prepared to assist the principal in preparing the next School Improvement Plan.

It is expected that SBSC will operate by consensus. Lack of agreement will be viewed as a signal that the best option may not yet have been developed and put forth. If the council cannot reach an agreement by consensus, and a majority decision needs to be reached, the decision of the council will require a majority vote.

In the event that a council reaches a deadlock on some important issue or repeatedly fails to reach consensus on issues, any three (3) members may request that the Superintendent designate a mediator to help improve the council's process. In the event that mediation is requested, the Superintendent may seek a mediator from among the members of another council. All members of a council are obligated to cooperate in good faith with any such mediation.

All agendas and minutes for any one school will be posted on that school's website. The Superintendent shall receive agendas and minutes of all SBSC meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

School Improvement Plans / Educational Goals

The principals, in consultation with SBSC, shall adopt educational goals for the schools and shall formulate a school improvement plan to advance such goals. Each school's educational goals must include the student performance standards adopted by the Department of Elementary and Secondary Education and, consistent with any educational policies established for the district, shall assess the needs of the school in light of these goals. The school improvement plan shall be consistent with the system-wide goals, core values and mission statement.

The plan shall identify ways to:

1. meet the diverse learning needs of children
2. establish a welcoming school environment characterized by respect for all groups
3. provide professional development for the school community (staff and families)
4. allocate resources to enhance family engagement in the life of the school
5. promote safety
6. support extra-curricular activities
7. and such further subjects as the Principal, in consultation with the school council, shall consider appropriate.

Each school improvement plan shall be submitted to the School Committee for review and approval every year. If the school improvement plan is not reviewed by the School Committee within thirty days, the plan shall be deemed to have been approved.

Training

The School Committee will include in its annual budget a plan to train members of the SBSC. Training will be arranged by the School Committee, and the School Committee will solicit feedback from school council training participants to ensure that training provides a constructive and supportive environment.

Site-Based School Council (SBSC) Roundtable

The School Committee will assign one or two liaisons to a system-wide SBSC Roundtable. The Roundtable will be comprised of a representative from each school and will meet monthly from September – June. The School Committee liaisons and Roundtable participants will collaborate to promote training for new SBSC members and to provide professional learning for all SBSC members so they are well-informed about current District Goals and well prepared to assist principals at the school level.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

School Volunteers

[FILE: IJOC](#)

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, citizens, and other community volunteers are recognized as important sources of support and expertise that enhance instructional programming and serve as vital communication links with the community. Any volunteer program will be coordinated in cooperation with building administrators.

It is a privilege, not a right, to volunteer. All volunteers will comply with the following:

- Volunteers are present to serve all students.
- Volunteers shall abide by confidentiality principles and will not repeat information about students.
- Volunteers work under the supervision and authority of staff members.
- Staff members alone are responsible for managing a class and students.
- At no time will a volunteer engage in any form of discipline.
- Volunteers who observe and learn of anything that concerns them regarding a student-school matter will bring these concerns to the attention of the classroom teacher or school principal in a timely fashion.
- Volunteers will comply with CORI registration as well as school building sign-in, safety, and other required procedures.

CROSS REF.:

[ADDA, Background Checks](#)

Lexington Public Schools, Lexington MA
Adopted by Lexington School Committee: July 2015

CORI Checks

M.G.L. c. 71, § 38R requires all schools in Massachusetts to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students and those who may have direct and unmonitored contact with children. The CORI law requires a school or district to notify all persons for whom a CORI is requested that such information is being or may be obtained. Prospective employees and volunteers are required to complete and sign a CORI Request Form which is available through the Administrative Assistant at each of our six elementary schools. The Request Form is used to document that we have provided you with notice that a CORI is being conducted and to verify your identity through a government issued form of photographic identification (usually a driver's license). If you have any questions concerning the CORI process please contact the Director of Human Resources.

Standards for the Acceptable Use of Technology

[FILE: IJNDB](#)

1.0 Purpose and Acceptable Use

1.1 The Lexington Public School (LPS) district provides and maintains sophisticated computer systems and network resources to support the delivery of education and the administration of the district's operation. The computer systems and network resources include desktop workstations, laptops, handheld computer devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the Internet, all of which are referred to hereinafter as "computing systems." This policy and guidelines apply to all users of LPS computing systems including students, staff, and, where applicable, guests and adult learners.

1.2 The policy defines the educational and administrative purpose of using computers in the Lexington Public Schools and applies to all LPS staff.

