



**RUSSELL STREET SCHOOL
STUDENT & PARENT HANDBOOK**

RUSSELL STREET SCHOOL

Russell Street School

Student & Parent Handbook

Russell Street School

55 Russell Street

Littleton, MA 01460

Main Office: (978) 540-2520

<https://www.littletonps.org/russell-street-school>

Principal:

Cheryl Temple, M.Ed

Name: _____

Grade: _____

Teacher: _____

ACCESSIBILITY

At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct will be translated into that language. See 603 C.M.R. 26.08.

OVERVIEW OF THE STUDENT HANDBOOK

In accordance with M. G. L. c. 71, § 37H, the Superintendent of Littleton Public Schools provides separate codes of conduct for students and teachers.

Each year, the Principal of Russell Street Elementary School prepares, in consultation with the school council, a student handbook containing the student code of conduct for the school, and distributes it to each student. The school council reviews and revises the school student code of conduct each year. Additionally, each year the Principals of Littleton Middle School, Littleton High School, and Shaker Lane School, distribute to students, parents, and personnel the Littleton Public School's code of conduct applicable to its students. See 603 C.M.R. 26.08(2).

Students should be aware that teachers may make additional expectations for the student behavior in their classes. These expectations will be explained to students and issued in the classrooms. Students and teachers are encouraged to discuss the rationale and enforcement of our rules, which are intended to make the Russell Street Elementary School a safe and fair learning environment.

WELCOME LETTER FROM PRINCIPAL

Dear Parents and Students,

On behalf of the entire Russell Street Elementary School faculty and staff I would like to welcome you to a new school year. Our mission **to inspire and sustain learning and achievement, preparing each student for the challenges of life in the 21st century** will be supported throughout the school year. Russell Street will continue to offer a continuum of programs and academic enrichment to ensure that we meet the learning needs of all of our students.

We have a beautiful school with state of the art technology, including iPads, Chromebooks, TouchView Screens, and document cameras. This technology will enhance teaching and learning with opportunities for students and teachers to access current information right in their classrooms.

As always, our students will be instructed in the common core of fundamental skills in all subject areas, which are guided by the Massachusetts Curriculum Frameworks and the district wide curriculum guides that have been aligned with the state standards. With the dedication and expertise of the staff, and your support and encouragement at home and in the classroom, I am confident that your children will develop the competencies and skills needed for continued success in school.

Current research suggests that there is a strong correlation between high student achievement and families that take an active role in their children's learning. As the principal of the Russell Street School, I want to assure you that we at Russell Street are committed to fostering an environment in which everyone is welcome and encouraged to participate in their children's learning. I encourage you to become involved at Russell Street during the school year through the PTA or perhaps volunteering in the classroom, if your schedule allows. The PTA and the Russell Street School Council provide an important voice in the planning and implementation of academic and enrichment initiatives and activities at our school. Everyone is encouraged to participate.

This handbook should be used as a convenient reference to answer routine or procedural questions you may have throughout the year. Please know that the handbook does not take the place of personal contact should you have questions related to your child's education. I look forward to building the momentum for a productive and exciting school year. If you have any questions, please do not hesitate to call us. Welcome, and best wishes for a wonderful school year.

Sincerely,
Cheryl Temple
Principal

LITTLETON PUBLIC SCHOOLS STUDENT HANDBOOK

TABLE OF CONTENTS

- I. GENERAL SCHOOL INFORMATION
 - A. Parent/Guardian Communication Map
 - B. District Contacts
 - C. Central Office Staff
 - D. Russell Street Staff
 - E. School Hours
 - F. Littleton Public Schools Calendar
 - G. School Lunch Program
 - H. Littleton Public Schools Mission
 - I. Core Values
 - J. School Mission
 - K. Rights & Responsibilities of Students
 - L. Non-Discrimination Policy
 - M. Title IX
 - N. Student Attendance Policy
 - O. Absence from School Procedure
 - P. Tardy to School
 - Q. School Dismissal
 - R. Emergency Information/Change of Address
 - S. School Closings/Delays
 - T. Student Transportation
 - U. Personal & School Property
 - V. Mandatory Reporting of Child Abuse

- II. GENERAL STUDENT INFORMATION
 - A. Health/Nurse
 - B. Physical Education Requirement
 - C. Interrogations & Searches
 - D. Building Use
 - E. Food & Drink
 - F. Cafeteria
 - G. Litter Prevention & Recycling
 - H. Outdoor Recess
 - I. Playground
 - J. Party Invitations
 - K. Approved Posters
 - L. Visitors and Observations
 - M. Volunteer Guidelines
 - N. Parent Teacher Association
 - O. Home & School Partnership

III. SCHOOL SAFETY & SECURITY

- A. Safety In and Around the Premises
- B. Liability
- C. Motor Vehicles
- D. Traffic & Parking Regulations
- E. Recreational Activities
- F. Recording Devices, Televisions, Radios
- G. Electronic Devices
- H. Bullying Prevention & Intervention
- I. Student Records
- J. Notification of Rights
- K. Physical Restraint
- L. Services & Accommodations for Students with Disabilities
- M. McKinney-Vento Homeless Education Assistance Act
- N. Educational Opportunities for Students in Foster Care
- O. Educational Opportunities for Children of Military Families
- P. English Language Learners

IV. STUDENT CONDUCT

- A. Civic & Social Expectations
- B. Parental Notification
- C. Academic Integrity
- D. Responsiveness
- E. Civility
- F. Conflict
- G. Anti-Bullying
- H. Responsible Use of Technology
- I. Dress Code
- J. Tobacco/Inhalants/Alcohol
- K. Drugs/Controlled Substances
- L. Possession of Weapons
- M. Assault of School Staff
- N. Graffiti
- O. Hazing
- P. Investigative Procedures
- Q. Disciplinary Consequences
- R. Disciplinary Due Process
- S. Education Service Plan
- T. Disciplinary Procedures for Students with Disabilities
- U. Memorandum of Understanding

V. Appendix

- A. Title I Right to Teacher Qualification Information
- B. Statutes Regarding Discipline
- C. Wellness Program
- D. Field Trips/Overnight Trips

GENERAL SCHOOL INFORMATION

PARENT/GUARDIAN COMMUNICATION MAP

Dear Littleton Parents/Guardians:

Our school district consistently looks for ways to promote good communication – with parents, guardians, businesses, the Town, and within and among the schools themselves.

This Parent/Guardian Communication Map is a tool designed to help parents and guardians obtain assistance when they have questions, comments or concerns about the educational program or some aspect of their children's school experience.

The map indicates initial contact points where parents and guardians should begin with various kinds of inquiries, concerns or ideas. In the “referral” column, the map also lays out the next step parents and guardians may take if their problem is not resolved or their question cannot be answered through the initial contact. The structure of the map is grounded in one underlying principle: If the solution to a problem is achieved at the level closest to that problem, the result will be more effective and lasting.

We would like to emphasize the importance of this map structure when it comes to classroom inquiries. Your children’s teachers will provide information about how to contact them at fall back-to-school nights or even earlier via memo or other communication.

Please bring any question related to classroom issues to the teacher first. Supervisors and administrators are willing to listen to questions and concerns related to classroom issues, but if you haven’t spoken to the teacher yet, they will ask you to begin there. Most problems can be resolved when parents and guardians take this initial step. Teachers are interested in the concerns of parents and guardians and want to address those concerns in an open and professional manner.

If you have any suggestions regarding this map, please share them with your building principal. Thank you.

Sincerely,
Dr. Kelly R. Clenchy, Superintendent
Littleton Public Schools

Littleton Public Schools
PARENT/GUARDIAN COMMUNICATION MAP

NATURE OF CONCERN	CATEGORY	INITIAL CONTACT	REFERRAL
Policy	Schoolwide	Principal	Superintendent
Student Placement	Kindergarten Registration/ placement	Principal	Director of Student Services
	Classroom	Principal	Superintendent
Student Records	Content/Availability	Principal	Director of Student Services (Special Education), Executive Administrative Assistant to the Superintendent (all other records)
Transportation	Busing	Principal	Business Manager
Transportation- Special Education	Transportation	Principal	Director of Student Services
Student Progress	Academic Progress	Teacher	Principal
	Social Development	Teacher/Counselor	Principal
Student Discipline	Classroom	Teacher	Principal/Assistant Principal
	Lunchroom	Teacher	Principal/Assistant Principal
	Playground/Recess/Bus	Teacher	Principal/Assistant Principal
Curriculum	Content	Teacher	Principal/Curriculum Coordinator
	Policy	Teacher	Principal/Director of Teaching and Learning
Scheduling Issues	Building Based Inquiries	Guidance Counselor	Principal
Individual Learning Needs	Regular Education/ Special Education	Counselor/Special Educator	Counselor/ Director of Student Services
Preschool Screening	Preschool Screening	Preschool Teacher	Principal
Kindergarten Screening	Kindergarten Screening	Kindergarten Teacher	Principal/Director of Student Services
School Specific Staffing	School Assigned Staff	Principal	Superintendent
Counseling	Program/Student Performance	Counselor	Principal/Counselor/Director of Student Services
Extended Day Opportunities Tigers' Den	Programs Registration Information Extended Day Care	Tigers' Den	Tigers' Den and/Business Manager
Home and Hospital Tutoring and Programming	Referrals from Physician	Principal	Principal and/or Director of Student Services
Health	Medical Issues	School Nurse	Director of Student Services
Instant Alert	School - related	Principal	Technology Systems Coordinator
Web site	School - related District - related	Principal Technology Coordinators	Technology Systems Coordinator Technology Systems Coordinator
Athletics	Building based schedules or team events	Coach and Athletic Director	Athletic Director
Bullying and Harassment	School	School Principal/Assistant Principal	Director of Student Services Superintendent

DISTRICT CONTACTS

Superintendent	Kelly R. Clenchy	978-540-2500
Director of Student Services	Lyn Snow	978-540-2503
Student Services Liaison	Jay Breen	978-540-2503
Director of Teaching and Learning	Elizabeth Steele	978-540-2505
Business Manager	Steve Mark	978-540-2508
Technology Systems Coordinator	Natalie Croteau	978-952-2555
Instructional Technology Coordinator	Julie Lord	978-952-2555
Shaker Lane Principal	Michelle Kane	978-486-3959
Shaker Lane AP	Rebecca Deacon	978-486-3959
Russell Street Principal	Cheryl Temple	978-540-2520
Russell Street AP	Andrea Romano	978-540-2520
Special Education Administrator - Elementary	Allison Gilman	978-540-2520/978-486-3959
Middle School Principal	Jason Everhart	978-486-8938
Middle School AP	Matt LeVangie	978-486-8938
High School Principal	John Harrington	978-952-2555
High School AP	Keith Comeau	978-952-2555
Special Education Administrator - Middle/High	Michael Jarvis	978-952-2555/978-486-8938
Tigers Den	Jacquelyn Johnson	978-540-2555

CENTRAL OFFICE ADMINISTRATORS

SUPERINTENDENT OF SCHOOLS

Kelly Clenchy, Ed.D.

DIRECTOR OF TEACHING AND LEARNING

Elizabeth Steele

DIRECTOR OF STUDENT SERVICES / DISTRICT EQUITY COORDINATOR

Lyn Snow

STUDENT SERVICES LIAISON

Jay Breen

BUSINESS MANAGER

Steven F. Mark

SCHOOL PRINCIPALS

Littleton High School – John Harrington

Littleton Middle School – Jason Everhart

Russell Street Elementary School – Cheryl Temple

Shaker Lane School - Michelle Kane

SCHOOL COMMITTEE MEMBERS

Justin McCarthy – Chair

Jennifer Gold – Vice Chair

Elaine Santelmann – Clerk

Stacy Lynn Desmarais

Binal Patel

SCHOOL DEPARTMENT PHONE NUMBERS

Central Office	987-540-2500
Shaker Lane School	987-486-3959
Russell Street School	987-540-2520
Littleton Middle School	987-486-8938
Littleton High School	987-952-2555

DISTRICT WEBSITE

www.littletonps.org

Russell Street School Office Staff

Principal	Cheryl Temple
Assistant Principal	Andrea Romano
Allison Gilman	Special Education Administrator
Executive Admin Asst	Joan Pare
Administrative Assistant	Mary Sannella
School Nurse	Kathleen Sullivan/Cassandra Caley

For Littleton Public Schools Calendar, School Start/End Times and Contact Information – Please see www.littletonps.org

School Lunch Program

All school lunches will be free for students. In addition, breakfast will also be available.

