

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, April 28, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:30 p.m. Call to Order and Welcome:

Public Comment – (Written comments to be presented to the School Committee;
oral presentations not to exceed three minutes.)

7:35 p.m. Superintendent's Announcements:

7:45 p.m. School Committee Member Announcements:

7:55 p.m. Agenda:

1. FY 15 3rd Quarterly Financial Report (15 minutes)
2. Vote on School Choice (5 minutes)
3. Discussion of 2016-2017 School Calendar Options (15 minutes)
4. Capital Update (10 minutes)
5. Technical Report on Redistricting (20 minutes)
6. Fiske School Space Options for 2015-2016 (30 minutes)
7. Superintendent Evaluation Updates (15 minutes)
 - a. Mid-Year Update / Update on Annual Goals
 - b. Vote to Amend Superintendent Annual Goals
8. Vote to Appoint Voting Representative to the LABBB Collaborative Board of Directors (5 minutes)
9. Vote to Appoint Voting Representative to the EDCO Collaborative Board of Directors (5 minutes)
10. Policy Section A – Mission/Vision
11. Review and Approve in Form Remaining Policies from Section J (90 minutes)
 - JB – Equal Opportunity Policy (Lexington's Current)
 - JB – Equal Opportunity Policy (MASC) – PMRS Recommends
 - JBA – Student-to-Student Harassment
 - JC – Attendance Areas
 - JCA – Assignment of Students to Schools
 - JCAC – Student Transfer Policy
 - JEB – Entrance Age
 - JF – School Admissions
 - JFAB – Non-Resident Students
 - JFABB – Admission of Exchange Students
 - JFABC – Admission of Transfer Students
 - JFABD – Homeless Policy (Lexington's Current)
 - JFABD – Homeless Students: Enrollment Rights and Services (MASC)
 - JFBB – School Choice
 - JFBB-1 – School Choice
 - JH – School Absences and Excuses
 - JH1 – School Policy on Attendance (Lexington's Current)
 - JH2 – Attendance Policy (Lexington's Current)
 - JH-R – Attendance Policy Procedure (Lexington's Current)
 - JHD – Exclusion and Exemptions from School Attendance
 - JI – Student Rights and Responsibilities

- JIB – Student Involvement in Decision-Making
- JICA – Student Dress Code
- JICE – Student Publications
- JICFA – Prohibition of Hazing
- JICFA-E – Policy for Hazing (Lexington’s Current)
- JICFA-E – Hazing (MASC)
- JICFB – Bullying Prevention and Intervention Plan Policy (Lexington’s Current)
- JICFB – Bullying Prevention (MASC)
- JIGG – Tobacco Use by Students
- JICH – Drug and Alcohol Policy (Lexington’s Current)
- JICH – Drug and Alcohol Use by Students (MASC)
- JIE – Pregnant Students
- JIH – Searches and Interrogations
- JII – Student Complaints and Grievances
- JJ – Co-Curricular and Extra-Curricular Activities
- JJA – Student Organizations
- JJE – Student Fund-Raising Activities
- JJF - Student Activity Account Policy (Lexington’s Current)
- JJF - Student Activity Account Policy (MASC)
- JJH - Student Travel
- JJH-R - Student Travel Regulations
- JJIB - Interscholastic Athletics
- JJICA - Athletic Events and Practices Policy
- JJIF - Head Management Policy (Lexington’s Current)
- JJIF - Athletic Concussion Policy (MASC)
- JJIF-R - Athletic Concussion Regulations (MASC)
- JK - Student Conduct
- JKA - Corporal Punishment
- JKAA - Restraint of Students Policy (Lexington’s Current)
- JKAA - Physical Restraint of Students (MASC)
- JKF - Disciplining Students With Special Needs Policy
- JL - Student Welfare
- JLA - Student Insurance Program
- JLC - Student Health Services and Requirements
- JLCA - Inoculations of Students
- JLCC - Communicable Diseases (Lexington’s Current)
- JLCC - Communicable Diseases (MASC)
- JLCCA - Aids and HIV
- JLCCA-E - Aids and HIV Procedures
- JLCD - Medication Policy (Lexington’s Current)
- JLCD-R - Medication Policy – Procedures (Lexington’s Current)
- JLCD - Administering Medicines to Students (MASC)
- JLCEA - Life-Threatening Allergies
- JLCEA-R - Procedures for Life-Threatening Allergies Policy
- JLD - Guidance Program
- JLDBA - Policy-Suicide Response
- JLDBD - Child Abuse and Neglect Policy
- JP - Student Gifts and Solicitations
- JQ - Student Fees, Fines, and Charges
- JRA - Student Record Policy (Lexington’s Current)
- JRA - Student Records (MASC)
- JRA-R - Student Records (MASC)
- JRD - Student Photographs

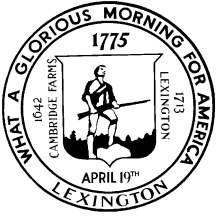
10:25 p.m. Consent Agenda (5 minutes):

1. Vote to Dissolve Policy Advisory Committee
2. Vote to Dissolve Parent Engagement Subcommittee
3. Vote to Approve Lexington High School 2015-2016 French Student Exchange Trip to Antony, France, and Brussels, Belgium, February 4-20, 2016
4. Vote to Approve Lexington High School 2015-2016 Student Exchange Trip to Hangzhou, China, April 9-23, 2016
5. Vote to Approve Lexington High School 2015-2016 Italian/Latin Field Trip to Italy, April 14-23, 2016
6. Vote to Approve School Committee Minutes of April 1, 2015
7. Vote to Approve School Committee Minutes of April 6, 2015
8. Vote to Approve School Committee Minutes of April 7, 2015
9. Vote to Approve School Committee Minutes of April 13, 2015
10. Vote to Approve School Committee Minutes of April 15, 2015
11. Vote to Approve and Not Release School Committee Executive Session Minutes of April 1, 2015
12. Vote to Approve and Not Release School Committee Executive Session Minutes of April 6, 2015
13. Vote to Approve and Not Release School Committee Executive Session Minutes of April 13, 2015
14. Vote to Approve and Not Release School Committee Executive Session Minutes of April 15, 2015
15. Vote to Approve and Not Release School Committee Executive Session Minutes of April 17, 2015

10:30 p.m. Adjourn:**The next scheduled meeting of the School Committee is as follows:**

- Tuesday, May 12, 2015 – 7:30 p.m., Town Offices Building, Selectmen’s Meeting Room, 1625 Massachusetts Avenue

All agenda items and the order of items are approximate and subject to change.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
Assistant Superintendent for Finance and Business

Tel: (781) 861-2580 x 68061

Fax: (781) 863-5829

mdunn@sch.ci.lexington.ma.us

To: Paul Ash, Superintendent
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
Date: April 22, 2015
Re: FY 2015 – 3rd Quarter Financial Report

The current year-end balance projected for FY 2015 is \$1,643,585 after addressing all grant 9C cuts. The projection assumes all budgeted positions are filled and assumes all program budgets are fully expended. The major source of the funds causing the balance in expenses is approximately \$548,203 in salaries and wages and \$1,095,382 in expenses. The Special Education Tuition budget is also holding \$409,655 in reserve for high risk students. The report does not assume 100% expenditure of program budget. The FY15 budget closes for all purchase orders on May 1. It is unlikely that program managers will be able to expend \$1,095,382 still available in the expense lines. However, we are anticipating large numbers of requisitions after school vacation week ends and staff returns to school.

Line #	Sum of ORIGINAL APPROP	Sum of TRANFRS/ ADJSMTS	Sum of REVISED BUDGET	Sum of YTD EXPENDED	Sum of ENCUMBRANCE/ REQ	Favorable/ (Unfavorable)
SALARIES & WAGES Total	\$ 73,496,851	\$ 51,806	\$ 73,548,657	\$ 52,124,688	\$ 20,875,766	\$ 548,203
Expenses	\$ 13,127,078	\$ (51,806)	\$ 13,075,272	\$ 8,037,464	\$ 3,942,426	\$ 1,095,382
Total	\$ 86,623,929	\$ -	\$ 86,623,929	\$ 60,162,152	\$ 24,818,192	\$ 1,643,585

Salaries and Wages: Projections are based on current filled positions and estimated wage settlements as of the end of December. Of note, the district is experiencing a significant number of Special Education staff that is out on leave whereby a traditional substitute cannot be hired. The Substitute Teacher line in our expense budget will need to be offset by any salary savings in Unit A. We also continue to hold funds for vacant positions. The net change in staffing is 26.97 FTEs, up 2.15 FTE from 24.81 FTE in the 2nd Quarter. The primary source is the need for additional special education staffing to meet the service delivery needs in Individual Education Plans (IEP) for our special education population. See Table 1 at the end of the report for more detail.

Grant Transfer Request: The district each year must reconcile grants to actual expenditures. We received two separate notices of 9C cuts this fiscal year. One reduction notice was received in November and a second in January totaling approximately \$137,740. The METCO and Full Day Kindergarten Grants were the two programs impacted. The transfer required to fund 9C cuts and other grant reconciliations is \$135,374. The School Committee already approved the transfer of \$26,785 from the 1st quarter changes required due to reconciliation of expenditures to grant award. This report includes a request to establish a transfer request of up to \$135,374 to cover the net impact of the cuts once known at the end of the fiscal year.

Expenses: Since the issuance of the 2nd Quarter Report, the deficit for Expenses has changed from (\$194,647) to a favorable balance of \$1,095,382. The First and Second Quarter financial reports assume 100% expenditure of all line items and adjusts for known program, contract or service impacts (+/-). The Third Quarter financial report no longer reflects any assumptions that the expense accounts will be encumbered to a certain percent. The program budgets make up \$464,351 of the stated available balance. The Student Services portion of the budget (Health Services, Guidance, and Special Education) has \$552,327 available. Administration has \$78,704 available. The operating budget closes on May 1. At that time, all accounts will be frozen to additional spending through June. Available funds will be identified for School Committee expenditure on unmet needs in the district for FY15 or FY16 expense or capital

Lexington Public Schools – FY2015 3rdQuarter Report as of March 31, 2015

requests. Only expenditures due to emergencies or unknown special education services will be honored. We are continuing to monitor three specific line items: In-District Transportation, Out-of-District Transportation, and Special Education Out-of –District Tuitions. These accounts can be highly variable.

The current deficit consists of following items:

- Continued:
 - Student Activity and other audit requirements that exceed the normal audit activity required by the district {\$25,000}. A more detailed summary will be provided once all audit engagement letters are completed with the Town’s auditing firm, Melanson Heath.
 - The Superintendent search expense added \$38,655.83 in unbudgeted expense in the school committee line items. A final transfer account won’t be known until the close of the operating budget on May 1.

- Revised:
 - The Tuition Budget deficit was revised from (\$123,647) to (13,850). The majority of these funds are a result of the reduction of tuition held for students in our “high risk” category of students. We reduce the amount of the projected tuition based on the number of school days left in the fiscal year.

Out-of-district Tuition: The out-of-district tuition budget is currently supporting 121 students. This is an increase of 22 students over budget. The final Circuit Breaker funds received by the Department of Elementary and Secondary Education provide an additional \$78,512 over projection, proving our projection model is highly accurate. We are still awaiting confirmation of some out-of-district schools who have applied for reconstruction or adjustments for special circumstances adjustments that have not been notified of the award to date. We are projecting the highest potential cost.