1.3 The technology mission of the LPS is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management. The Lexington Public Schools fulfills this mission by offering an institutional network between the schools, as well as internet access to staff and students. Our goal in providing this service to staff and students is to promote the educational excellence by facilitating resource sharing, innovation, and communication.

1.4 LPS permits its staff to use the LPS computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.

1.5 This policy describes acceptable and unacceptable uses of LPS computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the Building Principal or the Superintendent.

2.0 Roles

2.1 The **Director of Educational Technology** (or designee of the Superintendent) will oversee and approve the programmatic direction, selection, and distribution of technology services and tools to support the overall goals of the district.

2.2 The **Director of Technology** (or designee of the Superintendent), working with the technology staff, will oversee access to all network and computer systems and will establish processes for setting

up. user access protocols, accounts, authorization of installation of all software and hardware architectures, required disk quota and usage on the system, backup, retention and archive schedules, virus protection, infrastructure configuration, security, web content filtering and other necessary activities to support the educational goals of LPS.

2.3 Principals (or designee of the Building Principal) will serve as the building coordinator for all computing systems and network related activities. The building coordinator, in partnership with the Director of Educational Technology and the Director of Technology and applicable curriculum leaders, will coordinate building level technology activities. Together they will ensure that staff receives training in the use of all systems and this policy. They will establish a system to ensure that students using any computing resources receive appropriate supervision and understand how to use all systems responsibly.

2.4 Teachers, when using the Internet for instruction, are responsible for selecting materials that are relevant to curriculum objectives and are appropriate for students. Teachers are responsible for previewing all sites and resources to determine appropriateness to the classroom. Teachers also are responsible for modeling effective and appropriate use of technology and will assist students in developing skills to ascertain the reliability of information, distinguishing bias and quality of information as it relates to their research.

2.5 LPS will develop a coordinated web presence to provide information about the district. LPS will develop and inform parents of expected channels of communication.

3.0 Access to the System and Resources

3.1 Staff. LPS will provide this policy to new staff at the time of hire. Any staff member who signs the computing systems access agreement will have access, with the permission of his/her supervisor, to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, LPS servers for secure file storage, and all resources and tools found on the internet/world wide web. Resources may change as technology develops; these, too, however, will fall within the purview of this policy. Building Principals (or designee) will ensure that computing systems access agreements are signed and maintained.

3.2 Students. Students will have appropriate access to the Internet and LPS network through the schools' computers.

3.3 Other Users. Guest accounts may be established for, for example, temporary staff (e.g. long term substitutes, service vendors, interns, student teachers, community education instructors). A guest's access may be limited.

4.0 Disclaimer

4.1 LPS makes no warranties of any kind, either express or implied, that services provided through its computing systems will be the accuracy or quality of the information obtained through the system. Users of LPS's computing systems assume full responsibility for their use of the system including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

5.0 Ownership/Privacy

5.1 The LPS computing systems are the property of the LPS. As such, a user's activities and files are subject to inspection by the administration at any time. LPS has the right to monitor and log any and all aspects of its computing systems including, but not limited to, monitoring Internet usage, filedownloads, and all communications.

5.2 Users should not have an expectation of privacy regarding any use of the LPS computing systems.

5.3 E-mail that is created or received by a public school employee is a matter of public record and may be subject to public production in accordance with the Massachusetts public records law.

6.0 Unacceptable Uses

6.1 LPS computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fund raising or advocacy for any non-school organization or group.

6.2 LPS computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, the computing systems cannot be used as a public access service or a public forum. As such the district reserves the right to place reasonable restrictions on the materials users can access or post through the LPS computing systems.

6.3 Users may not use the LPS computing systems to obtain or share information about staff, students or families for any non-school purpose.

6.4 Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for Internet materials, users must obtain permission to use material from the copyright holder.

6.5 Users shall not attempt to gain unauthorized access to files or accounts using LPS computing systems or networks.

6.6 Users shall not vandalize the LPS computing systems by, for example, causing physical damage, reconfiguring the computer system, attempting to degrade or disrupt the computing systems, or destroying data by spreading computer viruses or by any other means. Anyone who vandalizes the LPS computing systems may be responsible for the costs associated with hardware, software and/or system restoration. This covers equipment, materials, software and/or data.

6.7 Users shall not pretend to be someone else when sending or receiving electronic communications.

6.8 Use of another person's password or account is strictly prohibited.

6.9 It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.

6.10 Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.