Milk may be purchased separately. For your convenience, parents are able to set up an account at myschoolbucks.com through the school district website. Monthly lunch menus are posted in the weekend update and on the district website.

LITTLETON PUBLIC SCHOOLS MISSION

*The Littleton Public Schools' **MISSION** is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society. As a district, we commit to evolve together as a diverse community through education, accountability, and compassion.*

CORE VALUES

STRIPEs

Safety - Take Responsibility - Respect - Integrity - Perseverance - Empathy

RUSSELL STREET SCHOOL MISSION

The Russell Street School, serving grades three through five, is the second stage of the child's educational experience in Littleton, connecting the primary school years to their middle school years. As such, our primary focus is to promote the intellectual, emotional, social and physical growth of students through a developmentally appropriate academic program that motivates and inspires the child in the learning process. The school's standards establish high expectations of intellectual growth while maintaining sensitivity to the uniqueness of the individual and encouraging the natural creativity within each child.

We offer a sequentially structured curriculum and educational practices which encourage our children to realize their highest potential for learning while enabling them to acquire a body of knowledge, including the application of reasoning, analytical, and technological skills. Our environment encourages students to develop an appreciation for cultural diversity and awareness of the interdependence of the global community.

We strive to foster an atmosphere of mutual respect, tolerance, and optimism wherein each child will develop positive self-esteem. The dedication of the staff is evident through the professional and personal commitment to the student's academic and emotional development. We recognize that only through high expectations for our own performance can we, in turn, establish high expectations for our students. Through the collaborative efforts of students, teachers, parents, administrators, and community, the Russell Street School is dedicated to helping prepare each student to meet his or her educational future with excitement and a love of learning.

Celebrate differences! Be creative!
Reach for the stars! Do your best!
Think hard, "ponder!"
Enjoy many different cultures!
Respect and tolerate others!
Be positive!
Demonstrate your excitement to learn!

RIGHTS AND RESPONSIBILITIES OF STUDENTS

RIGHTS & RESPONSIBILITIES OF STUDENTS

Students have rights by virtue of guarantees offered under the federal and state constitutions and statutes. As a student, you have the right to know the standards of behavior that are expected of you, and the consequences of misbehavior.

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 right to an 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 and expulsion.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, in accordance with FERPA, student records regulations, mandated reporting requirements, and health and safety requirements.

RIGHT TO AN EQUAL EDUCATION

“Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools.

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.” M. G. L. c. 76, § 5.

Littleton Public Schools also participates in the School Choice program, authorized by the School Committee annually. Please see School Committee Policies JF (School Admissions and Residency), and JFBB (School Choice). The Littleton Public Schools complies with all requirements of the McKinney-Vento Homeless Assistance Act.

NON-DISCRIMINATION POLICY

The Littleton Public Schools does not tolerate discrimination against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or parenting status, disability, homelessness, religion, age, or immigration status. The Littleton Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or parenting status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Littleton Public Schools' policy of nondiscrimination will extend 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 Littleton, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or parenting status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment, and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or

parenting status, disability, veteran status, homelessness, religion, age, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of the District's Civil Rights Grievance Procedures are available [here](#).

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available [here](#).

See below for additional information regarding Title IX.

The Littleton Public Schools has duly appointed individuals responsible for the overall monitoring, auditing, and compliance with this policy. To file a complaint alleging discrimination or harassment within the Littleton Public Schools, or to make an inquiry concerning the application of Title II, Title VI, Title VII, Title IX, Section 504, the ADA, Age Discrimination in Employment Act or applicable state laws and their respective regulations, please contact:

Civil Rights Coordinator
Lyn Snow, Director of Student Services
(978) 540-2503
lsnow@littletonps.org

Inquiries concerning the application of the aforementioned federal laws and regulations and non-discrimination policies to the Littleton Public Schools may be referred to the U.S. Department of Education, Office of Civil Rights (OCR), 5 Post Office Square, 8th Floor, Boston, MA 02109-3921. Telephone: 617-289-0111. Fax: 617-289-0150.

TITLE IX

Title IX of the Education Amendments of 1972

The Littleton Public Schools does not tolerate discrimination against students, parents, employees, or the general public on the basis of sex. The Littleton 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 parenting status. The Littleton 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 Littleton or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedures, available at: [Title IX Grievance Process](#)

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the District's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedures, available at: [Civil Rights Grievance Procedure](#)

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 is:

Lyn Snow, Director of Student Services
(978) 540-2503
lsnow@littletonps.org

STUDENT ATTENDANCE POLICY

Attendance of students is required on all scheduled school days. If a student is absent, it is the responsibility of the parent/guardian to keep the school informed each day of the absence. Parental communication is essential, as well as appreciated.

Pursuant to M. G. L. c. 76, § 1, the Superintendent, or authorized teachers, may excuse necessary absences, as long as the absences do not exceed seven (7) day sessions or fourteen (14) half day sessions over the course of six (6) month periods.

ABSENCE FROM SCHOOL PROCEDURE

Absence Notification Program – M. G. L. c. 76, § 1A

Pursuant to M.G. L. c. 76, § 1A, Russell Street Elementary School requires that a parent/guardian call the school **at (978) 540-2520** if your child is going to be absent from school. Please give your child's name, teacher, reason and duration of absence and date. If no call is received and a student is absent, the school personnel will contact the parent/guardian at the numbers given on the child's emergency card to verify the absence for the safety of the child. If we do not reach a parent the absence will be noted as an unexcused absence unless a note identifying the student's name, teacher, dates and reason for being out of school is sent in when the student returns to school.

The following circumstances may be considered as an excused absence:

1. Illness (please see below subsection Health Protocols for School Attendance)
2. Medical appointments*
3. Bereavement for family or friend
4. Religious holiday
5. School-sponsored activity/field trip
6. Significant family events (with notification in advance)

Excused absences are for the reasons outlined above. A 'Significant Family Event' is a rare and extraordinary circumstance that cannot be avoided or re-scheduled during non-school hours. Student absence for a 'Significant Family Event' must be approved by the Principal prior to the student's absence. A policy for make-up work will be established at the discretion of each classroom teacher. Please consult your child's teacher regarding his/her policy for make-up work.

Unexcused absences include being absent due to truancy, class cutting, or any absence from class without proper authorization from school staff. Students may not receive credit for work assigned and/or due that day in the classes missed and may be given a grade of zero for that day for tests, quizzes, presentations, and participation. Standard disciplinary consequences for class cuts may be imposed for unexcused absence(s) from class.

All absences, excused or unexcused, are counted toward the total number of absences.

Work Completion

Family vacation taken during school time can interrupt the learning process and diminish the importance of education. In instances when a family decides to plan a vacation during school time, teachers are not required to prepare schoolwork in advance for students. A folder of class work may be saved for the student to complete at home on his/her return to school.

Students will not be allowed to participate in **co-curricular** activities on the day of an **unexcused** absence. Similarly, students must be in attendance for 3 ½ hours to participate in any school activities.

Student Absence Notification Program – M. G. L. c. 76, § 1B

In accordance with M. G. L. c. 76, § 1B, the school will notify a parent or guardian of the child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence.

The school will also notify the parent or guardian if the child has either missed five (5) or more school days, unexcused, in a school year or (2) or more periods, unexcused, in a school year.


The Principal or designee will make a reasonable effort to meet with the parent or guardian if the child has five (5) or more unexcused absences to develop action steps for student attendance. These action steps to improve attendance will be developed jointly and agreed upon by the Principal or designee, the student, and the student's parent or guardian. The Principal or designee may seek input from other relevant school personnel and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Health Protocols for School Attendance

Fever: Definition: A change in the body temperature. The "normal" body temperature is 98.6 F but may be slightly higher or lower for many individuals. A fever is any body temperature elevation over 100.0 F (37.8C)

Fever is a common symptom of viral infections such as influenza or more serious illnesses for which the child's physician should be contacted.

A student may **NOT** return to school until he/she is "fever free" for 24 hours without the use of medications which lower the body temperature.

Vomiting: Definition: The forcible voluntary or involuntary emptying of the stomach contents through the mouth.  Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier.

Vomiting may be symptomatic for various illnesses and the child's physician should be contacted if symptoms persist.

A student may **NOT** return to school until after 24 hours have elapsed since the last episode of vomiting has occurred without the use of medication.

Diarrhea: Definition: A change in the normal frequency of bowel movements or change in the fecal volume or change in the stool consistency.

A student may NOT return to school until 24 hours after the last episode of diarrhea has occurred without the use of medications.

Conjunctivitis (Pink Eye) Definition: Conjunctivitis is an inflammation or redness of the lining of the white part of the eye and the underside of the eyelid (conjunctiva) that can be caused by infection, allergic reaction, or physical agents like infrared or ultraviolet light.

Conjunctivitis can be highly contagious depending on the causative agent and the student should be evaluated by their physician.

Students receiving antibiotics for conjunctivitis may **NOT** return to school until having been treated for 24 hours with the antibiotics.

Strep Throat: Definition: Streptococcal [sore throat](#), or strep throat as it is more commonly called, is an infection of the mucous membranes lining the pharynx. Sometimes the tonsils are also infected ([tonsillitis](#)). The disease is caused by group A Streptococcus bacteria. Untreated strep throat may develop into [rheumatic fever](#) or other serious conditions.

With a positive strep culture, a student may **NOT** return to school until 24 hours after receiving their first dose of antibiotics **and** are fever free for 24 hrs. without the use of medications that lower the body temperature.

*If your child is seen by their physician, please obtain a MD note indicating the date and the reason for the medical visit. Send a copy of the note to the school nurse to be kept in your child's health records. The note will validate the child's absence from school.

*Any bacterial illness for which a student is taking an antibiotic the child **MUST** remain out of school for a minimum of 24 hrs. Contact the school nurse regarding the child's related illness.

*Please contact your child's school nurse if you have questions regarding your child's attendance if he/she presents any of the following symptoms/illnesses:

Rashes
Cold/ Cough symptoms
Headache
Stomach ache

***The school nurse may use his/her discretion as to whether a student should be attending school. The school nurse will contact the parent /guardian to discuss the student's health related illness.**

TARDY TO SCHOOL

A permissive attitude toward tardiness encourages the delay of starting school and class. Isolated incidents of tardiness do not seem to be a significant matter until you consider the matter of time. If each class were delayed only five minutes, the end result would be a loss of 35 minutes daily, 2 hours and 55 minutes weekly, or a total of 26 hours and 15 minutes of instruction over the course of one term. This causes a significant disruption to the learning process and affects both students and teachers.

Building good habits is an important part of the school experience. Students and parents are urged to discuss the importance of building good attendance habits throughout high school. Many of the habits students form in school last throughout life. Students are well served to formulate the habits that will be expected of them in both college and the workforce.

Parents are asked to support their students in arriving at school on time each day.

Frequent Tardiness – Please understand that all aspects of student attendance will be monitored closely and recorded on a student's attendance record.

At the end of each trimester, a letter may be sent home to the parents/guardians of any student who has 10 or more unexcused tardies in a trimester. The letter will outline the possible next steps that will be taken in the event that the pattern of tardiness continues. Steps may include:

- Meeting with Principal
- Meeting with Principal & SRO with appropriate follow-up
- Filing of a CRA (Child Requiring Assistance)

CLASS ATTENDANCE

Students are required to attend all scheduled classes, study halls, and assemblies unless excused for a valid reason by a teacher, counselor, administrator, or the school nurse.

EMERGENCY INFORMATION/CHANGE OF ADDRESS

An emergency form for each student, completed by parents, must be on file in the Office. The information will be updated at the beginning of each school year using online WORKFLOW. It is imperative that this information is kept up to date throughout the school year. The following information will be maintained.

- Parents/guardians names
- Home address
- Email address
- Home phone, work phone, cell phone numbers
- Emergency phone number of relative or friend
- Physician's name and phone number
- Medical alert information

Please inform the school office personnel immediately if you have a change of address or telephone number. It is imperative that we have the most current information on file should there be a school related emergency.

SCHOOL CLOSINGS / DELAYS

The decision to close school or to delay the opening of school is made in the interest of the safety of all children and school staff, and is based upon the information available. The schools recognize and respect the right of parents to exercise their own judgment on whether to send their children to school on a particular day, particularly where conditions change and may vary from one location to another.

The Littleton Public Schools uses an automated call system that allows us to send broadcast messages to large groups. Voice, text, and email communications can be sent at the same time to a large number of recipients. We will provide parents with any appropriate information and or login procedures for this system at the start of the school year, and parents will be notified via emails, school newsletters, or direct mailings. Parents can opt out of this system if they choose, however, they may not receive any emergency or informational messages from the school department should they choose to opt out.

