

Littleton Public Schools

Bullying Prevention and Intervention Plan



Submitted: December 22, 2010

Updated: January 2020

Reviewed: January 2021

Littleton Public Schools

Bullying Prevention and Intervention Plan

LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, The Littleton Public School District has determined that the Bullying Prevention and Intervention Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation must include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Schools and districts may choose to involve representatives from each of these constituencies in other aspects of Plan development, including needs assessments, working groups, task forces, and public meetings. The Plan should identify the ways that each of the various constituencies will be involved.

B. Assessing needs and resources. The Littleton Public Schools Bullying and Prevention and Intervention Plan is our blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, The Littleton Public Schools' leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, The Littleton Public Schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

The Littleton Public Schools Bullying Prevention and Intervention Plan will conduct a needs assessment that may include: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. At least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary developed student survey to assess school climate and the prevalence, nature and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

C. Planning and oversight. The Littleton Public Schools Bullying Prevention and Intervention Plan indicates the school or district building principal or his/her designee is responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under The Littleton Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Littleton Public Schools Bullying Prevention and Intervention Plan each year, or more frequently.

D. Priority statements. The Littleton Public Schools maintain a respectful environment for all. As such we are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of the Littleton Public Schools' comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

Littleton Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying.

DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

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

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

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

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target is defined as a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a Littleton Public School location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Littleton Public Schools, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

We understand that members of certain student groups, such as referenced in state and federal law may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Littleton Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing as outlined in later sections of this plan.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of social, emotional, and physical safety. We will support this

commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics. The Littleton Public Schools will create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

Littleton’s Core Values of Respect, Responsibility, Integrity and Accountability are integrated into all academic and non-academic activities.

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- Using scripts and role plays to develop skills.
 - Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance.
 - Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance.
 - Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies.
 - Enhancing students’ skills for engaging in healthy relationships and respectful communications.
 - Engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- Setting clear expectations for students and establishing school and classroom routines.
 - Creating safe school and classroom environments for all students as referenced in state and federal law.
 - Using appropriate and positive responses and reinforcement, even when students require discipline.

- Using positive behavioral supports.
- Encouraging adults to develop positive relationships with students.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
- Using the Internet safely.
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed by the following:

Identifying resources. The district currently has a range of culturally and linguistically appropriate resources available within our schools to support the development of a positive school climate and to respond to behaviors that undermine that climate. Several staff and service providers are available to assist in developing safety plans for students who have been targets of bullying or retaliation, to provide social skills programs to prevent bullying, and to offer education and/or intervention services for students exhibiting bullying behaviors.

These resources include but are not limited to:

- School counselors in each building who are trained in prevention of and response to bullying and other disrespectful behaviors.
- Nursing staff in each building trained to respond to physical aggression both medically and through emotional support.
- A district-wide adjustment counselor as well as an adjustment counselor at the middle school to address issues related to bullying and other student difficulties.
- A therapeutic mental health counselor at the high school to address issues related to bullying and other student difficulties.
- A full time district Board Certified Behavior Analyst (BCBA) to consult with staff in addressing behavioral concerns.
- District level school psychologists available to address student needs.
- School Wide Positive Behavior support systems being implemented at Shaker Lane School and Russell Street School.
- Ongoing coordination with Littleton law enforcement agencies in developing a school safety plan and in responding to inappropriate behaviors.
- Student Support Teams (SST) at all of the schools to support staff in planning for and responding to student needs.

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

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING OR RETALIATION

A. **Reporting bullying or retaliation.** Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Littleton Public Schools has a variety of reporting resources available to the school community including.

The Littleton Public School District promotes reporting a suspected bullying incident in the following three ways:

1. Students, parents or community members who see or hear of a suspected bullying incident may report the incident directly in person to a school administrator.
2. Students, parents or community members who do not wish to discuss a suspected bullying incident in person, are encouraged to complete an incident reporting form. A copy of the form is available at this [link](#). Upon completion of the form, it may be printed and given to the respective school administrator. If the reporter is not sure of the school the student(s) attends, the form can be delivered to the Office of the Superintendent on the 3rd floor of the Town Offices located at 33 Shattuck Street. Copies of the form are also available in the main office of each school, and the school counseling office of each school. They may also be available in other locations of each school as determined by the principal.
3. Students, parents or community members who would prefer to submit a suspected bullying report form electronically may use this [link](#). Upon submission of the form, it will be sent to the District and respective school administrator(s).

Reporting by Staff. Littleton Public School staff members are required to report immediately to the principal or designee when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report the conduct does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies.

Reporting by Students, Parents or Guardians, and Others. The school district expects students, parents/guardians and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Students, parents/guardians, and others may request assistance from a staff member to complete a written report. Students will be provided safe, practical, private and age-appropriate ways to report and discuss an incident of bullying or retaliation with a staff member, the principal, or designee.

Reporting Formats

- Oral Reports. Oral reports made by or to a staff member will be recorded in writing using the [Incident Reporting Form](#).
- Anonymous Reports. Reports made by students, parents or guardians, or other individuals *not school or district staff members* may be made anonymously. No disciplinary action will be taken against an aggressor solely on the basis of an anonymous report; however each reported incident will be thoroughly investigated.
- Incident Reporting Form. Use of the Incident Reporting Form is not required as a condition of making a report. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents/guardians.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student

Safety. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others.

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigation. The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will 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.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Responses to Bullying. The Littleton Public School District is committed to teaching appropriate behavior and building students' skills in response to remediate or prevent further bullying and retaliation in the following ways:

1. Teaching Appropriate Behavior Through Skills-building.

Upon the principal or designee determining that bullying or retaliation has occurred, the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v).

Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula.
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel.
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals.
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.
- Adopting behavioral plans to include a focus on developing specific social skills.
- Making a referral to the Student Support Team (SST) and/or an appropriate related service provider.

2. Taking Disciplinary Action.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation Massachusetts state laws and statutes regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Responding to a Report of Bullying by School Staff. The Littleton Public Schools have specific policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures address safety planning, notification to parents or guardians and others, investigation, and response.

COLLABORATION WITH FAMILIES

Parent education and resources. The Littleton Public Schools Bullying and Intervention Plan strategies will offer educational information for parents and guardians and their families that are focused on the components of the anti-bullying curricula and any social competency curricula used by the district or school.

Notification requirements. Each year each school in the Littleton District will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Each year each school in the Littleton District will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Littleton Public Schools will post the Littleton Public Schools Bullying Prevention and Intervention Plan and related information on its website www.littletonps.org.

TRAINING AND PROFESSIONAL DEVELOPMENT

A. Training. Annual training will be required for all Littleton Public Schools staff, including substitutes on the District's Bullying Prevention and Intervention Plan. The training will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. All Littleton Public School Staff members hired after the start of the school year, including mid year starting dates, are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of Littleton Public Schools' professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. The Littleton Public Schools' Professional development will build the skills of staff members to prevent, identify, and respond to bullying. Training will address meeting the needs of students with various needs-general education and special education. Training will help to identify opportunities for individualized ways to help students successfully re-enter the school environment. As required by M.G.L. c. 71, § 37O, the content of the Littleton Public Schools' school wide and district wide professional development will be informed by research and will include information on:

- (i) age-appropriate strategies to prevent bullying;
- (ii) age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;

- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

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

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

RELATIONSHIP TO OTHER LAWS

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

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

PROBLEM RESOLUTION SYSTEM

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