6.11 Users shall not download or install any commercial software, shareware, freeware or similar types of materials on the LPS computing systems without prior approval and authorization from the technology department.

7.0 Internet Safety

7.1 Use of the Internet has potential dangers. Users are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website (www.mass.gov; search "attorney general" to find website for Office of the Attorney General, where you will find "Cyber Crimes and Internet Safety" under "Community Safety" heading).

7.2 All users are granted individual accounts and agree to keep passwords secure. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to the Building Principal.

7.3 Users will refrain from revealing private information (e.g. addresses, phone numbers) in any school-related electronic communications including email, web, or other network tools.

7.4 When accessing schools resources and data from any systems (including outside the LPS network), staff will use due caution to protect the privacy and integrity of student data.

8.0 Data and Control

8.1 LPS has the right to re-image any computer as necessary.

8.2 LPS is responsible for the provision, installation and maintenance of all software and maintaining proper licensure.

8.3 No personal data or files should be stored on the local machine, which is the property of LPS.

8.4 The school district provides all users with network accounts and storage. It is the users' responsibility to insure that all files and data are stored on the network servers. The District conducts regularly scheduled backups to prevent against loss or corruption. However, the school district cannot guarantee that all information can be recovered in the event of a catastrophic failure.

8.5 The district maintains a disaster recovery plan to insure against loss of data and or services.

8.6 Responsibility for backing up any handheld or mobile device issued to a school district user falls upon the user. The District is not responsible for providing backups for these devices.

9.0 Hardware/Software

9.1 Any and all equipment issued by LPS for use by any user must be treated with due care. We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to the Building Principal and the Director of Technology.

9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop computers, netbooks, iPod, projectors, digital cameras, handheld devices, etc.) that are to be taken off the building premises may be checked out of the library (with standard lending agreements in place) or loaned from the building or district office when (and only when) there is a signed agreement in place which specifies responsibilities and care for the device

9.3 Any and all issues or problems related to any hardware, software, system or network must be reported to the technology department using the LPS reporting system.

9.4 LPS does not support equipment brought in from the outside by any user.

9.5 A user who wishes to use outside equipment (i.e. equipment not owned or provided by LPS) on school premises must complete an application form before bringing such outside equipment onto school premises. In addition, the Director of Technology must give advance written permission before any outside equipment is used on school premises. Student users also must obtain advance written permission from their Building Principal and parent/guardian.

9.6 Users understand that the district accepts no liability or responsibility for outside equipment brought into the system.

9.7 The District reserves the right to confiscate or disable any outside equipment that interferes with the operation of the network, systems, or provided services.

9.8 LPS is not responsible under any circumstances for damage to, or loss of, equipment brought in from the outside.

10.0 Violations

10.1 Access to LPS's computing systems is a privilege not a right LPS reserves the right to deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.

10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted using LPS's computing systems. LPS also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the LPS computing system.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Conduct

[FILE:JK](#)

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with the 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.

Each school within the District shall also develop and publish its own specific rules for its students that are an extension of the District policies. The implementation of those rules is the responsibility of the Principal and the professional staff of the building.

Students violating any of the policies on student conduct will be subject to disciplinary action. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered in accordance with the Code of Conduct with fairness and shall relate to the individual needs and the individual circumstances. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Ideally, most of the situations which require disciplinary action will be resolved within the confines of the classroom or as they occur by reasonable verbal communication, and/or by teacher conferences with the student and/or parents or guardians. Some situations, however, may require additional disciplinary action.

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.

LEGAL REF.:

M.G.L. 71:37H; 71:37H 1/2; 71:37H 3/4; 71:37L; 76:16; 76:17 603 CMR 53.00

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Conduct on School Buses

[FILE: EEAEC](#) (ALSO [JICC](#))

The Lexington Public Schools and its staff share with students and parents the responsibility for student safety during transportation to and from school. 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 occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians 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 procedures published in the student handbooks.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Discipline

[File: JIC](#)

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They are expected to respect constituted authority and to conform to school rules and those provisions of law that apply to their conduct.

Each Student Handbook shall include prohibited conduct and procedures to ensure due process when discipline is contemplated with respect to violation of the school rules or applicable law. Administrators shall adhere to the due process procedures in accordance with Massachusetts General Laws and procedures providing for due process. Student Handbooks will be made available to students and parents electronically. Original printed copies will be made available in each school principal's office and the Superintendent's office.