INFORMATION ON SCHOOL CLOSINGS AND DELAYS CAN ALSO STILL BE FOUND ON LOCAL TELEVISION AND RADIO STATIONS.

STUDENT TRANSPORTATION

Safety and behavior on and around school buses is of great importance. Disruptive behavior on the school bus, either during regular transportation hours or on field trips and/or sports buses will not be tolerated. Disciplinary consequences may be issued for students who behave in such a manner as to cause disruption or create a safety hazard to others on or around the school bus. Failure to comply with a request from a bus driver or bus monitor may lead to disciplinary action.

Students should be constantly aware of traffic around the school bus and should take precautions when crossing streets or driveways going to or leaving the school bus.

In order to ensure that your child is transported safely to and from school, the following bus rules are observed. Please review the following bus rules with your child.

- Glass items may not be transported to school by students
- Eating, drinking, or chewing gum is not allowed on the bus

- All students are expected to show respect for each other, and the driver. Appropriate language should be used at all times, and students should keep their hands to themselves.
- All items coming to school need to be placed in your child's backpacks. Please do not send items that are too big to fit into backpacks to school with your child.

Any inappropriate behavior displayed by a student may result in:

- First Offense – Bus slip sent home to parents; student meeting with principal or guidance counselor; assigned seat at driver's discretion.
- Second Offense – Bus slip sent home to parents; student meeting with the principal; assigned seat on the bus.
- Third Offense – Bus slip sent home to parents; meeting with student, parents, and principal; removal from the bus for one week.
- Further Offenses – Bus slip sent home to parents; meeting with principal, student and parents, removal from the bus for two weeks.

There may be circumstances that could result in immediate suspension from the bus. Such disciplinary action will be at the sole discretion of the principal.

When a student has been suspended from bus privileges, the district will not be responsible for providing transportation.

We appreciate your cooperation in helping to ensure that the bus ride to and from school is safe for all children.

PERSONAL & SCHOOL PROPERTY

Students are expected to respect the possessions of other members of the school community, as well as all school property.

Disciplinary consequences may be issued for handling, transporting, or using the school's or others' belongings without permission, as well as destruction of property, which includes, but is not limited to, altering, bending, or damaging structures belonging to the school or others. It is important to note that students may be held financially responsible.

SECURITY OF PERSONAL BELONGINGS

All items lost or stolen should be reported promptly to the Office and appropriate forms should be completed. To discourage theft, students are encouraged to appropriately mark their belongings with clear identification.

MANDATORY REPORTING OF CHILD ABUSE

All staff are aware of the signs of child abuse and neglect, and the Principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. c. 119, §51A-51F and M.G.L. c. 71, §37L.

STUDENT REGISTRATION

New students are registered at the Russell Street School office. Proof of residency, birth certificate and health records are required for student registration.

STUDENT WITHDRAWAL

In the event that you move during the school year, all student withdrawals are processed through the school office. Please notify your child's teacher and the office as soon as possible when you know you will be leaving. It is necessary for a parent to sign a form to allow the release of student records, which will give us permission to forward cumulative records to the new school. Please allow for sufficient time to process the paperwork to ensure a smooth transition for your child. All student records will be mailed from the school office upon request of the authorities of the new school.

PHONE SYSTEM

All teachers have a phone in their classroom and can be called directly. However, to keep interruptions to a minimum, calls will not go into the classrooms during school hours. During these hours you will be able to leave a voice message for your child's teacher. If you want to talk to someone in the office, please press zero and this will bring you to the office staff.

When necessary, students may call home with the permission of their classroom teacher and/or the office secretary. Students are not allowed to use cellphones in school, as they are a distraction to the student and others. If a student uses a cell phone in school it will be confiscated and held in the office for a parent to pick up.

NOTE: We have seen an increase in students wearing Smart Watches in school. Students may not use features on their Smart Watch other than the watch feature.

FIRE DRILLS AND A.L.I.C.E. PROCEDURES

As required by Massachusetts Law (527 CMR 1.00, s. 20.2.4.2.1.4), fire drills will be held during the year. Fire drills will be under the supervision of the Littleton Fire Department. Fire routes for exiting the building are posted in each classroom. Under the direction of the Littleton Police Department we will also practice emergency procedures for securing and/or evacuating all students and staff in the building. Following an A.L.I.C.E. drill, parents will be notified in writing so that you can talk to your children to allay any fears they may have regarding the need for practice. All staff members have procedures to follow for a variety of scenarios that would require emergency protocols to safeguard students and staff while in school. The LPS utilizes an A.L.I.C.E protocol for emergency procedures, which stands for Alert, Lockdown, Inform, Counter, Evacuate. These procedures are reviewed with staff and students annually.

GENERAL STUDENT INFORMATION

HOMEWORK AND STUDENT PROGRESS REPORTS

Homework

Homework is a purposeful learning experience that should be an extension and/or application of school learning that is assigned by the teacher to be done outside of the school day. The purpose of homework is to develop independent study habits, to reinforce classroom instruction, to prepare for upcoming lessons, and to encourage parent participation in each child's program of study and academic development. Homework may consist of review and practice materials, compositions, reports and projects, assigned reading and problem-solving activities. All homework is intended to be meaningful, designed to meet the needs of each student.

A homework notebook is given to all students in grades 4 and 5. A folder system is used in grade 3. Assignments are written into the notebook each day and should be checked by parent and teacher. Homework is given Monday through Thursday with a

recommended amount of time to complete. The chart below presents typical amounts of time to be spent on homework. Times below do not include an additional minimum 15-minute reading requirement each night.

Grade	Minimum	Maximum	Times Per Week
3	30 min.	45 min.	4
4	30 min.	45 min.	4
5	45 min.	60 min.	4 & Occasionally on weekends

Should you or your child experience excessive frustration with a particular assignment or type of assignment, please discuss this with your child's classroom teacher. If your child continues to struggle after working the recommended times, simply write a note to the teacher explaining the situation. Homework should not be a punishment, but rather an opportunity to practice and apply the skills being learned in school. It is important that both students and parents experience success for their efforts in completing homework assignments. It is also important to discuss homework with the teacher if your child is often experiencing difficulty completing homework assignments.

Feedback

Students should expect feedback from their teacher regarding homework and will be kept informed regarding the status of their homework.

Consequences

Should a student consistently not complete homework the teacher may use age-appropriate measures to encourage completion of homework such as staying after school (with parent permission). Parents will be informed regarding problems with homework.

Student Report Cards and Progress Reports

Russell Street will follow a trimester schedule for distributing report cards. Students will receive report cards three times a year in December, March and June. Progress Reports will be completed in October and January.

Parent Teacher Conferences

Formal parent teacher conferences are held in the fall and spring. All parents are encouraged to attend these conferences in order to exchange information, which will benefit the child. However, either the parent or the school may initiate a conference if needed at any time during the school year. The classroom teacher may contact the parent to schedule a conference if there is a need to do so. When the parent sees a need to meet with the teacher, they should set the meeting up directly with the teacher

at a mutually agreed upon time. Prior to the meeting it is important to identify key issues to be addressed. These might include your child's performance and progress, personal development, discussion about a specific curriculum area, or skill development or test results.

GENERAL STUDENT INFORMATION

HEALTH / NURSE

- Students being dismissed for an unexpected medical reason or illness during school hours should be seen by the nurse prior to dismissal.
- Any medication, prescription or over-the-counter, that needs to be administered during school hours, must be done so by the school nurse or with the authorization of the school nurse in accordance with 105 CMR 210.000. No student may carry either prescription or over-the-counter medication, including inhalers, at school without the permission of the school nurse.
- Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medication must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in a pharmacy-labeled container, and be accompanied by a doctor's order and written parental approval prior to administration. Students are not allowed to carry medicine on their person, with the exception of inhalers and EpiPens if the Student receives prior permission of the school nurse.
- Students found in possession of unauthorized medications on school grounds or at school-sponsored events may be subject to discipline.
- Parents of a student with any medical condition which might require special attention or planning should contact the school nurse as soon as possible. This includes, **but is not limited to**, conditions such as asthma, severe allergies, seizure disorder, or diabetes.
- Health screenings: including vision, hearing, postural, nutritional, growth, and development assessments will be done for all students based on state regulations.
- Current physical examinations (within the last 13 months) are required prior to entering the Littleton school system, as well as upon entering the 4th, 7th, and 10th grades.
- Prior to enrolling in Littleton Public Schools, students must provide a physician's certificate that the student has been successfully immunized

against the following: diphtheria, pertussis, tetanus, measles, and poliomyelitis “and such other communicable diseases as may be specified from time to time by the Department of Public Health.” An exception may apply if a student provides a physician’s certificate that the child’s health would be endangered by the vaccination/immunization. M. G. L. c. 76, § 15. If such an exception applies, students must provide the physician’s certificate at the beginning of each school year. Unless an epidemic or emergency declared by the Department of Public Health requires otherwise, a student shall not be required to provide a physician’s certificate to be exempted from the vaccination or immunization requirements if the student’s parent provides in writing that the vaccination or immunization “conflicts with his [or her] sincere religious beliefs...” M. G. L. c. 76, § 15.

PHYSICAL EDUCATION REQUIREMENT

Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students.

INTERROGATIONS AND SEARCHES

Search of Student Lockers and Desks

The right to inspect a student’s locker or desk is inherent in the authority granted to school committees and administrators. In the interest of safeguarding children, their property, and school property, this authority may be exercised as needed. If lockers and/or desks are issued to students, lockers and desks are school property and the school reserves the right to search lockers and desks at any time. Students have no expectation of privacy in regard to the contents of their lockers or desks.

1. Lockers and desks are the property of the Littleton Public Schools. The Littleton Public Schools maintain control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any illegal items/substances or items/substances in violation of any school rule or Federal, State, or Local law in a locker or desk.

4. Items/substances prohibited from being in lockers include but are not limited to: guns/knives/weapons {real or fake}, drugs and/or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other item which may disrupt the educational environment or other evidence of a school rule or legal violation.
5. Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

Search of Students and Their Belongings

1. Search of a student's person, personal possessions, and internet sites will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend, but is not limited to, to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks. Any and all illegal, prohibited, or contraband materials discovered as a result of such a search will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and criminal prosecution.
2. Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. When reasonably possible, search of a student's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a second school official. Any and all illegal, prohibited, or contraband materials discovered as a result of such searches will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and criminal prosecution. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.

3. Should a student refuse to voluntarily comply with a request for a search, the student may be detained until parents, and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
4. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school-sponsored event on or off school property or during the transportation to or from such event.
5. In the event of a search of a student or his belongings, parents will be notified of the search and the results thereof as soon as practicable.

Except as otherwise necessary due to exigent circumstances, searches will be conducted by a school administrative staff member in the presence of another adult. In the event a student is found to be in possession of an object or substance which may give rise to a crime, such object or substance will be given to the police. Other objects or substances, which are prohibited by school rules or are otherwise disruptive to the school environment, may be held by school officials for later return to the student's parents. When school officials refer a student to the police the student's parents will be notified as soon as practicable.

Interrogations by Police

The schools have custody of students during the school day and during hours of approved extracurricular activities. The school administration will make an effort to protect each student's rights with respect to interrogations by law enforcement officials. If law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or his/her designee will first contact the student's parent/guardian to seek their permission for the interrogation to be conducted on school grounds or at a school sanctioned event or activity. The principal may be present during the interrogation if the student's parent/guardian gives permission for the interrogation to take place and for the principal or designee to be present. If custody and/or arrest is involved, the principal or designee will request all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

BUILDING USE

Students are not to be in the school building or on school grounds outside of school hours on any day when school is in session or at any time when school is not in session except for the following purposes:

- a) To meet with or be under the supervision of a member of the school staff.
- b) To participate in a supervised co-curricular activity.
- c) To attend a scheduled event as a spectator and then only in the area designated.

Students are not to use areas outside their classroom without supervision by, or permission of, a staff member. Students should not be in the faculty workroom.

Whenever possible, students are to avoid being in corridors while classes are in session. Students are required to refrain from any action, which could cause distraction to ongoing classes.

To better ensure student safety and to protect student property, loitering in parking lots is not permitted. Any area on campus that is not being supervised by a member of the faculty, staff, an administrator, or coach, should be considered a restricted area.

Disciplinary consequences may be issued for being in restricted areas without authorization.