	Sum of FY15 ATM Budget Head Count	Sum of FY15ATM tuition projection	Sum of FY15 current head count	Sum of Current FY15 estimated tuition	Favorable/ (Unfavorable)
Estimated Tuition Less Labb Credit	99	\$ 7,747,810	\$ 121	\$ 7,840,172	\$ (92,362)
CB Reimbursement		\$ (2,950,251)		\$ (3,028,763)	\$ 78,512
Operating Budget	99	\$ 4,797,559	121	\$ 4,811,409	\$ (13,850)

Tuition Projection as of March 31, 2015*

Lexington Public Schools – FY2015 3rdQuarter Report as of March 31, 2015

DOE Function Code	DOE Function Title	program type	Sum of FY15 ATM Budget Head Count	Sum of FY15 ATM tuition projection	Sum of FY15 current head count	Sum of Current FY15 estimated tuition	Favorable/ (Unfavorable)
9100	Tuition to Mass. Schools	day	6	\$ 288,942	6	\$ 298,727	
		extended services				\$ 4,000	
		short term				\$ 11,081	
		summer		\$ 48,985	1	\$ 23,395	
		day					
	Tuition to Mass. Schools Total		6	\$ 337,927	7	\$ 337,204	
9100 Total			6	\$ 337,927	7	\$ 337,204	\$ 722.88
9200	Tuition to Non-Public Schools	residential			1	\$ 39,600	
		Tuition to Non-Public Schools Total			1	\$ 39,600	
	Tuition to Out-of-State Schools	residential	2	\$ 303,994	2	\$ 286,617	
		summer				\$ 13,386	
	Tuition to Out-of-State Schools Total	2	\$ 303,994	2	\$ 300,003		
9200 Total			2	\$ 303,994	3	\$ 339,603	\$ (35,609.12)
9300	Tuition to Non-Public Schools	1:1 Aide		\$ 42,236		\$ 15,600	
		day	49	\$ 3,032,380	53	\$ 2,789,709	
		PT				\$ 2,640	
		residential	10	\$ 2,406,621	14	\$ 2,474,698	
		short term			3	\$ 94,076	
		summer		\$ 55,817	1	\$ 46,506	
		summer					
		summer program	1	\$ 4,873	1	\$ 4,800	
		(blank)				\$ 4,214	
		summer					
	Tuition to Non-Public Schools Total	61	\$ 5,541,928	72	\$ 5,432,242		
9300 Total			60	\$ 5,541,928	72	\$ 5,432,242	\$ 109,685.23
9400	Tuition to Collaboratives	bus monitor		\$ 3,217		\$ 19,737	
		day	30	\$ 1,272,614	36	\$ 1,486,991	
		extended services		\$ 9,890		\$ 59,245	
		short term			1	\$ 1,500	
		summer		\$ 163,322	1	\$ 148,509	
		summer & day	1	\$ 56,559			
		summer-LESP		\$ 58,360		\$ 13,640	
		tuition (blank)					
	Tuition to Collaboratives Total	31	\$ 1,563,962	39	\$ 1,731,123		
9400 Total			31	\$ 1,563,962	39	\$ 1,731,123	\$ (167,160.91)
Grand Total			99	\$ 7,747,810	121	\$ 7,840,172	\$ (92,362)

** The projection consists of 13 high risk students as of March 31, 2015 which reserves a balance of \$412,655 in the tuition budget.

- Funded and purchased:
 - Two-Way Radios for Bowman School {\$16,000}: Bowman school must replace existing two way radios that cannot be programmed to meet the town radio communications protocol to allow Police and Fire to connect to the device. As such, since these cannot be programmed, they need to be replaced to maintain the communication necessary to meet the safety needs of employees and students within the building.
- No longer included:
 - Transportation is in balance.
 - Regular Transportation is able to support subsidy necessary for the 3100+ riders for this school year. The projected year end operating budget deficit of \$8,325 is the result of reaching the revolving fund spending cap. The district will use any funds left in the revolving fund to offset FY17 bus fees. Town Meeting approved an increase to the spending cap to \$850,000 for FY16.
 - The demand for Homeless Transportation is less than last year and we anticipate staying within budget with the current complement of students. However we are still transporting students both in-district and out-of-district, there are just fewer students. The Town will receive partial reimbursement for out of district students.
 - Transportation for the district's special education student currently projected to be in deficit based on known students to date of this report. However, we are finalizing LABBB transportation invoicing and may have an over encumbrance for transportation services.

Table 1: Operating Budget Salary and Wage projection

LINE No	ROLL UP	FY15 FTE	FY15 Budget	FY15 Adj Budget	Current FTEs (through 4/3/15 payroll)	FTE Difference Favorable (Unfavorable)	Salaries Projection (through 4/3/15 payroll)	\$ Difference - Favorable (Unfavorable)	Notes (illustrates material changes)
1	UNIT A - LEA	660.89	53,063,354	53,063,354	638.88	22.01	\$ 50,898,145	\$ 2,165,209	1. Net FTE Transfer: -1.10 FTE 2. -25.30 FTEs on LOA, shifted to Long Term Subs 3. +3.65 FTE Supplemental Positions 4. +1.49 FTE Vacancy (0.00 FTE and \$0 projected)
2	UNIT A - STIPENDS		684,963	736,769	-		\$ 740,143	\$ (3,373)	1. Mentor stipends exceeding budget
3	UNIT A - COACHES		607,996	607,996	-		\$ 607,996	\$ -	
4	Unit D - LEA	77.95	3,070,784	3,070,784	78.30	(0.35)	\$ 3,056,341	\$ 14,443	1. +0.38 FTE Supplemental Positions 2. 2.95 FTE Vacancy (2.05 FTE and \$17,797 projected) 3. 0.53 FTE Team Meetings
5	NON-UNION DISTRICT SUPPORT/MGRS	20.70	1,751,505	1,751,505	24.40	(3.70)	\$ 2,115,850	\$ (364,345)	1. Net FTE Transfer: +3.65 FTE 2. 0.25 FTE Vacancy (0.25 FTE and \$24,516 projected)
7	UNIT C - INSTR ASST./ Student Support/A.S.Asst	143.57	5,216,335	5,216,335	155.46	(11.89)	\$ 4,985,293	\$ 231,042	1. Net FTE Transfer: -4.43 FTE 2. +16.45 FTE Supplemental Positions 3. 8.19 FTE Vacancy (0.27 FTE and \$2,575 projected) 4. 0.80 FTE on LOA, shifted to Long Term Subs
7.1	NON-UNION PARAPROFESSIONALS	5.80	770,766	770,766	6.69	(0.89)	\$ 613,072	\$ 157,694	1. Net FTE Transfer: -2.40 FTE 2. +2.17 FTE Supplemental Positions 3. 0.17 FTE Pooled Print Shop Hours
8	ABA/BCBA INSTRUCTORS	3.89	409,778	409,778	3.88	0.02	\$ 351,007	\$ 58,771	
9	OT ASSISTANTS	-	-	-	-	-	\$ 842	\$ (842)	1. Cost here due to split FY14/15 payroll
10	SPECIAL CLASS AIDES	6.12	211,221	211,221	12.08	(5.96)	\$ 417,515	\$ (206,294)	1. Net FTE Transfer: +3.93 FTE 2. +1.74 FTE Supplemental Positions
13	TECHNOLOGY UNIT	16.00	879,235	879,235	15.75	0.25	\$ 818,638	\$ 60,597	1. 1.0 FTE Vacancy (1.0 FTE and \$9,867 projected) 2. 0.25 FTE converted to summer pool hours
14	CENTRAL ADMINISTRATORS	6.00	1,023,229	1,023,229	6.00	-	\$ 1,051,076	\$ (27,848)	
15	PRINCIPALS	9.00	1,241,589	1,241,589	9.00	-	\$ 1,235,049	\$ 6,540	
16	ALA - ASST PRINC/SUPERVISORS	39.20	4,229,592	4,229,592	38.55	0.65	\$ 4,216,493	\$ 13,099	1. Net FTE Transfer: +0.35 FTE 2. 1.0 FTEs on LOA, shifted to Long Term Subs
17	NURSE SUBS		15,300	15,300	-		\$ 17,076	\$ (1,776)	
18	TEACHER SUBSTITUTES		755,010	755,010	-		\$ 550,549	\$ 204,461	
	LONG TERM PROFESSIONAL SUBSTITUTES				27.10	(27.10)	\$ 1,105,573	\$ (1,105,573)	1. 25.3 FTEs from Line 1 currently on LOAs 2. 0.80 FTEs from Line 7 current on LOAs 2. 1.00 FTEs from Line 16 currently on LOAs
	SECRETARY SUBSTITUTES		16,193	16,193			\$ 36,684	\$ (20,491)	
	PARAPROFESSIONAL SUBSTITUTES		50,000	50,000	-		\$ 74,522	\$ (24,522)	
20	SICK LEAVE BUY BACK							\$ -	
	Sal Dif		(500,000)	(500,000)				\$ (500,000)	
	All other - operating							\$ -	
	Grant/Revolving Activity Adjustments				-		\$ 108,589	\$ (108,589)	1. Funds grant shortfall for METCO due to 9C cuts 2. Funds grant shortfall for FDK due to 9C cuts 3. Funds grant shortfall in Title I
SALARIES & WAGES Total		989.12	\$ 73,496,851	\$ 73,548,657	1,016.09	(26.97)	\$ 73,000,454	\$ 548,202	

Lexington Public Schools – FY2015 3rdQuarter Report as of March 31, 2015

Table 1a: Expense Detail

Line #	Program	Sum of ORIGINAL APPROP	Sum of TRANFRS/ADJS MTS	Sum of REVISED BUDGET	Sum of YTD EXPENDED	Sum of ENCUMBRANCE /REQ	Sum of AVAILABLE BUDGET
1	Bowman	\$ 33,787	\$ -	\$ 33,787	\$ 21,328	\$ 1,309	\$ 11,151
2	Bridge	\$ 34,222	\$ -	\$ 34,222	\$ 22,423	\$ 4,262	\$ 7,537
3	Estabrook	\$ 30,862	\$ -	\$ 30,862	\$ 19,413	\$ 3,582	\$ 7,868
4	Fiske	\$ 30,925	\$ 3	\$ 30,928	\$ 23,754	\$ 5,075	\$ 2,099
5	Harrington	\$ 28,311	\$ -	\$ 28,311	\$ 23,748	\$ 3,084	\$ 1,479
6	Hastings	\$ 26,258	\$ -	\$ 26,258	\$ 18,670	\$ 3,468	\$ 4,120
7	Clarke	\$ 33,269	\$ -	\$ 33,269	\$ 17,599	\$ 11,141	\$ 4,530
8	Diamond	\$ 30,391	\$ -	\$ 30,391	\$ 15,890	\$ 10,252	\$ 4,249
9	Lexington High School	\$ 148,526	\$ -	\$ 148,526	\$ 84,103	\$ 35,757	\$ 28,666
10	K-5 ELA/Lang Arts	\$ 178,470	\$ -	\$ 178,470	\$ 93,701	\$ 81,250	\$ 3,519
11	K-5 Math	\$ 74,821	\$ -	\$ 74,821	\$ 68,218	\$ 2,770	\$ 3,832
12	K-5 Science	\$ 34,810	\$ -	\$ 34,810	\$ 27,065	\$ 6,920	\$ 825
13	K-5 Social Studies	\$ 28,506	\$ -	\$ 28,506	\$ 27,199	\$ 895	\$ 412
14	6-8 ELA/Lang Arts	\$ 36,602	\$ -	\$ 36,602	\$ 27,247	\$ 2,811	\$ 6,544
16	6-8 World Language	\$ 31,543	\$ -	\$ 31,543	\$ 21,196	\$ 7,626	\$ 2,721
17	6-8 Math	\$ 109,253	\$ -	\$ 109,253	\$ 100,009	\$ 7,616	\$ 1,628
18	6-8 Science	\$ 63,356	\$ -	\$ 63,356	\$ 37,891	\$ 8,941	\$ 16,524
19	6-8 Social Studies	\$ 28,516	\$ -	\$ 28,516	\$ 17,326	\$ 1,501	\$ 9,689
21	9-12 ELA/LANG Arts	\$ 30,803	\$ -	\$ 30,803	\$ 11,182	\$ 15,609	\$ 4,013
22	9-12 World Language	\$ 37,553	\$ -	\$ 37,553	\$ 26,249	\$ 6,751	\$ 4,552
23	9-12 Math	\$ 68,242	\$ -	\$ 68,242	\$ 60,955	\$ 2,079	\$ 5,208
24	9-12 Science	\$ 91,926	\$ -	\$ 91,926	\$ 27,688	\$ 49,704	\$ 14,534
25	9-12 Social Studies	\$ 38,227	\$ (728)	\$ 37,499	\$ 14,462	\$ 22,047	\$ 991
25.1	Debate & Competitive Speech	\$ 69,432	\$ 728	\$ 70,160	\$ 36,749	\$ 27,582	\$ 5,829
29	K-12 CURRICULUM	\$ 778,878	\$ (131,016)	\$ 647,862	\$ 319,524	\$ 149,687	\$ 178,651
30	LIBRARY/MEDIA	\$ 175,832	\$ -	\$ 175,832	\$ 96,853	\$ 20,208	\$ 58,771
31	Technology	\$ 495,390	\$ 17,000	\$ 512,390	\$ 392,786	\$ 71,615	\$ 47,989
32	Eng Lang Learner Educ	\$ 27,778	\$ -	\$ 27,778	\$ 26,901	\$ 663	\$ 214
33	PE/Wellness	\$ 69,416	\$ -	\$ 69,416	\$ 55,613	\$ 7,365	\$ 6,438
34	Visual Arts	\$ 81,983	\$ -	\$ 81,983	\$ 70,158	\$ 7,674	\$ 4,151
35	K-12 Performing Arts	\$ 95,339	\$ -	\$ 95,339	\$ 98,624	\$ (31,265)	\$ 27,980
36	K-12 Athletics	\$ 126,837	\$ -	\$ 126,837	\$ 136,355	\$ 2,846	\$ (12,363)
37	Early Childhood Program	\$ 69,906	\$ -	\$ 69,906	\$ 38,187	\$ 23,459	\$ 8,260
38	Health Services	\$ 18,808	\$ 1,500	\$ 20,308	\$ 16,996	\$ 3,316	\$ (3)
39.1	K-5 Guidance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
39.2	6-8 Guidance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
39.3	9-12 Guidance	\$ 7,756	\$ 285	\$ 8,041	\$ 10,240	\$ 1,854	\$ (4,053)
39.4	K-12 Guidance	\$ 4,100	\$ 198,906	\$ 203,006	\$ 29,626	\$ 33,507	\$ 139,873
40.1	K-5 Student Services	\$ 34,554	\$ 88,532	\$ 123,086	\$ 34,117	\$ 10,413	\$ 78,556
40.2	6-8 Student Services	\$ 112,450	\$ (27,195)	\$ 85,255	\$ 14,396	\$ 3,753	\$ 67,107
40.3	9-12 Student Services	\$ 29,908	\$ (191)	\$ 29,717	\$ 8,216	\$ 4,444	\$ 17,058
40.4	K-12 Student Services	\$ 334,596	\$ (38,366)	\$ 296,230	\$ 62,100	\$ 28,563	\$ 205,568
41	Tuition	\$ 4,797,559	\$ -	\$ 4,797,559	\$ 3,095,148	\$ 1,716,261	\$ (13,850)
42	Transportation: Special Education	\$ 1,255,000	\$ -	\$ 1,255,000	\$ 764,651	\$ 524,709	\$ (34,360)
42.1	Transportation: Homeless Transportation	\$ 38,300	\$ -	\$ 38,300	\$ 1,402	\$ 22,023	\$ 14,875
43	Special Educ. Consultants	\$ 571,200	\$ (196,200)	\$ 375,000	\$ 150,307	\$ 151,395	\$ 73,298
44	Transportation: Regular Education	\$ 1,439,521	\$ -	\$ 1,439,521	\$ 1,087,338	\$ 360,508	\$ (8,325)
45	Print/Copy Center	\$ 283,662	\$ 561	\$ 284,223	\$ 170,303	\$ 79,046	\$ 34,874
46	Legal Services	\$ 372,360	\$ -	\$ 372,360	\$ 102,141	\$ 133,892	\$ 136,326
47	Teacher Substitutes	\$ -	\$ -	\$ -	\$ 52,276	\$ 54,463	\$ (106,739)
48	Administration	\$ 496,374	\$ 34,125	\$ 530,499	\$ 319,972	\$ 203,315	\$ 7,211
56	Telephone	\$ 80,960	\$ 250	\$ 81,210	\$ 38,652	\$ 36,683	\$ 5,874
58	Prior Year Unpaid Bills	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
59	Revolving Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60	Emergency Planning & Training	\$ 10,000	\$ -	\$ 10,000	\$ 518	\$ -	\$ 9,482
61	Facility Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 13,127,078	\$ (51,806)	\$ 13,075,272	\$ 8,037,464	\$ 3,942,426	\$ 1,095,382