In every case of student misconduct, the administrator shall consider ways to re-engage the student in learning and, when appropriate, avoid using short and long-term suspension from school as a consequence. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

The administrator may, as a disciplinary measure, remove a student from privileges, such as internet privileges, extracurricular activities, and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to due process procedures, unless explicitly provided for in Student Handbooks and/or rules of the Massachusetts Interscholastic Athletic Association (MIAA). Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, 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 make academic progress toward meeting state and local requirements, through a school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on and provided in a manner consistent with the academic standards and curriculum frameworks established for all students under the law.

Reporting

The school district shall collect and annually report data to the Department of Elementary and Secondary Education ("DESE") regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socio-economic status, disability, and English language learner status in accordance with state laws and regulations.

Students with Special Needs

The Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 provide eligible students with certain procedural rights and protections in the context of student discipline. When disciplining eligible students, administrators shall adhere to the procedural rights and protections in accordance with federal and state laws and regulations.

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H3/4](#); [76:17](#); 603 CMR [53.00](#)

Student Progress Reports to Parents/Guardians

[FILE: IK](#)

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents will be notified in a timely fashion when a student's performance requires special notification.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Records

[FILE: JRA](#)

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10; 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also

Mass Dept. of Elementary and Secondary Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995

CROSS REF:

[KDB: Public's Right to Know](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Students Records

[FILE: JRA-R](#)

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The evaluation team which evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

1. authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
2. administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
3. school nurses who inspect the student health record.

Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

1. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the

parents or eligible student from exercising their right, under federal law, to inspect and review the records.

2. Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
3. The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
4. The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third parties shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

1. A school may release the following directory information: student's name, degrees, honors, and awards received, participation in recognized Lexington Public Schools activities and sports, dates of attendance/enrollment, grade level and year of graduation, homeroom and/or middle school team, most recent school attended, post-high school plans, and including major field of study, parent/guardian name(s), primary email address and telephone number without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
2. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
3. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

4. Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
5. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c.71, section 37L and M.G.L. c. 119, section 51A.
6. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
7. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
8. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) 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 CMR 23.07 (5)(a).

(e) 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.

(f) Upon receipt of a court order that 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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002

603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF:

[KDB: Public's Right to Know](#)

Student Rights and Responsibilities

[FILE: JI](#)

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 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 with respect to the student's school records.

It is the School Committee's belief that 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.

LEGAL REFS.:

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

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Student Transportation Policies

[FILE: EEA](#)

1. School children in grades K-6 shall be transported without charge if they live two miles or more from the school to which they are assigned according to the current school assignment map.
2. School children in grades K-6 students who live two miles or less from the school associated with their assignment area and all students in Grades 7-12 will not be transported at Town expense.
3. Students who are not entitled to transportation between home and school free of charge may purchase a pass to ride the bus for the school year in accordance with rates approved by the Lexington School Committee, on a space available basis.
 - a. Lexington families who purchase passes after the designated registration period will be subject to availability of space on existing routes at existing stops.
 - b. Procedures for requesting a waiver of the bus fee for financial reasons shall be made available to all interested persons.
 - c. When a special transfer is granted under policy [JCAC](#): Student Transfer, school bus transportation will not be provided for students attending schools outside their school assignment area, unless they can be accommodated on existing bus routes and schedules, or unless a student's educational needs qualify them for special education transportation.
4. Distances will be measured from the sidewalk or public way in front of or nearest to the homeowner's property, to the closest entrance door of the school to the homeowner's property.
5. The responsibility of escorting children across the street when sidewalks are only on one side and/or where the bus stop is on the opposite side of the street shall rest with the parents of the child involved.
6. The procedure for handling behavior problems, including bad language, on school buses shall be published in each student handbook.

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#), [B](#) and [C](#); [71:37D](#); [71:48A](#); [71:68](#); [71:71A](#); [71B:4](#); [71B:5](#); [71B:8](#); [74:8A](#); [76:1](#); [76:12Bj](#); [76:14](#)

Tobacco Use by Students Prohibited

[FILE: JICG](#)

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

LEGAL REF:

M.G.L 71:37H

CROSS REF.:

[ADC: Smoking on School Premises Prohibited](#)

[GBED: Tobacco Use on School Property by Staff Members](#)

Lexington Public Schools, Lexington MA

Adopted by Lexington School Committee: July 2015

Procedures and Guidelines

Conduct and Discipline

Procedures and Guidelines

The Lexington Public Schools strive to provide all students with a quality education in a safe school environment. Students are expected to conduct themselves in a manner which promotes a safe, orderly learning environment within the schools and may be subject to disciplinary action up to and including the possibility of expulsion for serious offenses if they fail to do so. In imposing disciplinary action, school staff should consider the need to maintain or restore an orderly learning environment, the overall disciplinary record of the individual student, and the need to improve the student's behavior where appropriate. Because effective discipline involves the participation of staff, parents or guardians, and students, school officials are required to contact parents or guardians of students under age 18 for offenses of this discipline policy which may result in a student's suspension or expulsion.