FOOD AND DRINK

The sale of any food or beverage is prohibited unless approved by administration. Food and drink are permitted in the academic classroom areas and in corridors at teacher discretion. Each teacher has the right to prohibit gum in the classroom. No Soda is allowed in school for lunches or school-sponsored events. Students may be asked to dispose of any opened container of food/drink outside of the cafeteria. Failure to comply may lead to disciplinary action.

Party food should not contain any peanut butter or nuts/nut products since there are several children who are allergic to them.

PLAYGROUND

On the playground students will:

- Encourage classmates to join in games –excluding students will not be allowed
- Use playground equipment in an appropriate manner
- Throw only soft balls (tennis balls, nerf footballs, etc.)

- Leave rocks, sticks, snow or other dangerous objects on the ground
- Settle differences peacefully
- Get permission to use the bathroom
- Not approach animals that come onto the playground
- Line up right away when recess is over
- Not play roughly (no contact sports or games)
- Not bring toys from home to school
- Not chase balls if they go beyond the playground boundaries
- Not have food, drinks or gum

Possible Consequences if students break the rules on the playground

- Verbal reminder
- Discussion with the playground assistant reviewing the rule, why the rule is in place and redirection (have the child do it the right way).
- Time out for short periods of recess
- Loss of recess or possible alternative recess
- After school detention
- Possible suspension from school for severe violations of the code of conduct
- Verbal or written notification to parents

APPROVED POSTERS

Material posted in the corridors or other public areas in the school, or on school grounds, must have prior approval of the administration. This is to ensure fair and equal access to posting, to prevent harassment and inappropriate advertising, and to maintain public standards of taste. Teachers have the same authority to determine all postings within their classrooms.

VISITORS AND OBSERVATIONS

Visitors are always welcome at our school. When you visit it allows us to show you all of the great day-to-day happenings at Russell Street. It is important however, that we follow the safety protocol established by the Littleton School Committee and school administration to ensure the safety of our students and staff. When planning to visit you should first arrange your visit with the classroom teacher. Teachers are available to conference when there is a concern, with advanced notice at a time mutually agreeable between parent and teacher.

According to the safety standards set by the Department of Education and the Littleton School Committee **all visitors to the school must enter the school through the front doors, which remain locked throughout the school day. Surveillance cameras, placed outside the building, with inside monitors allow school staff to view all visitors who wish to enter the school. Visitors must ring the bell and once identified, office staff will unlock the door for admittance. All visitors must then sign in at the office. Visitors will also receive a visitor's badge identifying where you will be while in the building.** You will also be asked to sign out and return the visitors badge when you leave. No one should be in the building without the office staff's knowledge. This procedure will help to ensure a safe environment for all of our children.

All doors are locked at all times. **No one** should enter the building without the principal's or office staff's knowledge. This is to ensure a safe environment for all of our students and staff. Teachers who are sponsoring visitors, resource people, or guests, must notify the main office informing them of the name(s) of the guest(s), arrival time, and the nature of the visit.

VOLUNTEER GUIDELINES

Children enjoy having the involvement of their parents in their day-to-day school life. Volunteer programs also provide a vehicle for strengthening the home school connection. Parents are encouraged to volunteer at Russell Street. Rest assured, because of your support and expertise you are always in demand! We are excited that you want to be involved in the school. Your time and talents are greatly appreciated. Parents, grandparents, and community members are encouraged to contribute their time and talents. Enthusiasm and participation in the volunteer training program are required. **Consistent with School Committee policy all volunteers must have a CORI (Criminal Offender Record Information) on file each year).** This also applies to all parents who are volunteering to chaperone field trips.

One of the primary goals of the Russell Street School is to provide optimum academic achievement in a supportive atmosphere. Through our volunteer program we aim to:

- Provide Volunteer help to the classroom teacher and the school to better meet the needs of the individual student.
- Enlist and strengthen the cooperation of the community in the education of our students.
- Develop effective partnerships with parents, school, and community.
- Provide the opportunity for members of our community to make a significant contribution to the education of the children in our school.

The purpose of volunteers is not to replace the work of the employees of the school, but rather to assist the administration and staff in improving the quality of the school environment.

Activities for Volunteers

Below are some suggested activities you might be involved with at the school:

- Photocopying/Laminating
- Preparing and/or assembling displays (bulletin boards, posters)
- Planning for special events
- Sharing a special skill or talent with students (sewing, cooking, crafts, music, art, etc.)
- Working directly with students: reading buddy, tutoring
- Extracurricular involvement
- Library
- Lunchroom Volunteer
- Recess Volunteer

Volunteers do make a difference! You will discover the rewards of helping students achieve their personal best and at the same time gain useful experience yourself. We hope as well that the experience of volunteering in our school will offer you a greater awareness of the inner workings of Russell Street School.

PARENT TEACHER ASSOCIATION (PTA)

We are very fortunate to have a group of dedicated parents working to support the students and staff of the Littleton School District. The PTA supports the students, staff, parents and administrators at Russell Street financially, as well as, by offering enriching activities and events for all to enjoy. The PTA also helps to organize volunteers within the school. Money raised by PTA activities is used for a wide variety of activities such as cultural enrichment programs, author/illustrator weeks, classroom/school activities, field trips and materials and equipment that benefit children over and above what the school budget allows for. I strongly encourage you to become involved with the PTA, as it is a wonderful way to be of service to your school and ultimately to your child. PTA Meetings with the principal and building representatives are held monthly at the Russell Street School and all parents are welcome to attend. Dates and times are posted in the weekly newsletter.

RUSSELL STREET SCHOOL COUNCIL

As a requirement of state law (M. G. L. c. 71, §59C), all public schools are required to have a school council with administrative, staff, parent and community representation. The charge of the school council is to meet regularly with the school principal and assist in the identification of the educational needs of the students, review of the annual school budget, make recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan, and the formulation of the school improvement plan. In addition, each year the school council is involved in developing a plan for improving student performance. The makeup of the Russell Street School Council is desired to include the principal, a minimum of three parents, three teachers and at least one community member. Elections of parents to the council will take place at the Curriculum Night meetings scheduled in the fall. The school council serves an important need to the principal and parents are encouraged to serve on the council. Parents are encouraged to attend school council meetings where you will be welcome and encouraged to participate in the dialog with council members. Dates and times are posted in the weekly newsletter. Parents will be given school council information at the start of each school year with the number of seats vacant and the process for election by peers to the Russell Street School Council.

HOME AND SCHOOL PARTNERSHIP

Educating children is more complex and demanding than in years past. Technology, advancements in understanding how students learn, critical health issues, and other societal demands have placed a growing responsibility on public schools. The Littleton School District's mission to inspire and sustain learning and achievement, and prepare each student for the challenges of life in the 21st century, can only be accomplished with the support of parents and the community. To that end, schools are more effective when we build strong relationships with all of our stakeholders.

The foundation for a strong home/school partnership is regular, open communication. We will make every effort to keep parents and the community informed about what's happening at school through online platforms, newsletters, newspaper articles, open houses, curriculum nights, parent/teacher conferences and other special events throughout the school year. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags and backpacks on a regular basis for information. Every student will also have an assignment notebook that will be used on a daily basis to record homework assignments and may contain important reminders about happenings at the school.

When you have a concern

Parents and guardians are encouraged to and should feel comfortable contacting the school when questions or concerns arise. We are concerned about your school problems and welcome the opportunity to assist you and your child to have a successful experience at Shaker Lane. Contacting the right person and discussing your concerns can solve most problems. Generally, the best place to resolve a concern is the classroom teacher. Please don't ever hesitate to call to get more information, ask questions or voice a concern from the immediate source. Almost always the situation can be resolved at that level. Of course, in the event that you are not satisfied with the response or solution, or are unable to resolve an issue, you should then contact the school principal. In the rare event that your problem is not addressed to your satisfaction at the building level, you should refer to the Communication Map located at the beginning of this handbook to assist you with communication. Any concerns that fall under a specific protocol, such as the District's Civil Rights Grievance Procedures and Title IX Grievance Procedures, will be addressed through the applicable procedure.

Phone calls to the school

Phone calls may be made to the school office between 8 AM and 3:45 PM at 978-540-2520. The office staff will help with any problem or question you may have concerning school. You may leave a voicemail message for a staff member at any time by calling the main school number and following the prompts on the automated system.

SAFETY IN AND AROUND THE PREMISES

At various times of the day, the paved areas around the school are congested with a mix of pedestrians, buses, automobiles, and standees. Students are not to contribute to a hazardous situation by engaging in such activities as horseplay, skateboarding, pushing, shoving, or throwing objects of any kind (e.g. snowballs, Frisbees, footballs, Hacky Sacks, etc.) Participating in these activities creates a dangerous distraction for people entering and exiting the building, and is not allowed in the paved areas around the school. Disciplinary consequences may be issued for behaviors that threaten the safety of self and others.

All operators and passengers of motor vehicles are required to properly fasten safety belts while on school property. Any operator of a vehicle in which the driver, or any passenger, is not wearing a safety belt or is not otherwise properly restrained may be subject to disciplinary consequences, in the discretion of the Principal and/or

designated administrator. Any school administrator, staff member, or police officer may report a violation of this policy to the appropriate school administrator.

All outside doors of the school are locked for the safety and well-being of the students and staff of the Shaker Lane School. Any student who aids a fellow student or visitor to the school in accessing the inside of the building by opening or propping open a locked door may face a disciplinary consequence.

LIABILITY

Any student experiencing or witnessing the violation of personal or property rights, including threats to the safety of others, is requested to promptly report the incident to a member of the school staff. The matter will be investigated and may result in disciplinary action.

Students are expected to conduct themselves in a manner that will not cause injury to other members of the school community or damage to property. Additionally, student behavior shall not interfere with the rights or education of other students.

Students should also be aware that, under state law, they may be liable for property damage or personal injury to other members of the school community.

MOTOR VEHICLES

All drivers are expected to observe safe and courteous driving on school property at all times.

Refer to the Searches and Interrogations section above regarding searches of vehicles on school property.

Drivers are not to pass school buses when passengers are being picked up or discharged. See M. G. L. c. 90, § 14 (punishable by fines and possible loss of license for repeat violations). In addition, Drivers shall not operate a motor vehicle within 100 feet behind a school bus.

With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B.

Any illegally parked vehicle may be ticketed or towed at the owner's expense.

TRAFFIC & PARKING REGULATIONS

All members of the school community and their guests are expected to park in approved parking areas. Individuals who park in other parking areas on campus subject themselves to having the vehicle towed at their own expense.

RECREATIONAL ACTIVITIES

There will be no gambling-style games, including card playing, in the school. Any form of gambling involving an exchange of money, goods, or other consideration is contrary to our goal of maintaining “a fair and reasonable environment” and may lead to disciplinary action.

TOYS IN SCHOOL

Students are not allowed to bring toys, game cards, collectables (erasers, bracelets, etc.), electronic devices (handheld games, cell phones, etc.), or anything that distracts students, or disrupts the educational process, to school unless explicitly approved by the teacher. This policy will be enforced by classroom teachers and administration. If children are seen with any of these items in school, they will be held and parents will be requested to pick up the item(s) at the office.

RECORDING DEVICES, TELEVISIONS, RADIOS

Students are not to impose on other students or staff by using tape recorders, video camcorders, radios, cell phones/cameras, or portable television sets, except as required by school-approved activities. Use of these devices in the classroom, library, and/or computer lab will be at the discretion of the staff member, teacher, librarian, or tech lab supervisor. Usage of headphones will be at the discretion of the supervisor in that area. Failure to comply may lead to disciplinary action.

The videotaping, audio recording, filming, or photography of any student or staff member without the explicit knowledge and permission of the student or staff member is expressly prohibited. Surreptitious recording is a felony offense in Massachusetts and may be reported to law enforcement.

CELL PHONES + IPODS / MP3 PLAYERS / ELECTRONIC DEVICES

No electronic toys, games, or cell phones will be allowed in school. If students bring any of these items to school, we may take them away. Electronics will be kept in the Main Office until a parent or guardian picks the device up. Students needing a telephone may, with permission, use the phone in the main office.

Students are expected to comply with any request made by a member of the faculty or staff regarding electronic devices/cell phones.

Students are expected to remove their ear buds/headphones any time that a teacher or staff member requests that they do so. Failure to comply may result in disciplinary action.

All use of electronic devices must comply with the Littleton Public Schools Acceptable Use Policy (School Committee Policy IJNDB).