*Final distribution of Student Services Program into Health Services, Early Childhood, Special Education, and Guidance are ongoing and will be completed at the close of the operating budget on May 1.

Table 2: Grant Summary

Grant Award Changes for FY15

Federal Grant Title	FY14 Award - Level Funded for FY14	Sequestration, enrollment, and low income change	FY15 Grant Award (Jul 1)	9C Cuts	FY15 Grant Award (REV)*	% Change in Award FY14 to FY15
Title I	\$ 157,598	\$ (6,432)	\$ 151,166		\$ 151,166	-4.08%
Title II	\$ 86,954	\$ (1,472)	\$ 85,482		\$ 85,482	-1.69%
Title III	\$ 57,937	\$ 8,093	\$ 66,030		\$ 66,030	13.97%
Title III Immigrant	\$ 39,500		\$ -		\$ -	-100.00%
94-142	\$ 1,514,322	\$ 33,565	\$ 1,547,887		\$ 1,547,887	2.22%
Early Childhood	\$ 38,408	\$ 1,659	\$ 40,067		\$ 40,067	4.32%
Total Federal Grants	\$ 1,894,719	\$ 35,413	\$ 1,890,632	\$ -	\$ 1,890,632	-0.22%
State Grant Title						
METCO	\$ 1,342,033	\$ 31,758	\$ 1,373,791	\$ (88,180)	\$ 1,285,611	-4.20%
Essential School Health	\$ 116,440	\$ -	\$ 116,440		\$ 116,440	0.00%
Academic Support	\$ 10,400	\$ (3,000)	\$ 7,400		\$ 7,400	-28.85%
Full-Day Kindergarten	\$ 233,666	\$ (6,666)	\$ 227,000	\$ (49,560)	\$ 177,440	-24.06%
Special Education Entitlement	\$ 27,976	\$ 23,243	\$ 51,219		\$ 51,219	83.08%
Total State Grants	\$ 1,730,515	\$ 45,335	\$ 1,775,850	\$ (137,740)	\$ 1,638,110	-5.34%
Reserved by Town	\$ 3,625,234	\$ 80,748	\$ 3,666,482	\$ (137,740)	\$ 3,528,742	-2.66%
Represents Anticipated Cut	\$ 750,000	20.69%				-2.66%

3rd Qtr Grant Expenditure Projection

Federal Grant Title	FY15 Grant Award (REV)*	FY15 Projection as of March 31**	FY15 Grant Award (REV) Projected (Deficit)/Balance
			(col.F - col. K)
Title I	\$ 151,166	\$ 151,966	\$ (800)
Title II	\$ 85,482	\$ 85,469	\$ 13
Title III	\$ 66,030	\$ 55,647	\$ 10,383
Title III Immigrant	\$ -	\$ -	\$ -
94-142	\$ 1,547,887	\$ 1,536,837	\$ 11,050
Early Childhood	\$ 40,067	\$ 35,178	\$ 4,889
Total Federal Grants	\$ 1,890,632	\$ 1,865,098	\$ 25,534
			1.35%
State Grant Title			
METCO	\$ 1,285,898	\$ 1,343,512	\$ (57,614)
Essential School Health	\$ 116,440	\$ 116,440	\$ -
Academic Support	\$ 7,400	\$ 7,400	\$ -
Full-Day Kindergarten	\$ 177,440	\$ 227,681	\$ (50,241)
Special Education Entitlement	\$ 51,219	\$ 51,219	\$ -
Total State Grants	\$ 1,638,397	\$ 1,746,252	\$ (107,855)
Reserved by Town	\$ 3,529,029	\$ 3,611,350	\$ (82,321)
Represents Anticipated Cut			-2.33%

Table 3: Transfer Requests

Please request the School Committee allow a transfer of up to \$108,589 (net of total due to 1st quarter transfer approval) from a “to be determined” expense account once final balances are known. The purpose of the funds will support the unanticipated grant expenses due to reconciliation and 9C cuts realized by our state and federal grants. Due to the large amount available at this time throughout the salary and wage lines, we feel there will be funds available to cover this additional cost this year.

Federal Grant Title	Transfer to Operating 1st Qtr		Transfer to Operating 2nd Qtr		Transfer to Operating 3rd Qtr		Total Transfer Request	
	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Title I	(0.0754)	\$ (6,554)		\$ 734			(0.08)	\$ (5,820)
Title II	0.1432	\$ 13,797					0.14	\$ 13,797
Title III	0.25	\$ 19,542					0.25	\$ 19,542
Title III Immigrant 94-142	Carry Over Funding							
Early Childhood								
Total Federal Grants	0.3178	\$ 26,785	-	\$ 734	-	\$ -	0.3178	\$ 27,519
State Grant Title								
METCO				\$ 26,268		\$ 31,346		\$ 57,614
Essential School Health Academic Support								
Full-Day Kindergarten				\$ 50,241			-	\$ 50,241
Special Education Entitlement								
Total State Grants	-	\$ -	-	\$ 76,509	-	\$ 31,346	-	\$ 107,855
Reserved by Town Represents Anticipated Cut	0.3178	\$ 26,785	0	\$ 77,243	0	\$ 31,346	0.3178	\$ 135,374

LEXINGTON PUBLIC SCHOOLS

2016 – 2017

SCHOOL CALENDAR

BEFORE Labor Day start Draft 12.4.14

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

* = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
T29	30	31		

29 – Teachers Only
30 – All K-5, All 6th grade, & All new students begin – ½ day
30 – Only Grade 9 students – full day
31 – All Kindergarten students – ½ day
31 – All Students Grades 1 – 12 – full day

SEPTEMBER

M	T	W	T	F
			1	2
H5	6	7	8	9
12	13	14	P15	16
19	20	21	B22	23
26	27	B28	29	30

1 – All Students Grades K – 5 – ½ day
1 – All Students Grades 6 – 12 – full day
2 – Schools Closed, Offices Open
5 – Holiday (Labor Day)
15 – Prof. Learning.; Students – ½ day
22 – Back-to-School Night – Elementary Schools
28 – Back-to-School Night – LHS

OCTOBER

M	T	W	T	F
H3	4	5	B6	7
H10	11	H12	13	14
17	18	19	20	21
24	25	E26	E27	28
31				

3 – Holiday (Rosh Hashanah)
6 – Back-to-School Night – Middle Schools
10 – Holiday (Columbus Day)
12 – Holiday (Yom Kippur)
26, 27 – Elem. Conf.; Students – ½ day
30 – Diwali

NOVEMBER

M	T	W	T	F
	1	E2	E3	4
7	P8	9	10	H11
14	15	16	17	C18
21	22	23	H24	H25
C28	29	30		

2, 3 – Elem. Conf.; Students – ½ day
8 – All Day Professional Learning Students – NO school
11 – Holiday (Veteran’s Day)
18 – MS Conf.; Students – NO school MS students only
23 – Students & Staff – ½ day
24, 25 – Holidays (Thanksgiving)
28 – LHS Conf.; Students – NO school LHS students ONLY

DECEMBER

M	T	W	T	F
			1	C2
5	6	7	8	C9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2 – MS Conf.; – ½ day MS students ONLY
9 – MS Conf.; – ½ day MS students ONLY
26 to 30 – Schools Closed, Offices Open

JANUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	P12	13
H16	17	18	19	20
23	24	25	26	27
30	31			

12 – Prof. Learning; Students – ½ day
16 – Holiday (Martin Luther King, Jr.)
28 – Lunar New Year

FEBRUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H20	21	22	23	24
27	28			

8 – LHS Curriculum Night (snow date – Feb. 9th)
20 – Holiday (Presidents’ Day)
21 to 24 – Schools Closed, Offices Open
21 – International Mother Language Day

MARCH

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	P23	24
27	28	E29	E30	31

16 – Kindergarten Orientation
23 – Prof. Learning; Students – ½ day
29, 30 – Elem. Conf.; Students – ½ day

APRIL

M	T	W	T	F
3	4	E5	E6	7
10	11	12	13	H14
H17	18	19	20	21
24	25	26	27	28

5, 6 – Elem. Conf.; Students – ½ day
14 – Holiday (Good Friday)
17 – Holiday (Patriots’ Day)
18 to 21 – School Closed, Offices Open

MAY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	P18	19
22	23	24	25	26
H29	30	31		

2 – Clarke and Diamond Students ½ day for 5th grade orientation
18 – Prof. Learning; Students – ½ day
29 – Holiday (Memorial Day)

JUNE

M	T	W	T	F
			1	2
4	5	6	7	8
	12	13	14	15
	19	20	21	22
	26	27	28	29
				30

4 – LHS Graduation
16 – Final day for students and teachers if no weather related cancellations; Students – ½ day
19 to 23 – Planned Make-up Days (if needed)

Secondary Term Closes

November 4
 January 13
 March 24

Elementary Term Closes

January 20

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
 Grades 6-8; 8:00 a.m. – 2:50 p.m.
 Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
 Middle School 11:45 a.m.
 High School 11:15 a.m.