A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a professional staff member. Retaliation in any form against a person who makes a complaint is forbidden. Staff members who are aware of disruptive students should take appropriate action, including immediately reporting matters which cannot be appropriately handled in the classroom to the school administration.

Procedural Due Process

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

Suspensions

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means 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.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means 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. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

I. In-School Suspension

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 meetings 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 principal 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.

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to such due process procedures.

II. Short Term, Out-of-School Suspension

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) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, 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 the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e. the date, time, and location of the hearing;
 - f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend 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, parent, and superintendent 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.

III. Long Term Suspension

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, 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 II above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

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 extend beyond the end of the school year in which such suspension is imposed.

IV. Expulsion

Students are subject to expulsion (i.e, permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

V. Procedures Applicable To Conduct Covered by M.G.L. C. 71, §37H AND 37H ½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

- a) The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
- b) Prior to putting a suspension into effect, the Principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
- c) A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

VI. Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

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 II or III above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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.

VII. Appeal to the Superintendent

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

The following apply:

- The Superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to

participate. The Superintendent will send written notice to the parent of the date, time, and location of the hearing.

- The Superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section III 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 as described in Section III 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.

VIII. Dangerous Weapons, Controlled Substances & Assaults on Educational Staff

Massachusetts General Laws Chapter 71, section 37H requires that all student handbooks contain the following provisions:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject

matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

Students should note that the definition of “assault” includes not only harmful or offensive contact, but also threatening such contact.

Additionally, students should be aware that the federal Gun Free Schools Act mandates that any student who brings a firearm to school be expelled for a minimum of one year, with exceptions granted only by the Superintendent. Under this Act, a firearm includes not only a gun but also an explosive device.

IX. Felony Complaints or Convictions

Massachusetts General Laws Chapter 71, section 37H 1/2 provides that:

- 1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student’s parent or guardian within three calendar days of the student’s request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- 2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

- 3) 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Emergency Response Drills

Procedures and Guidelines

Students and staff practice a range of different emergency response drills throughout the year. These include, but are not limited to, bus evacuation drills, fire drills and other emergency response drills. Students are to leave their rooms under the direction of the teacher. They will follow the drill directions written and posted in each room. Students should be familiar with the directions in each classroom they attend. The “no talking” rule is in effect during the drills. When outside the building, students must remain with their own classes.

General drill instructions – Teachers are expected to review these instructions with each class at the beginning of the year.

1. Walk, do not run!
2. All classes are to move at least 100 feet from the building exit. Teachers are to urge students to move promptly to the designated areas.
3. Individual classes are to remain together.
4. Teachers are responsible for the accounting and the supervision of the students in their classes during a drill or emergency.
5. The ringing of the school bells will be the signal to re-enter the building.
6. Teachers not assigned to classes are to report to the nearest exit and assist during the drill or emergency.
7. Alternate routes – all teachers and students must be ready to deviate from the drill pattern if an emergency should cause the closing of an exit or route.

Provision for physically handicapped students – The Special Education Department has developed plans for the evacuation of physically handicapped students during drills and in the event of an actual emergency. These plans are available for review in the Special Education Office.

Emergency School Closing

Procedures and Guidelines

It is a rare occurrence that school is canceled because of an emergency during the day, e.g., mid-day snow storm, no heat, etc., but when this happens, the principal initiates a *Blackboard Connect* phone call, text, and/or email to alert parents that the children are coming home earlier than usual.

We ask every parent to discuss with his/her child what to do in case of an emergency school closing. You, too, need an emergency plan.

We ask you not to suggest that the child call you because our telephone lines are jammed on these days and very few calls can get in or go out.

Inclement Weather

Procedures and Guidelines

In the spring of 1993, the Lexington School Committee adopted a new policy to deal with inclement weather. It states that, “In the case of inclement weather, the Superintendent shall exercise his/her best judgment as to whether or not school shall be kept open. The Superintendent will consider a delayed opening of either one or two hours as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to staff in the same manner as a no school announcement.”