BULLYING PREVENTION AND INTERVENTION

The Littleton Public Schools prohibits bullying, cyberbullying, and retaliation, and complies with M.G.L. c. 71, §37O. Relevant portions of the Littleton Public Schools Bullying Prevention and Intervention Plan are included below; please see the Littleton Public Schools website for the complete Bullying Prevention and Intervention Plan, [linked here](#).

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 including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. 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 clauses (i) to (v), inclusive, of the definition of bullying.

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 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, 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.

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 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

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.

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.

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 with 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.

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.

STUDENT RECORDS

The following is a summary of parent and student rights regarding student records under state law (603 CMR 23.00) and the Family Educational Rights Privacy Act (FERPA). Parents and eligible students can obtain a complete copy of their rights regarding student records by contacting the school principal

Massachusetts regulations related to student records (603 CMR 23.00) ensure a student's (and their parents') rights of inspection, amendment, destruction, and confidentiality related to their records.

Under 603 CMR 23.01, the rights related to student records belong to the student's parent if the student is under the age of fourteen (14) and has not started the ninth grade. Upon reaching the age of fourteen (14) or upon starting the ninth grade (whichever occurs first), both the student and their parent retain the rights related to student records. Either the student or the parent can exercise these rights independently. Once the student reaches the age of eighteen (18), the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the school principal or superintendent in writing. A parent always maintains the right to inspect the student record.

The student record consists 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 as defined under state law. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

- Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the district may charge the parents/student for said copies at the district rate. The parent and/or eligible student may request to meet with professional qualified school personnel to have any of the contents of the record interpreted. Parents and eligible students should submit their request for access/inspection to the school principal.
- Confidentiality of Record - With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the eligible student.
- Amendment of Record - The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to request a conference with the school principal or his/her designee to make their objections known. Within a week after the conference, the principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.
- Directory Information - Federal law requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the District may release the following directory information

about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying the Principal in writing by the end of September of each school year.

- Destruction of Records - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.
- Transfer of Records - In accordance with 603 CMR 23.07(4)(g), it is the practice of the Littleton Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled, in another public school district, if the disclosure is for the purpose of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.
- Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, §34H; 603 CMR 23.07.

- Third Party Access - Authorized school personnel, to include: (a) 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; (b) administrative office staff and clerical personnel, employed by the school committee or 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; and (c) the evaluation team which evaluates a

student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

- Complaints - A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300. If you have any questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the building principal.

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with M. G. L. c. 71, § 32A, the Littleton School Committee has adopted this policy on the rights of parents and guardians of our 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 our schools will be notified, in writing, of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). The notice will be provided to parents at least thirty (30) days prior to the start of the program. 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 curriculum changes 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 dispute. The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

Revised: May 28, 2020

LEGAL REF M. G. L. c. 71, § 32A; 603 CMR 5.0

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the District's conducting of surveys, collection and the use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning

behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or student's parents; and/or income, other than as required by law to determine program eligibility.

- Notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.

The above rights transfer from the parents to a student who is eighteen (18) years old or an emancipated minor under State law.

The Littleton Public Schools will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as methods to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE, and any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under PPRA have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

PHYSICAL RESTRAINT OF STUDENTS

The Littleton Public Schools complies with the DESE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities.

The Littleton Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student.

No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Nothing in Littleton Public Schools policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) the exercise of an individual's responsibilities as a mandated reporter pursuant to M. G. L. c. 119, § 51A.

For a complete copy of the regulations governing the use of physical restraint in schools, contact the Director of Student Services.

To access a copy of Littleton Public Schools Procedures for the use of Restraint, Time-Out and Seclusion, please click [HERE](#)

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student's individual educational needs as adequately as the needs of nondisabled students are met.

Under the Individuals with Disabilities Education Act ("IDEA") and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to: speech therapy, physical therapy,

occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)' consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

In some cases, the evaluation Team determines that a student with a disability may require only individual accommodations as opposed to specially designed instruction and /or related services. Such students may then be referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act.

For more information regarding the services available to students with disabilities please contact the school guidance counselor or the Littleton Public Schools' Director Student Services. The Section 504 Compliance Officer is: Lyn Snow, Director of Student Services at 978-540-2503, lsnow@littletonps.org.

LITTLETON SPECIAL EDUCATION PARENT ADVISORY COUNCIL

The Littleton SEPAC is a parent-led and run group, aiming to build a community of support for parents on the Special Education journey by having regular support groups, meetings, and workshops. In addition to providing support and information to parents, the SEPAC has the following duty: 603 CMR 28:00(4): "The parent advisory council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs." Every district in MA must have a SEPAC or get a waiver from the state.

The Littleton SEPAC's mission is to facilitate education, communication and collaboration between students, parents, community members, administrators, and the School Committee in order to establish better understanding of, respect for, and support of Special Education, and to work with the Littleton School District to ensure that students' needs under Massachusetts Special Education Regulations 603CMR28.07(4) and other applicable laws are being met.

The Littleton SEPAC has four business meetings every year, a monthly parent support group, and hosts additional workshops. Parent advisory councils are state mandated advisory groups. M. G. L. c. 71B, §3. Please click [here](#) to access the Littleton Public School's website for more information regarding the Littleton SEPAC.

EXTRACURRICULAR ACTIVITIES

Littleton Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. Littleton Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. Littleton Public Schools administrators, in their discretion, may deny or limit a student's access to co-curricular activities as a disciplinary sanction.

MCKINNEY –VENTO HOMELESS EDUCATION ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools

immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following:

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by the process set forth by state and federal regulation and the Department of Elementary and Secondary Education. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. To the extent practicable and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students and unaccompanied youths will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. A child who is homeless or an unaccompanied youth, and attending any school served by the local educational agency, is eligible for Title I services and the Free and Reduced Lunch program.

For additional information regarding homeless students' rights and services, please contact the building principal or the District Homeless Liaison, Lyn Snow, Director of Pupil Personnel Services.

EDUCATIONAL OPPORTUNITIES FOR STUDENTS IN FOSTER CARE

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend their school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in his/her local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF MILITARY FAMILIES

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school-aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- For Kindergarten and First grade students, a student can continue in the same grade in the receiving state regardless of entrance age requirements, if he/she has already started kindergarten or 1st grade in an accredited school in the sending state in which the family was stationed. A student may go to the next grade regardless of age requirements, if he/she has completed kindergarten or 1st grade in the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students shall have additional excused absences at the discretion of the District for visits with parents or legal guardians relative to leave or deployment.

- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The student will be provided with the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.

ENGLISH LANGUAGE LEARNERS (MULTILINGUAL PROGRAM)

In accordance with federal and state law, the English Learner (or Multilingual) Program is responsible for identifying students who are not proficient in the English language and for providing those students with English language instruction to develop proficiency in reading, writing, speaking, and listening in English.

Incoming students are screened, using a Home Language Survey in the family's primary language. If a language other than English is reported on the Home Language Survey, an assessment (WIDA Screener for grades 1-12) is given to determine the student's English language proficiency level. Students whose test results are under the proficiency thresholds determined by the Massachusetts Department of Elementary and Secondary Education are identified as English Learners (EL). ELs are placed in Sheltered English Instruction (SEI) programming. SEI is defined as an English language acquisition method for children where curriculum and presentation are designed to develop academic content alongside English development. Books and instructional materials are in English, and all reading, writing, and other subjects are taught in English.

Families of ELs may opt-in to SEI programs that include explicit English as a Second Language instruction using a curriculum based on the WIDA ELD standards and instruction tailored to students' proficiency levels and delivered by licensed English as a Second Language teachers.

These SEI programs are available at all Littleton Public Schools.

Families of ELs may opt-out of SEI Programs with ESL instruction. The student will continue to be classified as an EL and must participate in the ACCESS English Language Proficiency assessment annually until he or she meets the criteria to exit the designation of English Learner. All ELs in the district will be provided equitable access to the curriculum. English Learners are required to participate in state-wide assessments. English Learners who obtain English proficiency and who meet the state's criteria to exit English Learner status will be classified as Former Limited

English Proficient (FLEP). Their progress will be monitored for four (4) years thereafter. Students who are struggling after becoming FLEP can be reclassified as English Learners after thorough review by the student's teachers.

SCHOOL PROGRAM HIGHLIGHTS

Specialists

General Music

General Music classes meet once a week for students in grades 3-5. Students learn critical thinking skills through the medium of music. Students learn the symbolic language of music, how to perform music on small percussion instruments, how to work independently, how to work as part of a group, how to interpret something exactly, how to improvise and how to listen.

Instrumental Music/Band

Students have the opportunity to begin music lessons on wind, brass and percussion instruments in the 5th grade. Fifth grade band students will receive one group lesson and participate in band with one band rehearsal each week beginning in October. An instrumental band performance will take place in the spring for fifth grade.

Chorus

Chorus will be offered for fifth grade students. All fifth grade students who are not in the fifth grade band will participate in the fifth grade chorus. A fifth grade choral performance will take place in the winter/ spring of the school year so all students get the chance to perform.

Art

Art Classes meet once a week for students in grades 3 -5. Along with the introduction and experimentation of many tools and materials, the art principles aligned with the Massachusetts State Frameworks are emphasized by creative use of the art elements. A wide range of projects is interwoven into the classroom curriculum. Art becomes an integral part of the child's learning process with imagination and creativity stressed. Throughout the year, student artwork is displayed in the school lobby and once a year the art teacher has an art show to exhibit student work.

Physical Education

Students in grades 3-5 have physical education once a week. Areas that are stressed include basic skills, movement activities, games, physical fitness and good sportsmanship. The fifth grade girls and boys will participate separately in a unit on maturation with a meeting for parents to review materials, held prior to the unit of

instruction being taught by the school nurse. Parents will be notified about when this unit will take place. Please see the section titled PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION (page ___) for more information.

Technology Education

The Russell Street School keeps cutting-edge instructional technology tools available to students and staff that are current and on the cutting edge. Currently, this includes mobile technology, classroom projectors, interactive white boards, and a makerspace. Technology is evaluated regularly and updated as necessary.

Library

All classrooms visit the library once a week for instruction in library skills. The library is also used by classrooms or small groups when working on projects requiring the use of reference materials. The Library is a place where topical literature and reference material can be used or borrowed for research on a given topic. Children may borrow books for recreational reading or for enrichment in the academic areas.

School Wide Meetings

School Wide Meetings are scheduled regularly throughout the year. During these meetings, all students and faculty gather to celebrate and acknowledge student and classroom accomplishments. Student presentations, performances and announcements may also be shared.

Student Recognition

It is very important to recognize and celebrate student accomplishments in a variety of ways. Teachers utilize a variety of methods in recognizing students within their classroom. These vary from notes home to special activities that focus on students as individuals. Throughout the school year we will also recognize students for their accomplishments in school newsletters or at school wide meetings when appropriate.

SPECIAL SERVICES

Guidance Counselor

The role of the guidance counselor is to assist children with their social/emotional growth as it affects their educational performance in school. The school guidance counselor offers a variety of programs ranging from assisting teachers in the classrooms to small group support and direct instruction in areas related to students' social/emotional development.

The Student Support Team meets regularly to review the performance of students experiencing difficulty with academics, behavior, and social/emotional development or sustaining attention. The role of the Student Support Team is to ensure that a struggling student receives the support needed to make continued progress with academics and or social/emotional development. Student referrals to the Student Support Team are made by the classroom teacher after discussion with parents to identify the areas of concern. The classroom teacher will share the outcome of the Student Intervention Team Meeting with the parents.

Response to Intervention (RTI)

Russell Street School utilizes a RTI model for reading and math instruction as part of the general education curriculum. RTI provides a framework for targeted instruction to meet the needs of students who require more time and instruction to become proficient or to expand content area knowledge. The model includes data driven tiers of instruction based on the learning needs of all students. The math intervention block is called W.I.N. (What I Need).

Speech and Language

Speech and Language services offer screening and evaluation services to students suspected of having speech, language, voice and/or auditory processing difficulties. Therapy will be provided for students who are identified with an area of disability affecting language development and/or speech articulation.

Occupational Therapy

The occupational therapist provides screening and evaluation services to students who experience difficulty with fine motor coordination and difficulty with writing in forming letters and numbers. Therapy will be provided to students who are identified through an evaluation process with an area of disability affecting fine motor development.

Title I Reading Program

The Title I reading intervention program is a service for students who are identified as having difficulty reaching proficiency with reading. The following criteria are used to identify students who require further reading instruction to reach proficiency: district-based standardized assessments, MCAS, end of unit reading assessments, classroom performance and teacher recommendation. Title I reading intervention is delivered through small group targeted instruction.