LEXINGTON PUBLIC SCHOOLS
2016 – 2017
SCHOOL CALENDAR

AFTER Labor Day Start Draft 4.9.15

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

***** = Recognized Holiday, Schools and Offices Open

P = Professional Learning

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			1	2
H5	T6	7	8	9
12	13	14	P15	16
19	20	21	B22	23
26	27	B28	29	30

OCTOBER				
M	T	W	T	F
H3	4	5	B6	7
H10	11	H12	13	14
17	18	19	20	21
24	25	E26	E27	28
31				

- 5 – Holiday (Labor Day)
- 6 – Teachers Only
- 7 – All K-5, All 6th grade, & All new students begin – ½ day
- 7 – Only Grade 9 students – full day
- 8 – All Students Grades K – 5 – ½ day
- 8 – All Students Grades 6 – 12 – full day
- 9 – All Kindergarten students – ½ day
- 9 – All Students Grades 1 – 12 – full day
- 15 – Prof. Learning.; Students – ½ day
- 22 – Back-to-School Night – Elementary Schools
- 28 – Back-to-School Night – LHS

- 3 – Holiday (Rosh Hashanah)
- 6 – Back-to-School Night – Middle Schools
- 10 – Holiday (Columbus Day)
- 12 – Holiday (Yom Kippur)
- 26, 27 – Elem. Conf.; Students – ½ day
- 30 – Diwali

NOVEMBER				
M	T	W	T	F
	1	E2	E3	4
7	P8	9	10	H11
14	15	16	17	C18
21	22	23	H24	H25
C28	29	30		

DECEMBER				
M	T	W	T	F
			1	C2
5	6	7	8	C9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY				
M	T	W	T	F
2	3	4	5	6
9	10	11	P12	13
H16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H20	21	22	23	24
27	28			

- 2, 3 – Elem. Conf.; Students – ½ day
- 8 – All Day Professional Learning Students – NO school
- 11 – Holiday (Veteran’s Day)
- 18 – MS Conf.; Students – NO school MS students only
- 23 – Students & Staff – ½ day
- 24, 25 – Holidays (Thanksgiving)
- 28 – LHS Conf.; Students – NO school LHS students ONLY

- 2 – MS Conf.; – ½ day MS students ONLY
- 9 – MS Conf.; – ½ day MS students ONLY
- 26 to 30 – Schools Closed, Offices Open

- 12 – Prof. Learning; Students – ½ day
- 16 – Holiday (Martin Luther King, Jr.)
- 28 – Lunar New Year

- 8 – LHS Curriculum Night (snow date – Feb. 9th)
- 20 – Holiday (Presidents’ Day)
- 21 to 24 – Schools Closed, Offices Open
- 21 – International Mother Language Day

MARCH				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	P23	24
27	28	E29	E30	31

APRIL				
M	T	W	T	F
3	4	E5	E6	7
10	11	12	13	H14
H17	18	19	20	21
24	25	26	27	28

MAY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	P18	19
22	23	24	25	26
H29	30	31		

JUNE				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	F22	23
26	27	28	29	30

- 16 – Kindergarten Orientation
- 23 – Prof. Learning; Students – ½ day
- 29, 30 – Elem. Conf.; Students – ½ day

- 5, 6 – Elem. Conf.; Students – ½ day
- 14 – Holiday (Good Friday)
- 17 – Holiday (Patriots’ Day)
- 18 to 21 – School Closed, Offices Open

- 2 – Clarke and Diamond Students ½ day for 5th grade orientation
- 18 – Prof. Learning; Students – ½ day
- 29 – Holiday (Memorial Day)

- 11 – LHS Graduation
- 22 – Final day for students and teachers if no weather related cancellations; Students – ½ day
- 23-29 – Planned Make-up Days (if needed)

Secondary Term Closes

November 4
 January 13
 March 24

Elementary Term Closes

January 20

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
 Grades 6-8; 8:00 a.m. – 2:50 p.m.
 Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
 Middle School 11:45 a.m.
 High School 11:15 a.m.



TOWN OF LEXINGTON
Department of Public Facilities

Patrick W. Goddard
Director of Public Facilities

Tel: (781) 274-8958
Email: pgoddard@lexingtonma.gov

April 23, 2015

To: Paul Ash
From: Pat Goddard
Re: Update on School Facilities Capital Projects

Paul,

Special Town Meeting on March 23, 2015 appropriated funds for two School Facilities Capital Projects that support the schools growing enrollment. I would like to update you on progress on these projects since Town Meeting voted.

Town Meeting appropriated \$4,080,000 to continue the development of various school-building projects in response to ongoing and future overcrowding issues. The specific objectives of this phase are outlined in the February 25, 2015 Consensus Plan.

The Consensus Plan was based on information provided in the excellent January 28, 2015 Lexington Public Schools Master Plan by Symmes Maini & McKee Associates (SMMA.) The Permanent Building Committee and the Department of Public Facilities issued a Request for Qualifications to select the designer that was best qualified for the next phase of the project. We were fortunate to receive qualifications from two excellent firms, SMMA and DiNisco Design Partnership (DDP.) The selection committee ranked DDP number one and recommended that Town begin contract negotiations, and we have successfully contracted DDP.

A Request for Qualifications was also issued for Project Management Services, and Hill International was ranked number one and has also been contracted for this project. Hill is developing a project website, and we should be able to provide a link to this site early the week of April 27.

The project team quickly mobilized after the vote of Town Meeting. A project overview was presented to the Town of Lexington Design Review Team (Planning, Recreation, Building Department, Police, Fire, and Conservation) and to the Superintendents Administration Council on April 7 to provide a broad overview to many key stakeholders.

In addition, school based meeting have been conducted at Children's Place, Bowman, Bridge, Fiske, Clarke, and Diamond and are planned for Tuesday the 28th at Harrington and Hastings. These meetings have been very informative in further developing the educational needs reflected in space additions from the Consensus Plan.

In addition to meeting with the school administrations, the design team consultants are examining and verifying the buildings and grounds conditions at each site. In some locations, this will require test pits and borings being conducted at the schools. This work will be coordinated with the school administrations and supervised by the project team.

The project team is scheduling public forums to seek input from the school communities and provide information on the project. We have scheduled a Middle School Meeting for May 4 at Clarke Middle School and a Hastings meeting on May 12 at Hastings. We are also planning a joint meeting for the four elementary school and Children's Place between May 4 and March 13.

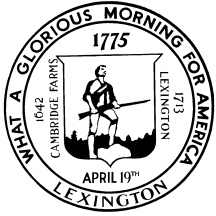
We have also scheduled presentations to School Committee on May 19 and June 16 and monthly project reviews at the Permanent Building Committee meetings, which next meets on May 14.

As the project work continues, more staff level meetings will be conducted with the schools, including traffic plan reviews with Mary Ellen Dunn.

The second appropriation at Special Town Meeting on March 23 was a supplemental appropriation for the Lexington High School Prefabricated Building. The general contractor has mobilized at the High School and has begun demolition and excavation for creating the foundation for the modular building.

Let me know if you have any questions,

Pat



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

To: School Committee
Dr. Paul B. Ash, Superintendent of Schools

From: Maureen Kavanaugh, Director of Planning and Assessment

Re: Technical Study of Redistricting

Date: April 23, 2015

The purpose of this memorandum is to provide a report on the technical steps needed to redistrict elementary students and common redistricting strategies used by School Committees. This report will outline common redistricting strategies, associated pros and cons, and policy questions the School Committee may want to consider. The need for this report was identified in the Consensus Report unanimously adopted by Board of Selectmen, School Committee, Appropriation Committee, and Capital Expenditures Committee in March 2015.

Introduction and Background

Enrollment has been growing at roughly 2% each year for the past seven years, resulting in overcrowded school facilities. Based on current projections, this growth is expected to continue, bringing even greater pressure to a strained school system.

As outlined in the School Building Project Consensus Plan (March 2015), the following are long-terms goals for public school system:

- Develop and implement plans that will provide sufficient educational space in all schools, and an equitable distribution of students among schools,
- Minimize disruptions to students, and
- Avoid extremes of over- or under-utilization of school space

In addition to building projects, redistricting is a common tool used by school systems to redistribute student populations and promote better use of overall facilities. Given current conditions, the School Committee is most interested in exploring redistricting plans that would shift school density away from more-crowded schools toward Estabrook at the north end of town. However, the potential benefits of any redistricting plan may be based on untested assumptions and thus study was initiated to explore potential redistricting strategies.

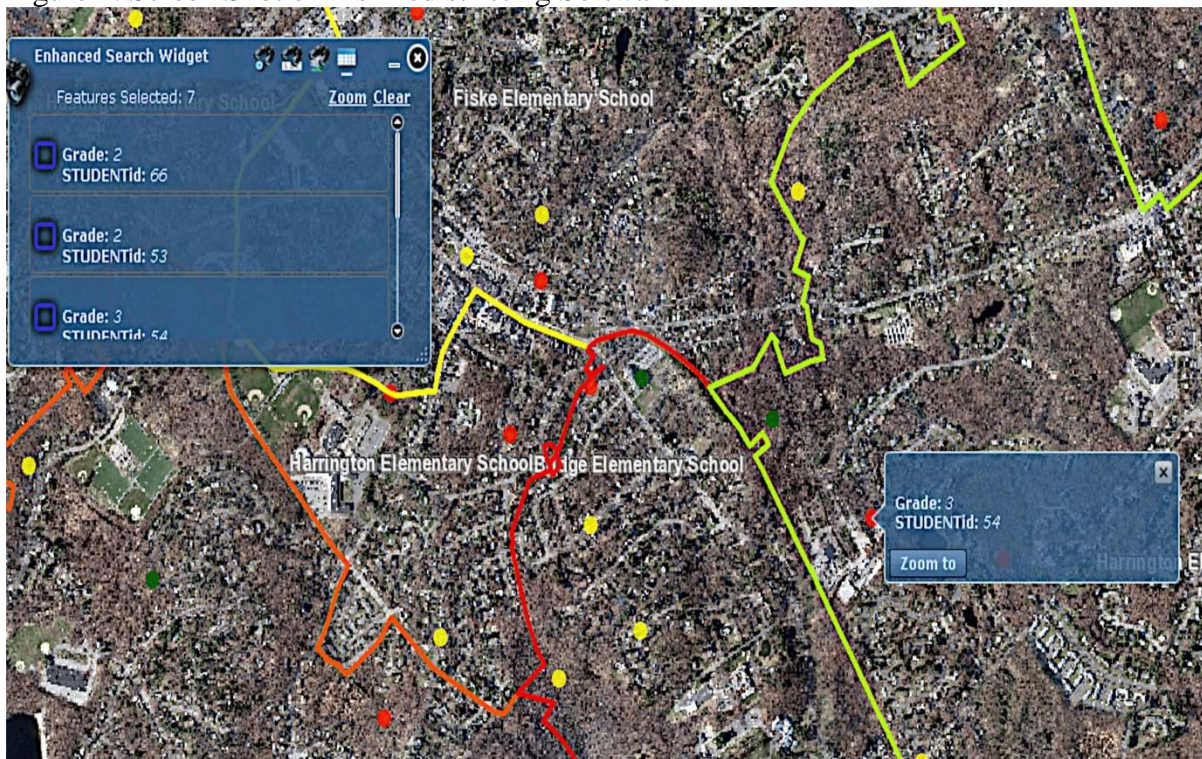
Technical Capacity

If and when the School Committee decides to proceed with any form of redistricting, the Town and school department has the data, necessary technology tools, and trained staff that will be needed.

The Town of Lexington currently holds a license for Ersi, which includes a free Geographic Information System (GIS) tool geared specifically for redistricting. Esri's GIS decision-making tools for redistricting allow the GIS user to process multiple automated reallocation scenarios of school facility assets, based on the school populations within each district.

According to the Town's GIS / Database Administrator, with the appropriate data, a web application can be quickly created that is designed to allow a user to change a current Lexington School district boundary and see how many students will be added or subtracted (see Figure 1 for an example based on simulated student information).

Figure 1. Screen Shot of Ersi Redistricting Software



Lexington Public Schools collects and maintains information on current students (e.g. grade, address) and employs staff that can quickly prepare data files to populate this web application. Kindergarten pre-registration information and enrollment projections are also available.

Common Redistricting Strategies

This next section includes descriptions of common redistricting strategies, the associated pros and cons, and general policy considerations. The information was gathered using publically available documents in Lexington and from similar districts that have recently implemented or considered redistricting options (Belmont, Arlington, Newton, Brookline, Wellesley, and Wayland). In addition, key staff members were contacted from Arlington, Newton, Belmont, and Brookline to gather specific information about buffer zones.

Fixed District Lines: Based on identified needs, new districts lines are determined and generally fixed for multiple years. Students living within specified borders are automatically assigned to a school within the fixed district, unless an exception is made for a policy reason.