When a decision is made for a delayed opening or cancellation, or in the case of emergency closings, parents and guardians will be notified by telephone through our *Blackboard Connect* notification system. Announcements will also be broadcast on radio stations WBZ (Radio AM/1030; TV Channel 4); WRKO/WHDH (Radio AM/680; TV Channels 7 and 56); WCVB (TV Channel 5) or WFXT (TV Channel 25) after 6:00 a.m.

In addition, parents and guardians may check the school district website <http://lps.lexingtonma.org> and click the “About Our District” tab and the School Cancellation link for updated information. Please do not call the school unless it is an emergency.

In the best interest of public safety, please do not call the police, fire, or public works departments for “No School” information as their lines need to be kept open for emergency purposes. The best practice is to listen to one of the radio or television stations listed above or check the LPS website for information.

In the event that parents or guardians feel weather conditions will not allow their children to reach school safely, they are encouraged to keep their children home.

Student Conduct on School Buses

Procedures and Guidelines

The school bus is an extension of the school itself, and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Lexington Public Schools and we reserve the right to take whatever action is necessary to maintain a high level of safety. The right of a pupil to school bus transportation is a qualified right, dependent of good behavior.

In cases where a pupil seriously or continuously misbehaves, the principal or designee of the school will notify parents. The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well-being of students.

STUDENTS WHO RIDE A SCHOOL BUS ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING:

At Your Bus Stop

- Arrive at your bus stop on time.
- Pupils shall stand on the sidewalk or another designated place while waiting for the school bus. They shall respect other people's property, respect the right of other people to pass on the sidewalk, and display manners that indicate consideration and safety for others.
- Pupils shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file. Younger students should board and alight first from the bus.
- In crossing the roadway after alighting from the bus, cross only in front of the bus when the blinking lights are on and the stop sign is extended. Pass at least 10 feet in front of the bus and look for traffic in both directions before crossing the roadway. Never run beside a bus, chase after a bus, or pick up anything that has fallen near the wheels of a bus.

On Your Bus

- All students are issued a bus pass that they must show each day upon entering the bus. A student who allows another student to use his/her bus pass or sells his/her bus pass is subject to having the bus pass privileges revoked.
- The bus driver has full authority as well as responsibility for control of the conduct of pupils while they are on the bus. Pupils should not annoy the operator or distract his/her attention from driving. The bus drivers should be treated with courtesy and respect at all times.
- The safety of students, and particularly those who suffer from life threatening allergies, is a major concern. It is because of this that food (including any type of candy or gum) and drinks are strictly prohibited from consumption on the school bus. All food, drink, and candy must remain contained while on the school bus.
- Vandalism, destruction, or defacing of property will not be tolerated.
- Pupils who witness the destruction of property have a responsibility to report such misbehavior to the driver or school authorities.

- Due to the width of the school bus aisle (12" at the knees and 15" at the waist/chest) and the height of the seat backs (44" from the floor to the top of the seat back), no large instruments (e.g., cellos, French horns), large projects or large objects may be brought on the bus. In addition, a child must be able to carry and contain any and all items between his/her legs or on his/her lap. Cellos, French horns, large projects, or other large objects cannot be accommodated in the one seat in which a child is sitting.
- Do not block the aisle.
- Find a seat quickly. No saving seats.
- Two or three children permitted in a seat, no more.
- Stay seated while the bus is moving. Wait until the bus stops before getting up.
- Pupils shall not open windows without permission. Do not throw anything out of the window. Do not put your hands, arms, or any parts of your body out the window at any time. Do not open the rear exit emergency door unless there is an emergency or the driver directs you.
- There shall be no pushing, striking, or general fooling. Pupils are not allowed to use profane or abusive language.

Behavior

The procedure for handling behavior problems, including bad language, on school buses shall be as follows:

- a. First Offense: A letter and the Bus Conduct Form shall be sent from the principal of the school or transportation coordinator to the parents of the student advising the parents of the offense.
- b. Second Offense: Bus privileges may be revoked for a two-week period, and parents shall be so notified by the principal of the school the student attends.
- c. Third Offense: Transportation privileges may be taken away from the student for the remainder of the year, and the parents shall be so notified by the principal of the school the student attends. There are no refunds if privileges are revoked.

Other Resources

[Family Resources Guide](#)

[Curriculum & Instruction](#)

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