Title I Math Program

The Title I Math program is designed to provide further instruction to children who identified as having difficulty and working below grade level with mathematics. The following criteria is used to identify students who require further math instruction to reach proficiency: district-based standardized assessments, MCAS, end of unit math

assessments, classroom performance and teacher recommendation. Title I math intervention is delivered through small group targeted instruction with grade level math curriculum.

ENGLISH LANGUAGE LEARNERS (MULTILINGUAL PROGRAM)

In accordance with federal and state law, the English Learner (or Multilingual) Program is responsible for identifying students who are not proficient in the English language and for providing those students with English language instruction to develop proficiency in reading, writing, speaking, and listening in English.

Incoming students are screened, using a Home Language Survey in the family's primary language. If a language other than English is reported on the Home Language Survey, an assessment (WIDA Screener for grades 1-12) is given to determine the student's English language proficiency level. Students whose test results are under the proficiency thresholds determined by the Massachusetts Department of Elementary and Secondary Education are identified as English Learners (EL). ELs are placed in Sheltered English Instruction (SEI) programming. SEI is defined as an English language acquisition method for children where curriculum and presentation are designed to develop academic content alongside English development. Books and instructional materials are in English, and all reading, writing, and other subjects are taught in English.

Families of ELs may opt-in to SEI programs that include explicit English as a Second Language instruction using a curriculum based on the WIDA ELD standards and instruction tailored to students' proficiency levels and delivered by licensed English as a Second Language teachers.

These SEI programs are available at all Littleton Public Schools. Littleton Public Schools ensures that English Learners (ELs) are not segregated from their English-speaking peers, except where programmatically necessary, to implement an ELE program. All English Learners have equal access to the full range of academic opportunities and supports afforded non-ELs, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, advanced educational programs and the supports outlined in the district's curriculum accommodation plan.

Families of ELs may opt-out of SEI Programs with ESL instruction. The student will continue to be classified as an EL and must participate in the ACCESS English Language Proficiency assessment annually until he or she meets the criteria to exit

the designation of English Learner. All ELs in the district will be provided equitable access to the curriculum. English Learners are required to participate in state-wide assessments. English Learners who obtain English proficiency and who meet the state's criteria to exit English Learner status will be classified as Former Limited English Proficient (FLEP). Their progress will be monitored for four (4) years thereafter. Students who are struggling after becoming FLEP can be reclassified as English Learners after thorough review by the student's teachers.

STUDENT CONDUCT

EXPECTATIONS FOR STUDENT BEHAVIOR

The Russell Street Elementary School community believes that all students can and will learn the skills needed to function appropriately in the school and community setting when given clear expectations, instruction and sufficient time and support to meet the expectations for appropriate student behavior. It is important that everyone who comes into our school knows that they will be treated with respect. The development of good behavior in elementary school is a teaching process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. It is important that a school establish a Code of Conduct to make sure that everyone can come into our school free of distraction, fear or discomfort so that optimum teaching and learning take place throughout the day.

Everyone has the following rights when at school:

- To be in an environment that is pleasant, safe and orderly
- To be free from insulting or abusive treatment from others
- To have an atmosphere that encourages learning

It is everyone's right to feel safe, welcomed, and respected when at the Russell Street School. It is everyone's

Responsibility

to make it happen

School rules are designed to protect these rights. Please take the time to review our expectations for student behavior with your child. A good way is to read the rules together and discuss why each one is important and necessary.

CODE OF CONDUCT

Russell Street School Students will:

- Treat others with kindness and respect
- Use problem solving strategies to resolve conflicts
- Act in a way that does not disrupt learning
- Take good care of personal property and the property of others
- Take pride in their school property by not breaking damaging or defacing buildings, grounds, materials, furnishings
- Conduct themselves in an orderly way and walk, not run in the hallways
- Never use language that includes hurtful words, vulgarity, or profanity
- Never bully, fight, tease or call others names

Responsive Classroom

The Russell Street School has embraced the philosophy of Responsive Classroom, which emphasizes academic, social and emotional growth of all students. An important component to this philosophy involves teaching positive behavior strategies so that all students take ownership of their actions. When possible, teachers work with students to promote positive behavior choices in school. This is achieved through student collaboration when creating classroom rules and modeling behavioral expectations. Although we strive to promote positive behavior, it is necessary at times to utilize the behavioral consequences listed below.

CIVIC AND SOCIAL EXPECTATIONS

All students deserve the opportunity to work and learn in an environment of mutual respect and trust. This requires that students regard each other with courtesy, consideration, appreciation, and act accordingly. These rules have been developed to ensure that the educational opportunities of all students are not threatened or limited by unacceptable behaviors.

PARENTAL NOTIFICATION

Parents will be notified of all student suspensions and expulsions either by email, by postal mail, or by a phone call home in accordance with the applicable disciplinary due process procedures (see below). Teachers and/or administrators will notify parents by phone, email, or in writing about detentions.

DISCIPLINARY ACTION

Level of Offenses

Please note that the below table is merely a guideline for school administrators, and additional consequences may be imposed for any Level Offense at the discretion of the administration based on the nature of the infraction and the totality of the circumstances.

<p>Level 1 Offense – minor violations; may include, but not limited to:</p> <ul style="list-style-type: none"> • Running • Disruptive transitions • Out of assigned area • Classroom disruptions • Uncooperative behavior • Put downs • Use of electronic equipment in school 	<p>Level 1 Consequence –</p> <p>Students who engage in Level 1 offenses may receive a mild consequence designed to discourage the inappropriate offense from recurring in the future. Level 1 consequences may include, but are not limited to:</p> <p style="padding-left: 40px;">Verbal correction, timeout, loss of recess time, apology, behavior form completed, in school or out of school suspension.</p> <p>Electronic equipment may remain in office until picked up by parent</p>
<p>Level 2 Offense – more serious in nature; may include, but not limited to:</p> <ul style="list-style-type: none"> • Chronic level 1 offenses • Disrespectful to staff • Possession of inappropriate material • Cheating • Throwing rocks, food, etc. • Refusal to go to class • Teasing • Inappropriate gestures • Inappropriate drawings 	<p>Level 2 Consequence</p> <p>Students who engage in Level 2 offenses may receive Level 2 consequences which may include, but are not limited to:</p> <p style="padding-left: 40px;">Verbal correction, loss of recess(es), temporary removal from a class or activity, written apology, behavior contract, after school detention, in school or out of school suspension.</p>
<p>Level 3 Offense – serious offense May include, but not limited to:</p> <ul style="list-style-type: none"> • Chronic level 1 and 2 offense • Stealing • Spitting • Physical aggression • Threats • Intimidation • Bullying/harassment • Verbal abuse/profanity • Vandalism 	<p>Level 3 Consequence</p> <p>Students who engage in Level 3 offenses may be referred to the principal/designee for immediate corrective action. Consequences for level 3 offenses may include, but are not limited to:</p> <p style="padding-left: 40px;">Behavior contract, parent meeting with teacher/administration, restitution, school detentions, school suspension (in or out of school).</p> <p>Parent/designee must pick up child upon suspension.</p>

<p>Level 4 Offense – most serious offense</p> <p>May include, but not limited to:</p> <ul style="list-style-type: none"> • repeat level 3 offense • physical aggression toward adults • possession of a weapon • possession or under the influence of an illegal substance 	<p>Level 4 Consequence</p> <p>Students who engage in Level 4 offenses may be referred to the principal for immediate action. Consequences for level 4 offenses may include, but are not limited to:</p> <p>Behavior contract, parent meeting with teacher/administration, restitution, school detentions, school suspension (in or out of school), expulsion in accordance with MGL c. 71 § 37H.</p> <p>School resource officer may be notified</p>
---	--

ACADEMIC INTEGRITY

In the Littleton Public Schools, we strive to create an environment wherein all act honestly. We believe it is the right and responsibility of each individual to contribute to, and work in, an environment of trust. Accordingly, cheating, academic stealing, plagiarizing, and lying are all prohibited. While the following refers to academic standards, it is the expectation that ethical behavior be displayed while participating in the full range of activities within the school environment.

Consequences for violating this policy:

The teacher may assign a failing grade of zero for all work related to violations of this policy and or require that the work be re-done by the student in a timeframe designated by the teacher. All incidents involving academic violations are recorded in a student's personal file. Additional consequences may be imposed at the discretion of the administration.

Cheating encompasses, but is not limited to, the following:

- Willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in school work over other students.
- Attempted cheating.
- Some examples are: deception; talking or using signs or gestures during a test or quiz; copying from another student or allowing another student to copy your work; passing test or quiz information during a class period or from one class period to members of another class period with the same teacher; text messaging information; submission of pre-written assignments at times when such assignments are supposed to be written in class; illegally exceeding the time limits on timed tests, quizzes or

assignments; unauthorized use of study aids, notes, books, data or other information; computer fraud; sabotaging the projects or experiments of other students.

Academic Stealing is a form of cheating. For example:

- Taking or appropriating the school work of another student or the instructional materials of a teacher without the right or permission to do so. Some examples are: stealing copies of tests or quizzes, photographing the test/quiz, text messaging information, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook, stealing another student's homework, notes or handouts

Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.
- Using the Internet or other computer-based, telephonic, or handheld technology sources to obtain, without written documentation, sources of information or actual written documents.
- Some examples are: Having a parent or other person write an essay or do a project which is then submitted as one's own work, failing to use proper documentation and/or bibliography.

Lying encompasses, but is not limited to, the following:

- Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception, or fraud in an oral or written statement.
- Some examples are: Lying or failing to give complete information to a teacher; forgery on notes or other documents; feigning illness to gain extra time for tests, quizzes, or assignments due.

RESPONSIVENESS

Students are to comply, in a courteous and respectful manner, with any reasonable request from any member of the school staff. A request is "reasonable" when it has a legitimate educational purpose and is within the authority of the staff member to make. When doubt exists as to the reasonableness of a request from a staff member, students are encouraged to consult with a department head or school administrator after compliance with the request. Disciplinary consequences may be issued for behaviors that are uncooperative and insubordinate.

CIVILITY

Students are expected to treat every member of our learning community with respect. Words – written and verbal – gestures, and actions that are perceived as inappropriate, disrespectful, or offensive may result in disciplinary consequences.

CONFLICT

Whenever members of the school community find themselves to be in conflict, they are expected to resolve their differences in a nonviolent manner without resorting to abusive behavior, either physical or verbal. Any student who initiates physical conflict is subject to disciplinary action as well as any student who accepts the challenge.

ANTI-BULLYING

Littleton Public Schools adheres to Massachusetts law, specifically M. G. L. c. 71, § 37O, regarding bullying prevention and intervention.

M. G. L. c. 71, § 37O defines bullying and provides additional information about anti-bullying procedures in public schools.

Bullying, cyberbullying, and retaliation are strictly prohibited on school grounds, at school sponsored events and activities, and at locations that are not school related, or through the use of technology or an electronic device that is not owned or leased by the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school.

See relevant excerpts of the Littleton Public Schools Bullying Prevention and Intervention Plan in this handbook, above, or on the Littleton Public Schools website: <https://www.littletonps.org/about-our-district/bullying-prevention-and-intervention>.

RESPONSIBLE USE OF TECHNOLOGY

The Littleton Public Schools shall provide access for Staff and Students to the District's systems, networks, and devices, including access to external resources, for educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and research of an educational nature. This technology will be used to increase communication (Staff, Parent, Student, and Community), enhance productivity, and assist in upgrading existing skills and acquiring new skills through a broader exchange of information. The School Committee's Acceptable Use Policy (AUP) applies to all usage of school-owned technology. Usage of Privately-owned technology while connected to the District network is also governed by the AUP. The acknowledgement of this policy, as referenced here, will serve as the agreement.

Monitored Use / Privacy

There is no expectation of privacy related to information stored and transmitted over the Littleton Public Schools network. Littleton Public Schools reserves the right to access, review, copy, store, or delete any files (unless other restrictions apply) stored on District computers, and all employee and student communication using the District network. Electronic messages and files stored on WPS computers or transmitted using WPS systems may be treated like any other school property. District administrators and technology personnel may review files and messages to maintain system integrity and, if necessary, to ensure that users are acting responsibly. Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law, school rules or the code of conduct, or Littleton School Committee policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Access to the school network and the Internet is a privilege. Student or Staff privileges can be revoked at the discretion of the administration for violations of the Responsible Use Policy.