Pros

- Provides certainty for families within each district. Parents/guardians can buy a home knowing which school their child(ren) will be assigned
- Creates neighborhood schools. Children within a neighborhood will have a shared experience of going to same school over multiple years
- Simplifies the administrative procedure to assign students (assignment based on student address)
- Continues LPS method of redistricting
- Buses only go to one school

Cons

- Does not include a mechanism to readjust student populations if there is a major shift in enrollment over time

Specific Policy Considerations

- Does the method of redistricting maintain historically defined neighborhoods?

Fixed District Lines including Specified Buffer Zones: A “buffer zone” is defined as a specified area between two or more schools districts that permits individual addresses to be assigned to two or more schools. All other district lines are fixed and students living within borders are automatically assigned to one school based on address. Examples of redistricting maps depicting buffer zones from Brookline and Newton can be found in Appendix A.

Pros

- Usually allows siblings to attend the same school
- Allows for adjustments to accommodate population shifts
 - Arlington and Newton both report that this has helped balance overall school enrollment levels. Staff from Newton state that buffer zones have been an invaluable tool, especially when school buildings are at or above capacity. However, contacted staff acknowledge they have no evidence that Buffer Zones have led to fewer classrooms needed or smaller class sizes
- No impact on students already enrolled in schools

- Can be designed to target areas of high need (e.g. areas of high density, high growth, or based on space availability)

Cons

- Creates uncertainty for new families regarding where their children will attend elementary school
- Reduces the benefits of a neighborhood school
- There is no way to be sure that a specific buffer zone will adequately address overcrowding over time; there is no way to predict with absolute certainty where future families will move
- The administrative processes are reported to be very time consuming (as reported by both Newton and Arlington)

Specific Policy Considerations

- How is date of entry/registration factored in?
- How will students with siblings be assigned?
- Who makes final placement decisions?
- What is the role of parent preference?
- How long will buffer zones be implemented?

Redistricting by Grade: Redistribution of students is achieved by moving an entire grade of students from an overcrowded school to a school with available space.

Pro:

- High probability the plan will redistrict the excess number of students from the overcrowded school to a school with space (e.g. a grade can be moved for one year or longer)
- Limits impact to one grade

Con:

- Can increase the number of transitions students have throughout K-12 education
- Creates uncertainty for families if used as a short-term solution
- Likely to increase bussing costs

Specific Policy Considerations

- How permanent is redistricting by grade?
- Do we have space to house a given grade or grades of students?

Other Considerations Common to All Redistricting Strategies

The outline below lists common questions to all redistricting strategies and should be studied when determining implementation and related policies.

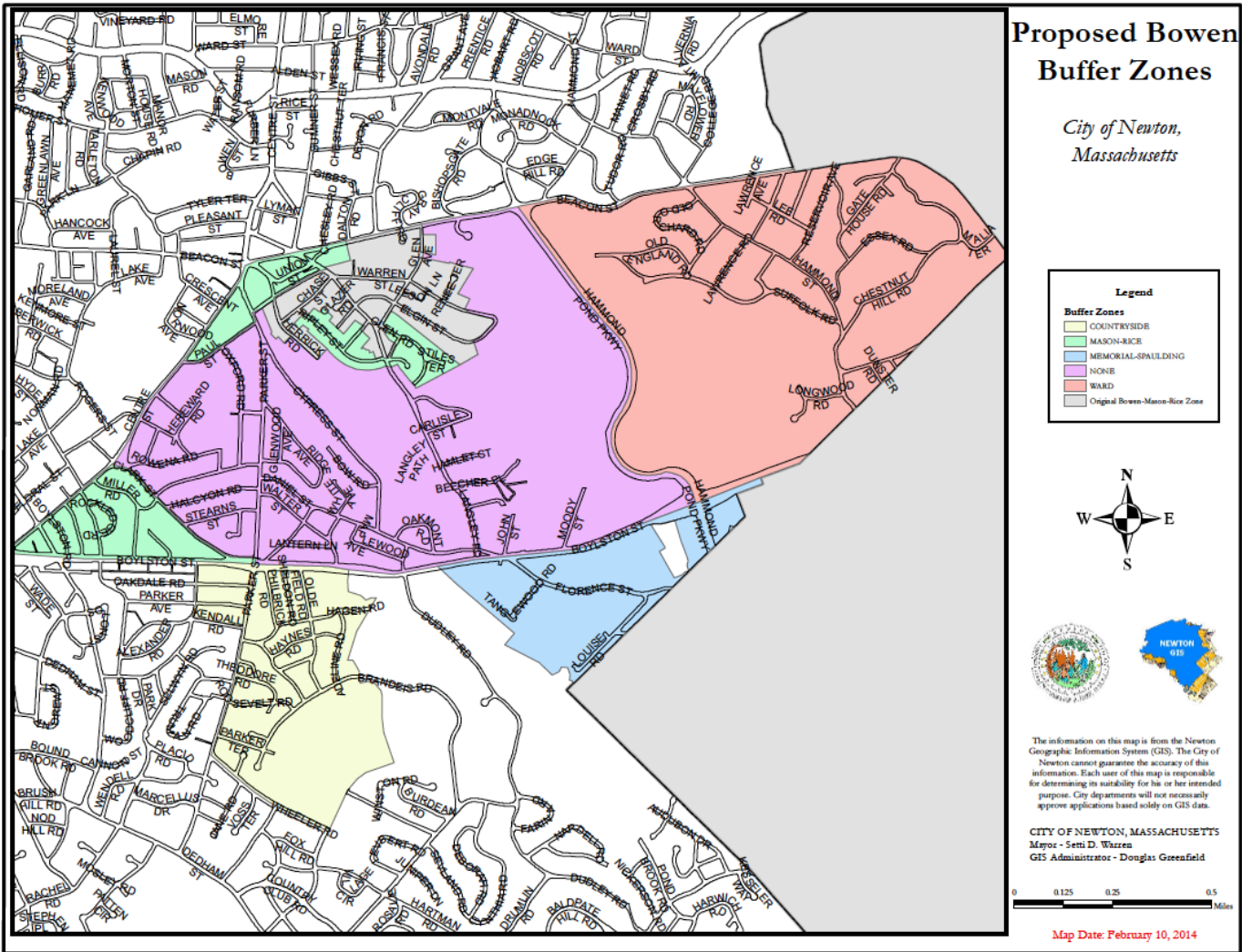
- How does redistricting affect bus routes?
- What is the impact on safe walking routes to school?
- How might school assignments impact the number of parents choosing to travel to school by car?

- What are the likely or planned housing developments that might increase enrollment pressures at particular schools?
- What long-term building plans may be implemented that may impact the stability of redistricting plans?

Limitations of This Report

Though attempts were made to get community and parent perspective from information available online, stakeholders from these groups were not contacted specifically as part of this report.

Appendix A
 Examples of Buffer Zones in Other Communities



SCHOOL DISTRICTS AND BUFFER ZONES



LEGEND

- Buffer Zones for:
- BAKER-HEATH
 - BAKER-HEATH-LINCOLN-RUNKLE
 - DEVOTION-LAWRENCE
 - DRISCOLL-DEVOTION
 - DRISCOLL-RUNKLE
 - HEATH-LINCOLN
 - LINCOLN-RUNKLE
 - PIERCE-LAWRENCE
 - PIERCE-LINCOLN
 - LINCOLN-PIERCE-RUNKLE
 - School District Boundary
 - Street Center Line
 - Town Boundary

DATA SOURCES

SCHOOL DISTRICTS: This data layer is created by Brookline GIS based upon the street centerline layer developed by Boston Edison and the hard copy school district map provided by the school department.

SCHOOL BUFFER ZONES: This data layer is created by Brookline GIS based upon the parcel boundaries and the address list from the school department. Updated on 06/14/2001, 08/27/2002 and 06/16/2004 according to changes made by the School Committee.

LOCUS MAP



BOARD OF SELECTMEN
Richard J. Kellner, Chairman
Joseph T. Gallo
Gilbert H. Day, III
Michael Shattuck
Michael Merrill

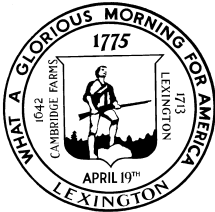
TOWN ADMINISTRATOR
Richard J. Kellner



GIS STEERING COMMITTEE
Richard J. Kellner
Joseph T. Gallo
Gilbert H. Day, III
Michael Shattuck
Michael Merrill
Richard J. Kellner
Joseph T. Gallo
Gilbert H. Day, III
Michael Shattuck
Michael Merrill

GIS MANAGER
Angela Wang
86-411-3333





Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee
From: Paul B. Ash, Ph.D.
Superintendent of Schools
Re: Fiske Overcrowding and Options for 2015-2016
Date: April 22, 2015

Based on the most recent projected Fiske School enrollment numbers, I increased the number of general education classrooms from 22 to 23 for 2015-2016. Since the school only has 22 general education classrooms based on current programming, we need to implement a plan that will address overcrowding next year. I have listed below the two options still under consideration and the major advantages and disadvantages for each option. School Committee direction is needed.

1. **Convert the art room into a general education classroom** – This option will avoid the need to redistrict any students from Fiske to Estabrook next year. However, eliminating the dedicated art room will reduce the range of art activities for all K-5 students, since the art teacher's instruction is limited by what materials can be transported from class to class or brought to the cafeteria. In addition, the mobile aspect of "art on a cart" will reduce the amount of time for each art period. Please note that if Kindergarten numbers exceed 90 (currently 81), then the music room may be needed as a classroom.
2. **Assign all Kindergarten students to Estabrook who do not have an older sibling at Fiske.** Based on current registrations, there are twenty-nine prospective kindergarten students who have no older siblings at Fiske (see attachment). These thirty students live throughout the entire Fiske district. In order to reduce the number of Fiske Kindergartens from four classes to three classes, we will need to redistrict between twenty and twenty-five students to be sure we transfer enough students to reduce one classroom. If we did that, the so-called "buffer zone" would be nearly the size of the entire Fiske district.

This option would likely eliminate the need to convert the art room into a general education classroom. However, this option has the following disadvantages:

- It may require one more bus at a cost of \$85,000 per year for every year these students attend Estabrook.
- It will mean that younger siblings will also attend Estabrook starting in 2016 and beyond. The impact of these additional students on Estabrook is unknown since we do not know the number of such students or the increase in Estabrook enrollment due to other factors.
- It reduces the benefits of students living in a neighborhood who attend the same elementary school.
- It may create uncertainty for all future kindergarten students and their families regarding which school the children will attend (if they do not have older siblings in Fiske).



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee
From: Paul B. Ash, Ph.D.
Superintendent of Schools
Re: Report on Superintendent Mid-Year Goals
Date: April 23, 2015

Next Tuesday, I look forward to sharing with you my mid-year report on the Superintendent goals you voted last fall.

I have attached to this memorandum a document that lists my professional practice goal, my student learning goal, and the goals for each of the four standards. In addition, I have attached the extra goal the School Committee added after my presentation (Managing Conflict). Under each section, I have included the highlights of my work this year.

Since the School Committee voted my goals in the fall, my life as your superintendent did not follow the predicted plan. Consequently, I ask that the School Committee agree to amend the voted goals. Four major tasks took far more time than I anticipated in the fall; therefore, I request the following changes to my goals.

Add the following goals:

- Work closely with the incoming superintendent in order to provide a smooth transition on July 1. Since your appointment of Dr. Czajkowski in December, I regularly speak with her on all important matters (filling major vacancies, matters before the School Committee, and questions she has about the school system).
- Hiring major positions (Assistant Superintendent of Finance and Business Operations, and Director of Educational Technology)
- Working with multiple constituencies to develop the school facilities plan that was presented at the March 23, 2015, Special Town Meeting
- Collective Bargaining – Normally, I do not sit at the Unit A bargaining table until the end of the bargaining process. However, due to the complexity of these negotiations and the retirement of the LEA president and Superintendent of Schools on June 30, I have taken a direct role in all collective bargaining sessions.

Amend the following goals:

- Student Learning Goal – Eliminate Key Actions #1 through 4
- Professional Practice Goal – Eliminate Key Actions #1, 3, and 5
- Standard 2 (Management and Operations; Environment Indicator: *Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.*)
Reduce the scope of this goal to Key Actions #4 and #5 in Student Learning Goal.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

Update on the Superintendent Goals for 2014-2015 (April 23, 2015)

Student Learning Goal

In order to improve student pro-social behaviors and resiliency, and reduce unhealthy stress, I will work with community stakeholders, such as the Director of Guidance, Principals, other administrators, and residents to support goal 2 in all school improvement plans (“If we increase student pro-social behavior and resiliency and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.”). This year, I will

Key Actions

1. Work closely with school administrators to support the pro-social objectives stated under goal 2 in all School Improvement Plans.
2. Support staff to connect and share successful pro-social practices among schools.
3. Support the work of the Guidance Department in order to establish a comprehensive PreK-12 guidance curriculum that promotes healthy social skills for all students.
4. Work with principals, other school personnel, and parents to identify ways to reduce unhealthy student stress (e.g., discuss the quality and quantity and timing of homework, timing of examinations among departments, homework on school vacations, ways to increase student awareness of personnel who can help with stress, bullying preventions strategies, mindfulness education, etc.).
5. Explore ways to include FY 16 funds to expand student social services.
6. Work with residents and Lexington and Town employees to discuss ways the schools, municipal government, and local organizations can reduce the risk of student suicide.

Evidence:

1. Key Actions #1-4 – Due to other priorities, my work on these key actions was limited.
2. Key Action #5 – I worked with the principals and Director of Guidance to identify how we could use the FY 16 budget to increase the level of student social services. The FY 16 budget includes three additional K-5 social workers. The extra half-time social worker per school will help elementary schools provide more therapeutic support. The budget also includes adding one high school guidance counselor, a 0.5 guidance counselor at Bridge, a 0.4 high school special education social worker, and a 0.4 high school general education social worker.
3. Key Action #6 – I met with the citizen Ad Hoc Committee on Reducing Stress, Building Resiliency and Improving Services for Our Youth to discuss their draft report and how I could support their ideas. Soon after the report was presented to the School Committee, the school administration provided the Ad Hoc committee leaders with a written response to each of their suggestions. Next steps are still being planned.

4. Key Action #6 -The Guidance Department is looking into offering more programs next year.
5. Key Action #6 - The Guidance Department is in its second year of a three-year curriculum review.
6. Other Action - Met with the Chair of the School Committee to discuss ways the School Committee, Selectmen and residents could work together to keep this work moving forward next year.

Professional Practice Goal

The recent establishment of data teams in US schools is based on the most current research about improving teaching, learning, and leadership to increase student achievement for all students. This year, I will engage in practices to study the research on data teams and learn about practices other school systems have effectively used to improve student learning. This year, I will

Key Actions

1. Focus my professional reading on the effective use of district and school data teams.
2. Participate in data teams and dialogue with staff about effective instructional practices regarding their process.
3. Attend professional learning workshops on the use of data teams.
4. Collaborate with the Director of Planning and Assessment and Principals to share effective practices that strengthen the LPS data team processes.
5. Form a district-wide data team and collaborate with administrators on its design and priorities.

Evidence:

1. Key Action #1 – I request that this key action be dropped due to the need to focus on other goals.
2. Key Action #2 – I visited three school data team meetings and watched how these teams use local data to monitor student progress and develop revised interventions, if needed. Two data team meetings were cancelled due to snow storms. Due to other priorities, I was not able to get to all schools.
3. Key Action #3 – I did not work on this goal due to other priorities.
4. Key Action #4 – I held numerous meetings with the Director of Planning and Assessment and principals to share effective practices to strengthen the LPS data team process. These conversations led to a presentation by Maureen Kavanaugh and Len Swanton at a fall Joint Council meeting (all LPS administrators) to discuss what data we currently collect, where the data is stored, and how the new Director could help them identify what data they need collected and analyzed to improve student performance and decision-making. The focus of this work seeks to ensure: the availability of the right information to answer the right questions at the right time, efficiency, and using data to improve the quality of decisions.
5. Key Action #5 – I asked Maureen to attend multiple meetings of the Administrative Council to discuss school and district MCAS data and to follow up on the prior Joint Council meeting and plan next steps. I also supported Maureen's visits to all school RtI meetings.
6. Other - Phyllis Neufeld, Maureen Kavanaugh, and I held six school meetings to find out from teachers what initiatives are not worthwhile and should be reduced or eliminated (this is a district goal). In the next month, Phyllis Neufeld will present the findings to all LPS staff.

Standard 1 (Instructional Leadership), Section E - Data-informed Decision Making Indicator - *Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.*

Key Actions:

1. Work with the Director of Planning and Assessment to examine:
 - What data do we regularly collect?
 - How administrators analyze and report data to stakeholders?
 - How administrators use data in decision-making and planning?
 - What is our current capacity to collect/store/analyze data?
 - What are some of our short- and long-range data and planning needs?
2. Work with the Enrollment Working Group to develop a more effective methodology to forecast student enrollments.

Evidence:

1. Key Action #1 – Please see my response in the Professional Practice Goal section (#4). In addition, I have attended data team meetings in three schools. Two were cancelled by snow storms. Ms. Kavanaugh has produced an internal document that begins to answer the questions listed in #1 above.
2. Key Action #2 – Completed

Standard 2 (Management and Operations), Section A – Environment Indicator: *Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.*

Key Actions:

1. On the prior page, please see Student Learning Goal for key actions.

Evidence:

1. My specific actions are listed under the evidence section in the Student Learning Goal.

Standard 3 (Family and Community Engagement), Section D – Family Concerns Indicator: *Addresses family concerns in an equitable, effective, and efficient manner.*

Key Actions:

In order to address the preK-12 overcrowding concerns and promote community support, I will

1. Serve as an active member of the Ad Hoc School Master Planning Committee and share the committee's reports with all interested constituencies.
2. Work closely with the architectural firm SMMA to ensure phases 1, 2 and 3 of their studies are complete and on time.
3. Serve as an active member of the Enrollment Working Group and share their reports with all interested constituencies.
4. Make recommendations to the School Committee that will address short- and long-range space needs based on projected enrollments and educational needs.
5. Meet with parents to discuss their school-specific needs and concerns.
6. Work with elected and appointed municipal officials to effectively communicate school facility needs and plan for potential Town Meetings.

Evidence:

1. Key Action #1 – Completed
2. Key Action #2 – Completed
3. Key Action #3 – Completed
4. Key Action #4 – Completed
5. Key Action #5 – As always, I meet with any parent who requests a meeting. In addition, I occasionally attend PTA meetings and speak with parents about their concerns. This year, all of the meetings focused on school overcrowding and possible space options.
6. Key Action #6 – Completed

Standard 4 (Professional Culture), Section D - Shared Vision Development Indicator: *Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers, and can become responsible citizens and community contributors.*

Key actions:

In order to assist the School Committee to develop a district Mission, Vision, and Beliefs statement, I will

1. Participate in the School Committee's subcommittee on Mission, Vision, and Beliefs to develop a draft document.
2. Communicate the draft Mission, Vision, and Beliefs document to all schools, PTAs/PTOs, and School Site Councils.
3. Work with school and parent leaders to ensure that the draft document is discussed and feedback welcomed.
4. After discussions are held by all of the constituencies listed above, create a summary document for the School Committee and include my recommendation.

Evidence:

1. Key Action #1 – Completed
2. Key Action #2 – Completed
3. Key Action #3 – After the School Committee voted the draft Mission/Vision statement, I asked the principals to share the document with their faculties and Site Councils. This process is now ongoing.
4. Key Action #4 – On June 9 or 16, I will present the final consensus document on Mission/Vision to the School Committee for a vote.

Draft with input from February 10, 2015 School Committee discussion

MISSION/VISION STATEMENT File: AD

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

Guiding Principles:

We believe that all students can learn at high levels.

This is achieved by:

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

STUDENT ACTIVITY ACCOUNT POLICY

I. BACKGROUND

The purpose of this school committee policy is to comply with the enactment of a state law on student activity accounts as codified in Section 47 of Chapter 71 of the General Laws of Massachusetts (MGL) passed in 1996.

A program of co-curricular activities established by the School Committee should ensure that young people have an opportunity to take part in co-curricular and extra-classroom experiences; should provide efficient procedures for their creation, operation, and demise; and should outline a system for the safeguarding, accounting, and internal control of extra-classroom activity funds.

II. PURPOSE AND SCOPE

The School Committee authorizes the principals to receive money in connection with the conduct of authorized student organizations and legitimate co-curricular activities (field trips). The School Business Administrator shall develop operation procedures and guidelines for these accounts and conduct annual internal audits of these accounts.

A student activity account shall only be used for monies raised by approved student organizations and expended by those students for their direct benefit. At no time shall accounts be used to benefit staff.

III. APPLICATION

- A. Bank accounts will be issued via the Town Treasurer with a branch in Lexington.
 - a. All accounts shall be interest bearing as allowable under banking services selected by the Town Treasurer;
 - b. Two Accounts shall be established:
 - i. Savings/Depository Account:
 1. There will be no maximum amount set for the savings/depository account.
 2. All receipts shall be deposited with the Town Treasurer and credited against a building designated student activity savings/depository account.
 - ii. Checking Account: Each school principal will be provided with a checking account for expenditure purposes.
 1. The maximum a school can have in its checking account at any time for an Elementary School, \$3,000; Middle School maximum, \$10,000; and High School maximum, \$25,000.
 2. No individual check or series of checks from the Student Activity Checking Accounts shall be written over \$3,000. Vendors owed more than this amount by contract or agreement shall have deposits made mid-contract/agreement payments made timely through the Town Warrant process or use the district credit card procedures. Writing multiple checks to circumvent this clause will cause the checking account to be frozen and check writing privileges to be revoked.
 3. Deposits into the checking account shall be made under the direction of the Town Treasurer.

- c. Expenditures
 - i. All expenditures shall be reported and recorded under the Town's financial system and follow all other school committee policies that apply and be submitted to School Accounting Manager timely;
 - ii. Expenditures from the savings/depository account are encouraged since these will pass through the warrant process prior to the check being issued.
 - iii. Expenditures from the checking account, while discouraged are necessary in the following circumstances: Town warrant process will not meet payment deadline, Town procurement card will not be accepted, and attendance is unknown until day of event. Documentation of checks written shall be submitted to the Finance Office within three business days of the check being written.

B. Reporting and Record Keeping:

- a. The School Business Administrator shall provide a Student Activity Manual to all employees upon hiring and distribute updates to all employees as necessary providing guidelines and procedures for all aspects of this policy;
- b. Principals, faculty, and staff shall comply with this policy, and the guidelines and procedures provided in the Student Activity Manual.
- c. Principals shall submit monthly reconciliations to the School Finance Office for all banking activity within 30 days of receipt of the monthly bank statements. The School Finance Office will reconcile all banking activity against the town financial system and submit full reconciliation package to the Town Treasurer.
- d. The School Business Administrator shall conduct an annual internal audit of each Student Activity Account to document compliance with this policy.

C. The Superintendent must approve all student organizations requiring student activity accounts under each building fund.

- a. Students will follow the requirements for forming a student organization under School Committee policy.
- b. Students will recommend the establishment of Student Activity Accounts to the building Principal.
- c. The Principal, in turn, will make a recommendation to the Superintendent of Schools.
- d. The accounts must be specific to a student organization.
- e. Discretionary or commingled accounts will not be allowed under this policy.

D. The interest earned and any audited undesignated fund balance in each school's student activity fund shall remain in the account and be recorded as a separate line item by the building Principal. These funds shall be used to cover the following expenditures without requiring further approval from the School Committee:

- a. To cover the cost of periodic outside audits of the accounts;
- b. To purchase forms and supplies related to maintaining the student activity agency account by the school;
- c. To reimburse the Town or pay directly for any banking fees associated with the accounts, or the acceptance of credit cards, or other online payment option that may become available; and
- d. To cover the cost of a student(s) attending a class or school function when students are charged for such but the district financial assistance policy determines the family is unable to cover such expenses.

Approved by School Committee: June 2, 2009

SOURCE: Lexington

Lexington Public Schools

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised.
2. Authorizes the Town Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committee policy.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established for each school by School Committee policy.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with limits that exceed \$25,000.00, the Massachusetts Dept. of Elementary and Secondary Education recommends that districts consider an audit conducted by an outside accounting firm every two to three years.

LEGAL REF.: M.G.L. 71:47

SOURCE: MASC

INTERNATIONAL STUDENT TRAVEL

All international student trips which include overnight travel or stays must have prior approval of the School Committee. Approval by the School Committee is required before making commitments on behalf of LPS, expending funds, or engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that approval be sought no less than 90 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SOURCE: MASC March 2004

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N

jessie 4/9/2015 10:31 PM

Deleted: s

jessie 4/9/2015 10:31 PM

Deleted: late night or

jessie 4/9/2015 10:31 PM

Deleted: travel

jessie 4/9/2015 10:31 PM

Deleted: initial

jessie 4/9/2015 10:31 PM

Deleted: a

jessie 4/9/2015 10:31 PM

Deleted: final

jessie 4/9/2015 10:31 PM

Deleted: 3

STUDENT TRAVEL REGULATIONS

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”. FMCSA ratings are available at <http://www.safersys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor’s qualifications.