Liability

The Littleton Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of intellectual property, user mistakes or negligence, or costs incurred by users.

The Littleton Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Littleton Public Schools assumes no responsibility for any loss or corruption of data resulting from the use of the District's IT resources.

Improper Use / Consequences: Violations of this policy can result in, but are not

limited to, the following disciplinary actions: restricting access to devices, disabling device features or applications, revocation of all network access, payments for damages and/or repairs, detention, suspension or exclusion from school as well as legal action by appropriate authorities in the case of violations of law (e.g., criminal or intellectual property). The District's Bullying Prevention and Intervention Plan applies to online behaviors, and students and staff are expected to comply with all provisions of that policy. Students or parents should contact the district or school administration if they have any questions about this agreement or its implementation.

Guidelines for Responsible Use of Technology:

Students/Staff are prohibited from:

1. Using school provided electronic devices or networks to harass or bully others.
2. Sharing and/or using someone else's account and/or password.
3. Deleting or intentionally tampering with someone else's files, folders, or work.
4. Damaging or modifying devices, computer systems, software, applications, files or other network resources in any way.
5. Storing confidential or sensitive District information on portable external electronic storage media. Portable external electronic storage media includes but is not limited to USB or flash drives, CDs, removable hard drives.
6. Copying software or applications from Littleton Public School devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
7. Violating any federal, state, or local laws/policy, including criminal and intellectual property laws.'
8. Sending inappropriate and unsolicited information through "spamming."
9. Downloading non-educational content such as streaming music and/or video, while utilizing the District network.
10. Intentional viewing, sending, downloading of inappropriate or offensive content.
11. Accessing dangerous information that, if acted upon, could cause damage or danger to others.
12. Attempting to override, disable, alter, or circumvent security restrictions, management systems, or network settings, including but not limited to "hacking" to gain unauthorized access to files, devices, or computer systems. Any attempt will be considered intentional damage.
13. Using the network for financial, commercial, or political gain.
14. Intentionally wasting limited network or bandwidth resources.
15. Uploading any harmful form of programming, bypassing filters, installing any type of service, aliasing/spoofing, peer-to-peer networking or remote control software.
16. Creating, sharing or posting audio, video, or any material of or created

by another without permission.

17. Posting private information of another Student or Staff member.
18. Impersonating or attempting to impersonate another individual on any social media platform.
19. Engaging in any form of bullying, harassment, or other malicious behavior.
20. Saving inappropriate files to any part of the system, including but not limited to:
 - a. Music files
 - b. Movies
 - c. Video games of all types, including ROMs and emulators
 - d. Offensive images or files
 - e. Programs which can be used for malicious purposes
 - f. Any files for which you do not have a legal license
 - g. Any file which is not needed for school purposes or a class assignment
 - h. Uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

Note – if a student needs a file for a class project that you think may be considered inappropriate, then he/she needs to have teacher and school administration permission prior to the class project.

CIPA (Children’s Internet Protection Act)

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children’s Internet Protection Act (CIPA). Littleton Public Schools is required by CIPA to block access to inappropriate content and monitor internet use by minors. The Littleton Public Schools Technology Department is responsible for managing the district’s internet filter and will work with Littleton Public Schools staff to ensure the filter meets the academic and operational needs of each school, while protecting minors from exposure to inappropriate content. There should be no expectation of privacy related to information stored or transmitted using Littleton Public Schools’ systems or networks.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Littleton Public Schools educates Students about appropriate online behavior, including interacting with other individuals on social networking web sites as well as cyberbullying awareness and response.

Google Apps for Education

Students in grades 2-12 are assigned Google Apps For Education Accounts. Google Apps for Education is a suite of web-based software applications that allows for the creation of documents, spreadsheets, presentations, websites, and email. The benefits for teachers and students include the ability to collaborate on projects and assignments, and access files from any device, from any location. Some files (docs, sheets, slides) are available without an internet connection. Staff and Students are expected to use their District assigned Google accounts for email correspondence and file storage. **It is imperative that all Staff and Students be responsible for successfully logging out from any device and safeguarding their account information.**

Aspen

Littleton Public Schools uses a web-based school information management system, Aspen. This password protected family and student portal makes communication among Students, Parents, Teachers, and Administrators more efficient. It is used to maintain Student data including demographics, attendance records, schedules, grades and transcripts. Parents and Students in grades 6-12 are able to access online progress and grade reports, attendance records, and Student schedules with District-assigned usernames and passwords. Aspen provides Staff with the ability to share additional course information such as syllabi, study guides, class documents, assignments, homework, scheduled assessments, class updates, and assignment grades. **It is imperative that all Staff and Students be responsible for successfully logging out from any device and safeguarding their account information.**

DRESS CODE

We take pride in the appearance of our students. Students are to dress neatly, cleanly, and appropriately while in attendance. Students maintain the right to personal dress and appearance, unless a school official “determine[s] that such personal dress and appearance violates reasonable standards of health, safety and cleanliness.” M. G. L. c. 71, § 83. Students also have the right to freedom of expression. However, this right is limited in public schools if the expression, including that which is expressed via clothing, causes disruption or disorder. See M. G. L. c. 71, § 82.

To this end, clothing or accessories promoting alcohol, tobacco products, drugs, drug paraphernalia, guns, weapons or violence, or that otherwise is lewd, obscene, or violates the Littleton Public Schools’ anti-discrimination policies are not permitted.

Hoods may not be worn in the upright position. Hats and head coverings are permitted

for religious observance or medical purposes. Footwear must be worn in the school building at all times per order of the board of health.

The dress code is in effect for both the school day and all school sponsored events that occur at the school or off school grounds, unless otherwise specified for special events. Students who do not comply with the dress code may be asked to call home and remain in the office until appropriate clothes are brought to school, or other disciplinary action may occur.

Questions or concerns about this dress code should be directed to the administration.

TOBACCO/NICOTINE

Tobacco use is a public health issue that affects not only the primary user, but also those around them. Accordingly, pursuant to M. G. L. c. 71, § 2A, tobacco products, including e-cigarettes and vaporizers (vaping devices, including vape pens), are prohibited from being used within school buildings or facilities, on school grounds, at a school-sponsored events, or on a school bus. Reasonable suspicion through odor or other obvious indicators will constitute use. See M. G. L. c. 71, § 37H. **Students shall also not be in possession of tobacco products or paraphernalia within school buildings and facilities, on school grounds, at school-sponsored events, or on a school bus.** Students who violate this tobacco provision, may receive at least a one day out-of-school suspension.

Information for tobacco cessation programs is available through the nurse and school resource officer.

INHALANTS

Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. M. G. L. c. 270, § 18. It is also illegal to possess, buy or sell any such substance in order to violate, or aid another to violate, this section.

Students found in violation of this law may be subject to immediate suspension and law enforcement may be notified.

ALCOHOL

A student shall not be in possession of, or under the influence of, any alcoholic beverage or beverage containing alcohol while on school premises or at school-sponsored or school-related events, including athletic games. Reasonable suspicion through odor or other obvious indicators will constitute use. Any student suspected of using or being under the influence of alcohol at school or at a school sponsored activity may be referred to the School Resource Officer or Duty officer assigned to the event for a Portable Breathalyzer Test.

- Consequences: At the discretion of administration, a student found in violation of this section may be subject to in-school suspension, short term suspension, or long term suspension, and/or loss of extracurricular privileges. The MIAA and Littleton Public Schools participation standards prohibit the use of alcohol and their consequences will be applied to all co-curricular activities, including athletics.

DRUGS/CONTROLLED SUBSTANCES

A student shall not be in possession of any controlled substance or related paraphernalia, or under the influence of, any controlled substance while on school premises or at school-sponsored or school-related events, including athletic games.

- Consequences: At the discretion of administration, a student found in violation of this section may be subject to in-school suspension, short term suspension, long term suspension, expulsion, and/or loss of extracurricular privileges. Students in possession of a controlled substance on school grounds or at a school-sponsored event or activity may be subject to suspension or expulsion. M.G.L. c. 71 § 37H. The MIAA and Littleton Public Schools participation standards prohibit the use of controlled substances and their consequences will be applied to all co-curricular activities, including athletics.

POSSESSION OF WEAPONS

It is illegal to have a weapon in school or on school property. Students who are in possession of a weapon, or a look alike weapon, on school grounds or at a school-sponsored event (ex: athletic game) risk expulsion from school. In all cases, law enforcement will be notified, the student may be immediately suspended from school, and an expulsion hearing may be held. Weapons are defined as guns, knives, bows, arrows, darts, or any other object, which in the opinion of the administration may cause harm to you or others.

Whoever, not being a law enforcement officer and notwithstanding any license obtained

by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of the elementary or secondary school, college or university shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.

For the purposes of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged. M. G. L. c. 269, § 10(j).

ASSAULT OF SCHOOL STAFF

Any student who assaults a school staff member, including but not limited to, a principal, assistant principal, teacher, or teacher's aide, on school premises or at school-sponsored or school-related events, including athletic games, may be subject to suspension or expulsion from the school or district by the Principal. Assault includes attempted and threatened battery (attempting/threatening to commit a harmful or unpermitted touching). M. G. L. c. 71, § 37H.

GRAFFITI

It is a violation of school rules, and a felony, to intentionally, willfully and maliciously or wantonly, paint, mark, scratch, etch or otherwise mark, mar, injure, deface or destroy the real or personal property of another, including but not limited to a wall, fence, building, sign, rock, monument, gravestone, or tablet. M. G. L. c. 266, § 126A.

It is also illegal and a violation of school rules to "tag" (spray/apply paint or place a sticker) a building, wall, fence, sign, tablet, gravestone, monument or other object or thing on a public way or adjoined to it, or in public view, or on private property, with the intent to deface, mar, damage, mark or destroy such property. Persons acting individually or as part of a group are criminally liable. M. G. L. c. 266, § 126B.

Disciplinary consequences for violations of § 126A and/or § 126B may be issued. Law enforcement may also be contacted.

HAZING

Hazing is strictly prohibited by the Littleton Public Schools. Hazing is defined as “any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.” M.G.L. c. 269 § 17.

The full text of the Massachusetts law on hazing is included in the Appendix to this Handbook.

INVESTIGATIVE PROCEDURES

When the school receives a report of inappropriate conduct by a student, the principal or other designated staff member may conduct an investigation. During the investigation, school personnel may talk to witnesses and may search students, students' lockers, students' desks, students' internet sites, students' possessions, and/or students' motor vehicles on school grounds. School personnel may also take other appropriate investigative steps. The student(s) being investigated may be removed from class for all or part of the school day during the investigation. The parents or guardians of the student(s) being investigated may not be contacted by the school until the investigation is complete. For complaints or incidents that fall under a specific grievance procedure, school personnel will follow the applicable procedure.

DISCIPLINARY CONSEQUENCES

Teachers and other adult supervisors exercise control over classrooms, study halls, the library, the gym, and all other areas of the school. They determine disciplinary actions to be taken when, in their judgment, a student misbehaves or refuses to follow their directions. Typical actions may range from a simple reprimand to a conference, which may involve the student's parent/guardian.

When an ongoing class, study area, or other function of the school is being adversely affected by the behavior of a student, and that student fails to respond to the attempts of

correction made by an adult supervisor, he or she may be sent to the Assistant Principal.

Depending on the circumstance, the Principal or, when appropriate, a designee such as the Assistant Principal, will enforce student rules and school regulations. In imposing disciplinary action, the Principal or designee may consider the entirety of the circumstances, including but not limited to: the seriousness of the incident, the student's past disciplinary record, the amount of disruption caused by the student's behavior, and whether or not it resulted in injury to others or damage to property.

See Disciplinary Due Process, below, for definitions and due process procedures applicable to disciplinary infractions.

Examples of the disciplinary action which may be imposed are as follows:

- Reprimand the student and document the reprimand in the student's record.
- Schedule a student-parent conference to discuss the matter.
- Seek restitution for property damage.
- Revoke privileges such as: use of library, computers or cafeteria; participation in co-curricular or class activities.
- Temporarily remove the student from a class or activity. Note that co-curricular activity directors, advisors, coaches, the Director of Athletics, and the Principal have the authority to restrict the participation of students in any school activity for reasonable cause.
- Place the student on disciplinary probation.
- Assign teacher detention.
- Assign detention.
- Permanently remove the student from the class or activity.
- Assign Saturday Detention
- Assign in-school suspension
- *Short-Term Out-of-School Suspension (up to 10 days)
- *Long-Term Out-of-School Suspension (over 10 days)
- *Expulsion

*For out-of-school suspensions and expulsions, students are not allowed on school property and are not allowed to participate in school-sponsored activities for the duration of their suspensions and/or expulsions.