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication [Student Learning Time Regulations Guide](#))

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

[If hotel accommodations have a swimming pool, staff will notify students that they may not swim unless a lifeguard is present and on duty.](#)

3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students’ obligations for homework, after-school activities, and jobs.

jessie 4/9/2015 10:33 PM
Formatted: Justified
jessie 4/9/2015 10:33 PM
Deleted: - ... [1]

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)
<http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist”)
<http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense’s approved list of motor carriers
<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

SOURCE: MASC
APPROVED: March 10, 2004
CROSS REFS.: IJOA, Field Trips
LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INTERSCHOLASTIC ATHLETICS

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

Subject to funding, at the middle and high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:47; 71:54A
603 CMR 26.00

CROSS REFS.: AC, Nondiscrimination (and subcodes)

NOTE: Requirements for insurance coverage and physical examinations might be part of a policy in this category or they could be dealt with under Student Insurance (JHA) and Physical Examinations of Students (JHCA) and cross-referenced from this page. The cross reference on the sample policy above is to a related statement in this manual.

jessie 4/9/2015 10:34 PM

Deleted: A

ATHLETIC EVENTS AND PRACTICES POLICY

It is a policy of the Lexington Public Schools to discourage athletic events and/or practices during school holidays. Athletic events and/or practices may be held during the regular school year including Saturdays and Sundays. Such events and practice sessions may be held during the daytime or evening, as long as all the necessary conditions exist, including adequate lighting and weather conditions, to perform safely.

jessie 4/9/2015 10:35 PM

Deleted: I. PURPOSE AND SCOPE

It is the intention of the Lexington School Committee that the coaching and administrative staff continuously and diligently petition the Middlesex League for modification of its rules to enable the implementation of this policy. When the implementation of this policy either jeopardizes the continuous participation of the Lexington Public Schools in the Middlesex League, or where, the failure to hold practices during the holiday period will have an adverse effect on the student's conditioning, thereby rendering potential unsafe conditions, such practices may be held, but at a minimum frequency, simply to insure the proper conditioning of the participants.

jessie 4/9/2015 10:35 PM

Deleted: II. APPLICATION

... [2]

Students who are unable to participate in sporting events or practices during holiday periods may not be sanctioned in any way including any failure to play the participant as usual, dropping the player from a team ranking or limit the student's participation in any way due to his inability to participate. The only basis for such decisions shall be the performance and/or conditioning of the participant.

Adopted: December 12, 1989

Reviewed and Reformatted: 10/10/02

SOURCE: Lexington

HEAD INJURY MANAGEMENT POLICY

The care and management of head injuries to Lexington Public Schools athletes, grades 6 through 12, participating in the Massachusetts Interscholastic Athletic Association and all other extracurricular athletic activities¹ requires collaboration among families, school nurses, coaches, the athletic training staff, primary care physicians, consulting athletic and school physicians, athletic director, administrators, and school counselors.

Every student must submit proof of a current (administered within the last 13 months) physical examination and complete information on prior head injuries before participating in any school athletic activities.

Concussion training is required and must be documented annually for all athletic staff, school nurses, students participating in school athletic activities and their parents. This training is required of both students and their parent(s) prior to student participation in extracurricular athletic activities.

LPS student athletes must report all head injuries to the athletic training staff and school nurses for evaluation by them, whenever and wherever they occur. When head injuries are reported, LPS will provide educational materials about the care and treatment of concussions.

Subsequent to a head injury, a plan for return to play will be developed by the athletic trainer in coordination with physician recommendations. A plan for return to academics and physical activity will then be coordinated by the guidance counselor with the parent(s).

If a student, parent, or staff member fails to comply with school policy for head injury management, penalties may be implemented, including but not limited to personnel sanctions and forfeiture of games.

This policy shall be implemented by the superintendent or designee and will be reviewed every two years.

References: M.G.L. c. 111, §222 DPH,
105 CMR 201

First Reading: December 20, 2011
Second Reading: February 14, 2012
Date Approved by School Committee: February 28, 2012

SOURCE: Lexington

¹ *Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or bandleader including but not limited to Alpine and Nordic skiing and snowboarding, baseball, basketball, bowling, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities. DPH, CMR 201.005*

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine

¹ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school

injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000

SOURCE: MASC December 2011

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the site of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure

2 of 10

- G. Unequal, dilated, or unreactive pupils
- H. Cranial nerve deficits
- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- K. Seizure activity
- L. Vomiting/ worsening headache
- M. Motor deficits subsequent to initial on-field assessment
- N. Sensory deficits subsequent to initial on-field assessment
- O. Balance deficits subsequent to initial on-field assessment
- P. Cranial nerve deficits subsequent to initial on-field assessment
- Q. Post-Concussion symptoms worsen
- R. Athlete is still symptomatic at the end of the game

3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all

public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
 - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**
 - D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
 - E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
 - F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
 - G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
 - H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**

- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.

5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.

15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress

- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

File: JJIF-R

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

SOURCE: MASC December 2011

STUDENT CONDUCT

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

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

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

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

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

SOURCE: MASC

Updated July 2014

LEGAL REF.: M.G.L. [71:37H](#); 71:37H ½; 71:37H ¾; 71:[37L](#); [76:16](#); [76:17](#)
603 CMR 53.00

CORPORAL PUNISHMENT

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Established by law

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37G

RESTRAINT OF STUDENTS POLICY

I. BACKGROUND OF POLICY

The Board of Education for the Commonwealth of Massachusetts adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the "Regulations," effective April 2, 2001. In distributing the Regulations, the Board of Education, through the Department of Education (DOE) has described its goal of working in partnership with local educational agencies to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. The Lexington Public Schools complies with the Regulations to the extent required by law. This policy provides a brief overview of the Regulations.

II. PURPOSE AND SCOPE

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

The Lexington School Committee's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

III. APPLICATION

Methods and Conditions for Implementation

School staff may use physical restraint¹ only (1) when nonphysical interventions are ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student's Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Chemical and mechanical restraints may not be used². Seclusion³ is prohibited.

¹ Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.

² Exceptions may be made when explicitly authorized by a physician and approved by a parent or guardian. Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement. Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. It does not include a protective or stabilizing device ordered by a physician.

³ Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

The Regulations do not prevent a teacher, employee or agent of the Lexington Public Schools from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the Regulations.

Staff Training

In the first month of each school year, all school staff will receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. New hires during the year will be trained within the first month of their employment.

Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Complaints

To file a complaint regarding a restraint please contact:

Dr. Denise Rochlin,
Director Student Services Pre-K-12
Lexington Public Schools
1557 Massachusetts Avenue
Lexington, MA 02420
(781) 861-2490

References

A description of the list of physical restraint methods generally used in the Lexington Public Schools is available in each school building through the school Principal.

Regulations of the Commonwealth of Massachusetts governing Physical Restraint (603 CMR 46.00) can be obtained at: www.doe.mass.edu/lawsregs/603cmr46.html.

Adopted: June 11, 2002

SOURCE: Lexington

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the _____ School District. Further, students of the District are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following definitions appear at 603CMR 46.02:

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs.

Mechanical restraint – The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint.

Seclusion restraint – Physically confining a student alone in a room or limited space without access to school staff. The use of “Time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint”.

Chemical restraint – the administration of medication for the purpose of restraint.

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements;
- Procedures for receiving and investigating complaints.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Dept. of Elementary and Secondary Education recommends be at least 16 hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

In addition, each staff member will be trained regarding the school's physical restraint policy. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

A member of the School Committee or any teacher or any employees or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Principal or director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Dept. of Elementary and Secondary Education.

When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the Dept. of Elementary and Secondary Education within five (5) school working days of the administration of the restraint.

In special circumstances waivers may be sought from parents either through the Individual Education Plan (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

SOURCE: MASC

LEGAL REF.: 603 CMR 46.00
M.G.L. 71:37G

DISCIPLINING STUDENTS WITH SPECIAL NEEDS POLICY

I. BACKGROUND

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

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

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

II. PURPOSE AND SCOPE

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

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

THE LEGAL FRAMEWORK

Honig v. Doe

On January 20, 1988, the U.S. Supreme Court issued a decision in Honig v. Doe, supra, the first U.S. Supreme Court case to interpret the EHA as it applies to the suspension or exclusion of students with special needs. The facts of the case involved two students with special needs who were suspended

1 of 4

Lexington Public Schools

jessie 4/9/2015 10:42 PM

Formatted: Justified, Indent: Left: 0.01", Right: 0.02", No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers, Pattern: Clear

jessie 4/9/2015 10:42 PM

Deleted: -

indefinitely from school for violent and disruptive conduct related to their disabilities and who challenged their exclusion. The Supreme Court held that the "stay-put" provision of the EHA, 20 U.S.C. & 1415 (e) (3), protects students with special needs from being excluded from the classroom for more than ten school days for dangerous or disruptive conduct unless school officials obtain parental consent to the exclusion or, where the parent does not consent, secure judicial approval.

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

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

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

STATE LAW AND REGULATIONS

With respect to removal of students with special needs from public school, Massachusetts General Laws Chapter 71B, section 3 states:

No school committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the department (of education). No child who is so refused shall be denied an alternative form of education approved by the department...

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

III. APPLICATION

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

A. DEFINITION OF SUSPENSION

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

B. GENERAL REQUIREMENTS

Each school committee and educational collaborative shall ensure that:

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

C. INDIVIDUALIZED EDUCATIONAL PLAN REVIEW

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

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

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

jessie 4/9/2015 10:42 PM

Deleted: -

jessie 4/9/2015 10:42 PM

Formatted: Indent: Left: 0"

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

1. If the TEAM concludes that the student's misconduct is related to the student's handicapping condition or results from an inappropriate special education program/placement or an IEP that was not fully implemented, the student may not be suspended. Instead, the student's EBP must be amended to reflect a new program designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps must be taken by the school to ensure that the IEP is fully implemented.
2. If a new program is designed for the student as a result of the review, the new program must be implemented immediately following parental approval of the IEP. If the parent refuses consent to the IEP, the school committee or parent may request a hearing before the BSEA to determine the appropriateness of the program, pursuant to Section 401.0 of the Chapter 766 Regulations. Alternatively, the parties may seek mediation to resolve the dispute.

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

E. CIRCUMSTANCES UNDER WHICH SUSPENSION MAY BE IMPOSED

1. If the school wishes to impose a suspension which will result in more than ten days suspension in the school year and the TEAM concludes that the student's misconduct is not related to the student's special needs and is not the result of an inappropriate special education program/placement and that the current EBP was fully implemented, the school must:
 - a. amend the student's IEP to provide for the delivery of special education services to the student during the period of suspension ("the alternative plan");
 - b. secure the approval of the alternative plan by the Division of Special Education through the appropriate Regional Education Center.

Reformatted: 4/2003

SOURCE: Lexington

jessie 4/9/2015 10:42 PM

Deleted: -

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

Student Safety

Instruction in courses in ~~industrial arts, science, homemaking, art, physical education, health, and safety~~ will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any school, containing any of grades ~~K~~ to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL 71:37L; 148:2A

SOURCE: MASC 8/2006

Lexington Public Schools

jessie 4/9/2015 10:43 PM

Formatted: Strikethrough

jessie 4/9/2015 10:43 PM

Formatted: Strikethrough

jessie 4/9/2015 10:43 PM

Deleted: public or private

jessie 4/9/2015 10:43 PM

Deleted: !

STUDENT INSURANCE PROGRAM

A noncompulsory accident insurance plan totally administered by an insurance company may be made available to students. The District does not assume any responsibility regarding service, claims, or other matters relating to the insurance program.

All students participating in competitive athletics shall be required to be covered by a medical insurance plan.

SOURCE: MASC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, [collection of student health records](#), health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

[\[Dr. Ash to review with staff...\]](#)

~~The District shall provide the services of a medical consultant (physician), who shall render medical and administrative consultative services for personnel responsible for school health and athletics.~~

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year, [within the first 30 days of the opening of school](#), parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan [and a Medical Policy and Procedure \(JCD-R\)](#), as required by law, and an [Emergency Operations Plan Procedures Handbook](#), which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- [The student Emergency Medical Report be given to EMS](#) which lists [medically significant](#) allergies or diseases the student might have;

~~Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;~~

- [Provisions for reporting all accidents, cases of injury, or illness to the School. If the case may involve possible legal or public relations implications, the superintendent will be notified.](#)

- [Prompt reporting by the School Nurse to the Principal or designee any accident or serious illness.](#)

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to [retrieve](#) the student.