Co-curricular activity directors, advisors, coaches, the Director of Athletics, and the Principal have the authority to restrict the participation of students in any school activity

for reasonable cause.

Detention

Teachers and/or administrators may contact parents about after-school detentions.

- It is the responsibility of each student to provide his/her own transportation.
- Detention will be held in an assigned room. Students should enter/exit school by main entrance doors.
- Students arriving late may be re-assigned the time owed.
- Students failing to report to their assigned detention (or failing to have been excused **in advance**) may be required to repeat the time owed, may have the time doubled, or may be suspended from school. Progressive discipline may be followed.
- Co-Curricular activities/athletics will not be considered an excused absence from detention.
- Students not complying with the following behavioral expectations during detention may be sent home, receive no credit for that day, and be re-assigned the time owed.
- Behavioral expectations:
 - Students are expected to come to the assigned room with schoolwork or a book to read. Sleeping or lying with head on the desk is not permitted.
 - Students are not allowed to socialize or disturb others. Use of listening devices, cell phones, or other electronics is at the discretion of the detention supervisor.
 - Food and/or drink (except water in a covered container) may not be brought into detention.
- Students serving detention may participate in the co-curricular activities on that day, provided that those activities occur after fulfilling detention responsibilities.
- A parent phone call or note after a missed detention does not constitute an excused absence. Disciplinary consequences may be issued in these instances.

Students must serve all detentions assigned to them prior to the end of the year. Failing to do so may result in a discrepancy report that may interfere with participation in graduation and/or receipt of report cards, transcripts, etc.

DISCIPLINARY DUE PROCESS (SUSPENSIONS & EXPULSIONS)

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M.G.L. c. 76, §17; M.G.L. c. 76, §21; M.G.L. c. 71, §37H; M.G.L. c. 71, §37H 1/2; and M.G.L. c. 71, §37H 3/4.

Suspension and Expulsion Due Process

Due Process Under M.G.L. c. 71, § 37H ¾

(For ALL offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff and felony offenses)

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY.

For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

Definitions Under M.G.L. c. 71, § 37H 3/4

Superintendent – the Superintendent or designee for disciplinary purposes.

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

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

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10)

consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

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

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

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY.

For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

All school principals and principal's designees and the Superintendent and Superintendent's designees when acting as a decision-maker at a disciplinary hearing or appeal to consider student discipline for violations of school rules other than offenses involving drugs, weapons, assaults on school staff and felony offenses, shall, when deciding the consequences for the student, consider ways to re-engage the student in the learning process. The principal or designee shall not suspend the student until alternative remedies have been employed, and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. M.G.L. c. 71, § 37H 3/4(b).

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

Emergency Removals: M.G.L c. 71, § 37H ¾ - A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and 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 principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal 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; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal 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.

In-School Suspension, M.G.L c. 71, § 37H ¾ - Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school

suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H 3/4:
Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H 3/4:
– On or before the day of suspension, the principal shall 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 in 603 C.M.R. 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H 3/4:
In the case of disciplinary offenses not involving: a) possession of a

dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal 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; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal 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.

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4: At the Principal's hearing, the student and parents (if

participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: The principal shall notify the student and parent of the 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, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-Term Suspension; M.G.L c. 71, § 37H 3/4: 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 their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in §37H 1/2 of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to

participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H 3/4: Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall

send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (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 by the principal; (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 as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall 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 principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a 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. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: The

Superintendent shall 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, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall 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 shall send written notice to the parent of the date, time, and location of the hearing. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall 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 shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L. c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Superintendent shall be the final decision of the Littleton Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

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

1. 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 and school district by the Principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to

expulsion from the school and school district by the Principal.

Principal's Hearing, Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who has been expelled from the Littleton Public Schools pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel (at his or her own expense) 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.

Suspensions or expulsions are decisions that must consider a student's due process rights. The Principal or their designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint

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 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.

Notice of Principal's Hearing/Decision – Long-Term Exclusion – M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at his or her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision.

The student shall also receive written notification of their 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.

Appeal to the Superintendent- Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall have the right to appeal the suspension to the Superintendent in writing and must notify the Superintendent of their request for an appeal no later than five (5) 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 (3) 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 their behalf, and shall have the right to be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the Littleton Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal 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.

Notice of Principal's Hearing/Decision – Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their 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.

Superintendent's Appeal/Decision – Long-Term Exclusion/Expulsion - M.G.L. c. 71, §37H 1/2 - The student shall have the right to appeal the long-term suspension/expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of their request for an appeal no later than five (5) 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 (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at student's own expense. 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 (5) calendar days of the hearing. Such decision shall be the final decision of the Littleton Public Schools with regard to the long term suspension/expulsion.

OPPORTUNITY TO MAKE ACADEMIC PROGRESS

The Littleton Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - 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,

earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

LITTLETON SCHOOL WIDE EDUCATION SERVICE PLAN

This Plan will be shared with the parent and/or student at the suspension hearing or via email.

I. Students suspended for ten (10) consecutive school days or less:
A student suspended for 10 consecutive days or less, even if resulting in more than ten days of suspension cumulatively in the school year, will be provided with the opportunity to make academic progress during the period of suspension. Suspended students will be assigned a school-based liaison who will provide the suspended student with a list of assignments to be completed by the student during the period of disciplinary removal. Students will have a time period equal to the number of days suspended to complete all assignments and assessments (for full credit) that were missed during the suspension.

II. Students suspended for more than ten (10) consecutive school days:
The following services may be available to students suspended or expelled for more than ten (10) consecutive school days to facilitate their continued academic progress during the period of suspension or expulsion:

1. Individual/Small Group Tutorial Services:

The suspended student will be assigned to an individual or small group tutorial session to be conducted on school grounds or at a location to be determined by the Littleton Public Schools; or

2. An LPS approved online Learning Management System such as Edgenuity or Keystone:

This plan provides an opportunity to earn credits, complete assignments, tests, quizzes, papers, and/or other school work as needed to make academic progress during the period of suspension. In order to access these services, please find below the contact the school principal.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
2. No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.
3. If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special

education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, may, where appropriate, conduct a functional behavioral assessment.

4. If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP or Section 504 Team shall review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment. The IEP or Section 504 Team will develop (with the student's parent(s)/guardian(s) consent), modifications to or a new 504 Plan, IEP, behavior intervention plan and/or placement as appropriate.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, and regardless of the manifestation determination, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting.
6. The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
7. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order

is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

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

Note: If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

MEMORANDUM OF UNDERSTANDING

The safety and well-being of students and staff are essential to a positive learning environment in our schools. Violence or the threat of violence creates tentacles of trauma that seriously undermines the healthy growth and development of students, and the effectiveness of teachers and staff. Similarly, property damage, the presence of alcohol and drugs, bullying, hazing, discrimination, and other illegal activities erode the sense of security, dignity, and focus that students should have at

school. Parents entrust their children to our teachers and staff, and we have a responsibility to ensure that their children make academic progress, while also remaining safe. To that end, we believe a link between the education community and local law enforcement is crucial. Together, as members of the same community, we will work to provide a thriving school environment that is respectful, secure, and trustworthy.

Accordingly, the Littleton Public School District and the Town of Littleton Police Department agree to coordinate their efforts to prevent illegal activity and to respond effectively, therein, to incidents in school, on school premises, or at school-sponsored events. The Littleton Public School District and the Town of Littleton Police Department further agree to adopt a written Memorandum of Understanding clarifying the notification process and procedures to be implemented when a student is discovered participating in illegal activity on school premises or at school-sponsored events. A copy of this Memorandum can be obtained through the School Resource Officer.

APPENDIX OF SELECTED FEDERAL LAWS, STATE LAWS, AND DISTRICT POLICIES

TITLE I RIGHT TO TEACHER QUALIFICATION INFORMATION

The Littleton Public Schools District is also the recipient of Title I, Part A federal funds. Parents in any district receiving Title I, Part A federal funds have the right to request information on the professional qualifications of their child's classroom teacher(s). Such information may include: whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under emergency or provisional status because of special circumstances; the teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and whether paraprofessionals provide services to your child and, if so, their qualifications.

Any concerns regarding violations of the Title I policy should be directed to Lyn Snow at 978-540-2503.

STATUTES REGARDING DISCIPLINE

WEAPONS, CONTROLLED SUBSTANCES, ASSAULTS ON SCHOOL STAFF

M. G. L. c. 71, § 37H

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

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

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

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

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

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

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

excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

FELONY CHARGES AND FELONY CONVICTIONS

M. G. L. c. 71, § 37H ½

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

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing 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 a 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 a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

ALL OFFENSES OTHER THAN WEAPONS, DRUGS, ASSAULTS ON STAFF, OR FELONIES
M. G. L. c. 71, § 37H ³/₄

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H ¹/₂.

(b) All school principals and principal's designees and the Superintendent and Superintendent's designees when acting as a decision-maker at a disciplinary hearing or appeal to consider student discipline for violations of school rules other than offenses

involving drugs, weapons, assaults on school staff and felony offenses, shall, when deciding the consequences for the student, consider ways to re-engage the student in the learning process. The principal or designee shall not suspend the student until alternative remedies have been employed, and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. M.G.L. c. 71, § 37H 3/4(b).

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

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

activities for 1 day or more.

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

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

HAZING

M.G.L. c. 269 § 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student

or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

M.G.L. c. 269 § 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

M.G.L. c. 269 § 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that

such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

WELLNESS PROGRAM

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The school district will establish a wellness committee that consists of at least one (1): parent, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The superintendent shall designate the wellness program coordinator(s). Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- Offer healthy meals that promote good health and provide students with the appropriate daily nutrition that is consistent with the U.S. Dietary Guidelines for Americans.
- Ensure that healthy snacks and all competitive foods under the control of the school department are consistent with the standards set by the Commonwealth of Massachusetts. These standards shall apply to competitive foods and beverages sold or provided on school grounds 30 minutes before the beginning of the school day until 30 minutes after the end of the school day.
- Encourage individual school organizations to follow the guidelines and recommendations as set forth in this policy at all times.
- Competitive foods are defined as foods and beverages provided in: 1. School cafeterias offered as a la carte items 2. School snack bars 3. Vending machines.
- Building based celebrations guidelines

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program kindergarten through grade 12. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

- Our goal is to teach, encourage, and support healthy eating by students and staff
- Offer healthy meals that promote good health and provide students with the appropriate daily nutrition that is consistent with the U.S. Dietary Guidelines for Americans.
- Provide consistent messages regarding balanced nutrition that teach the skills they need to adopt and maintain healthy eating behaviors.

Physical Education Activities

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum

where appropriate.

- Students are given opportunities for physical activity through a range of before and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

Social and Emotional Well-being

The school district values the social and emotional well-being of all students, faculty, and staff.

- Provides a supportive environment that includes counseling, guidance and social work
- Encourages students to develop skills to express thoughts and feelings responsibly.
- Fosters an atmosphere where differences are respected and accepted.
- Identifies at risk students and refers them to the appropriate resources.
- Facilitates data collection of student behavior to be used for program development.

Other Wellness Promotion Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

- Time is allowed for students to eat meals in lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- Encourage the use of locally grown and seasonal foods, and/or school gardens when appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, if possible, implemented.

Evaluation

The wellness committee, in consultation with the wellness coordinators, will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2010, Section 204, P.L. 108 -265 The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 – 1769h The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 – 1789 Department of Public Health. 105 CMR 225.000: Nutrition Standards for Competitive Foods and Beverages in Public Schools Department of Public Health. 105 CMR 215: Standards for School Wellness Advisory Committees

Adopted: June 8, 2006 Revised: April 25, 2013 Revised: May 12, 2016 Reviewed: May 28, 2020.

FIELD TRIPS / OVERNIGHT TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of appropriate Administrative level.

The Superintendent will establish regulations to assure that:

1. All students have parental/guardian permission for trips.
2. All trips are properly supervised
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

Out-of-state overnight trips and excursions, except those required for student participation in tournament competition or contests, must have advanced approval of the School Committee. Out-of-State day trips must have advanced approval of the School Principal. Fundraising activities for such trips will be subject to approval by the

appropriate Administrator.

SOURCE: MASC Adopted: December 1, 1977 Revised: August 21, 2003 Revised:
January 5, 2012 Reviewed: December 10, 2015 Reviewed: October 3, 2019 Revised:
October 17, 2019