[Emergency contact information is provided by parents and guardians.](#)

~~Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.~~

Lexington Public Schools

jessie 4/9/2015 10:44 PM
Formatted: Strikethrough

jessie 4/9/2015 10:44 PM
Formatted: Strikethrough

jessie 4/9/2015 10:45 PM
Deleted: n.

jessie 4/9/2015 10:46 PM
Formatted: Strikethrough

jessie 4/9/2015 10:47 PM
Deleted: Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card

jessie 4/9/2015 10:46 PM
Deleted: any

jessie 4/9/2015 10:47 PM
Formatted: Strikethrough

jessie 4/9/2015 10:48 PM
Formatted: Indent: Left: 0", Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

jessie 4/9/2015 10:47 PM
Deleted: Principal

jessie 4/9/2015 10:47 PM
Deleted:

jessie 4/9/2015 10:47 PM
Deleted: Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for

jessie 4/9/2015 10:48 PM
Formatted: No bullets or numbering

jessie 4/9/2015 10:48 PM
Deleted: <#>reporting such to the appropriate executive director of education immediately; -

jessie 4/9/2015 10:48 PM
Formatted: Indent: Left: 0", Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Widow/Orphan control

jessie 4/9/2015 10:48 PM
Deleted: teachers

jessie 4/9/2015 10:48 PM
Deleted:

jessie 4/9/2015 10:48 PM
Deleted: illness and such reports will be filed with the Business Office

jessie 4/9/2015 10:48 PM
Deleted: call for

jessie 4/9/2015 10:48 PM
Deleted: or provide the transportation. -

jessie 4/9/2015 10:49 PM
Formatted: Strikethrough

File: JLC

The school nurse will decide if an ambulance is warranted. Should the illness or emergency require immediate emergency or medical attention, 911 will be called.

[Note words from staff "Find transportation."]

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

SOURCE: MASC

Updated July 2012

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56; 57; 69:8A

CROSS REF.: EBB, First Aid
EBC, Emergency Plans
JLCD, Administration of Medications to Students

jessie 4/9/2015 10:50 PM
Moved (insertion) [1]
 jessie 4/9/2015 10:50 PM
Formatted: Justified
 jessie 4/9/2015 10:50 PM
Deleted: - [3]
 jessie 4/9/2015 10:50 PM
Deleted: - Page Break
 File: JLC [4]
 jessie 4/9/2015 10:50 PM
Moved up [1]: File: JLC

jessie 4/9/2015 10:51 PM
Deleted: - [5]

PHYSICAL EXAMINATIONS OF STUDENTS

Every student enrolled must be in compliance with state requirements for admission to public school. A record of the results will be kept by the school nurse.

jessie 4/9/2015 10:52 PM
Deleted:
jessie 4/9/2015 10:52 PM
Deleted: will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation
jessie 4/9/2015 10:52 PM
Formatted: Strikethrough

~~Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.~~

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

jessie 4/9/2015 10:52 PM
Formatted: Strikethrough

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be kept by the School Nurse.

jessie 4/9/2015 10:52 PM
Formatted: Strikethrough

The Nurse Leader will make a monthly report to the Superintendent of the number of students examined; the number dismissed; and the number recommended for treatment or special adjustment of work. In all cases of dismissal or recommendation, the causes will be included in the report.

jessie 4/9/2015 10:53 PM
Deleted:
jessie 4/9/2015 10:53 PM
Deleted: filed at the school
jessie 4/9/2015 10:53 PM
Deleted: school
jessie 4/9/2015 10:53 PM
Deleted: n

* *NOTE: As of TODAY's date Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57
105 CMR 200

CROSS REF.: JF, School Admissions

jessie 4/9/2015 10:53 PM
Deleted: excluded
jessie 4/9/2015 10:53 PM
Deleted: exclusion

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Established by law

SOURCE: MASC

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

COMMUNICABLE DISEASES

I. PURPOSE AND SCOPE

We recognize that students with HIV/AIDS will be attending Lexington Public Schools (LPS), and employees with HIV/AIDS will be working in the school system and that it is their legal right to do so. In accordance with these principles, the policy's procedures are designed to meet the students' and employees' health and social needs, safeguard their privacy and assure their continuing education and employment and provide an environment free from discrimination.

II. APPLICATION

The anonymity of persons with HIV/AIDS is protected by law. Further, individuals with all conditions related to HIV/AIDS are protected from discrimination under both federal and state law. Neither attendance at school nor employment may be denied to an individual with HIV/AIDS. Therefore, no student or staff member may be discriminated against in school attendance or employment on the basis of his/her diagnosis of HIV/AIDS. Because the diagnosis of HIV/AIDS is a confidential matter between the individual student or staff member and his/her physician, the school system may not be aware of it. If the Superintendent has been notified that a student or staff member is infected with HIV, he/she shall follow a standard procedure to support the person with the illness and to ensure the safety of all individuals in the school setting.

The guidelines of the policy are as follows:

I. School Attendance Policy for Students

- A. All students diagnosed as having HIV or AIDS infection have the right to attend regular classes.
- B. The student's personal physician is the medical manager of the student with HIV or AIDS infection. Medical management includes acting as the "gatekeeper" for the student's attendance at school.

HIV and AIDS POLICY

- C. School-eligible household members of students with HIV or AIDS enrolled in LPS have the right to attend school without any restrictions.

II. Personnel Employment Policy

- A. Employment - Any employee diagnosed as having HIV/AIDS shall not be discriminated against in employment and shall not be terminated from employment because of such a condition.
- B. Any employee who is unable to work due to HIV/AIDS or related conditions shall be entitled to the same benefits as any employee with illness or disability in accordance with School Committee policy and the terms of the respective employee contract agreements.

III. Prevention Education

In order to support AIDS prevention education in the Lexington Public Schools, the School Committee affirms its commitment to a K-12 comprehensive health education life skills program.

- A. HIV/AIDS prevention education will be emphasized at developmentally appropriate levels throughout the Health Education and Wellness curriculum.
- B. In addition, the School Committee will support ongoing efforts to train all staff in HIV/AIDS awareness.

LEGAL REFS.: M.G.L. 151B:l, et al ; 272:92A, 98; 214:1B; 111:70F; 112:12F
Federal Americans with Disabilities Act (ADA)
Federal Rehabilitation Act of 1973

SOURCE: Lexington

jessie 4/9/2015 10:56 PM
Deleted: - 6

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law. [The anonymity of persons with communicable diseases is protected by law.](#)

[The anonymity of persons with communicable diseases is protected by law. Further, individuals with all conditions related to communicable diseases are protected from discrimination under both federal and state law. Neither attendance at school nor employment may be denied to an individual with communicable diseases. Therefore, no student or staff member may be discriminated against in school attendance or employment on the basis of his/her diagnosis of communicable diseases. Because the diagnosis of communicable diseases is a confidential matter between the individual student or staff member and his/her physician, the school system may not be aware of it. If the Superintendent has been notified that a student or staff member is infected with a communicable disease, he/she shall follow a standard procedure to support the person with the illness and to ensure the safety of all individuals in the school setting.](#)

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

[In order to support communicable disease prevention education in the Lexington Public Schools, the School Committee affirms its commitment to a K-12 comprehensive health education life skills](#)

Lexington Public Schools

jessie 4/9/2015 10:59 PM

Formatted: Indent: Left: 0"

program.

A. Communicable disease prevention education will be emphasized at developmentally appropriate levels throughout the Health Education and Wellness curriculum.

B. In addition, the School Committee will support ongoing efforts to train all staff in communicable disease awareness.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:55

Lexington Public Schools

AIDS (Acquired Immune Deficiency Syndrome) AND HIV (Human Immunodeficiency Virus)

I. PURPOSE AND SCOPE

The policy we have developed for students and staff infected with AIDS/HIV is based on research which has shown that the infection is not transmitted casually and, therefore, it is safe for other students and staff members to work and study with them.

The guiding principles of our policy are the recognition that students with AIDS/HIV will be attending School, employees with AIDS/HIV will be working in the school system and that it is their legal right to do so. In accordance with these principles, the policy's procedures are designed to meet the students' and employees' health and social needs, safeguard their privacy and assure their continuing education and employment.

II. APPLICATION

The anonymity of persons with AIDS/HIV is protected by law. Further, individuals with all conditions related to AIDS/HIV are protected from discrimination under both federal and state law. Neither attendance at school nor employment may be denied to an individual with AIDS/HIV. Therefore, no student or staff member may be discriminated against in school attendance or employment on the basis of his/her diagnosis of AIDS/HIV.

Because the diagnosis of AIDS/HIV is a confidential matter between the individual student or staff member and his/her physician, the school system may not be aware of it. If the Superintendent has been notified that a student or staff member is infected with HIV; he/she shall follow a standard procedure to support the person with the illness and to insure the safety of all individuals in the school setting.

The guidelines of the policy are as follows:

I. School Attendance Policy for Students

- A. All students diagnosed as having AIDS or HIV infection have the right to attend regular classes.
- B. The student's personal physician is the medical manager of the student with AIDS or HIV infection. Medical management includes acting as the "gatekeeper" for the child's attendance at school.
- C. In the case of HIV, the Superintendent or designee shall determine whether the person who is infected has a secondary infection, such as tuberculosis, that constitutes a recognized risk of transmission in the school setting. This is a medical question, and the Superintendent shall answer it by consulting with the following people: the student's physician, a qualified public health official who is responsible for such determinations; the student; and the student's parent or guardian. This group shall also discuss ways that the school may help anticipate and meet the needs of the student who is HIV positive.
- D. If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official, the student and the student's parent or guardian to develop an individually tailored plan.

jessie 4/9/2015 11:01 PM

Deleted: .

jessie 4/9/2015 11:01 PM

Formatted: Indent: Left: 0", First line: 0"

- E. If an individually tailored plan is necessary, it shall have minimal impact on the student's education. It must be medically, legally, educationally, and ethically sound. The Superintendent will establish guidelines for periodic review of the case and will oversee implementation of the plan in accordance with local, state, and federal laws, including due process and appeal. (Relevant state and local laws should be included here.)
- F. If there is no secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the education program for the student. However, the Superintendent or designee shall periodically review the case with the student, the student's parent or guardian, and the medical advisors described above.
- G. If there is a known instance of transmissible disease among students, the parents/guardian shall be notified by the Superintendent or designee.
- H. Siblings of students with AIDS or HIV have the right to attend school without any restrictions.

II. Personnel Employment Policy

- A. Employment - Any employee diagnosed as having AIDS/HIV shall not be discriminated against in employment and shall not be terminated from employment because of such a condition.
- B. Any employee who is unable to work because AIDS/HIV or related conditions shall be entitled to the same benefits as any employee with illness or disability in accordance with School Committee policy and the terms of the respective employee contract agreements.

III. Prevention Education

In order to support AIDS prevention education in the Lexington Public Schools, the School Committee affirms its commitment to a K-12 comprehensive health education life skills program.

- A. AIDS/BTV prevention education will be emphasized at developmentally appropriate levels throughout the Life Skills curriculum.
- B. In addition, the School Committee will support ongoing efforts to train all staff in AIDS/HIV awareness,

III. **BACKGROUND**

HIV, the virus that causes AIDS, is not transmitted by casual, everyday contact. Epidemiologic studies show that HIV is transmitted via sexual intercourse, sharing of needles among intravenous drug users, or blood to blood contact. To date, there is no evidence that the AIDS virus can be transmitted by sitting near, living in the same household with, or playing with an individual with AIDS. There is no evidence that AIDS/HIV can be acquired through air, food, water or close non-sexual contact such as coughing, sneezing, hugging, sharing of eating utensils or toys, or shaking hands.

SOURCE: Lexington

| *NOTE: MASC has eliminated policies dealing with AIDS and HIV from its policy manual.*

AIDS (Acquired Immune Deficiency Syndrome) and HIV (Human Immunodeficiency Virus) PROCEDURES

UNIVERSAL PRECAUTION GUIDELINES

All blood should be handled in accordance with the following universal precaution guidelines:

- a. Treat blood with respect.
- b. All blood spills should be cleaned up promptly by trained personnel.
- c. Inspect the intactness of your skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean up. Latex gloves contribute an added measure of protection, but are not essential if your skin is intact.
- d. Blood spills should be cleaned up with a solution of one part household bleach to ten parts water.
- e. Always wash your hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of your body (be especially careful not to touch your eyes before washing up) Soap and water will kill HIV.
- f. Other body fluid spills (urine, vomitus, feces), unless grossly blood contaminated, need only be cleaned up in the usual manner. They do not pose a significant risk of HIV infection.

RECOMMENDATIONS FOR FOOD HANDLERS

1. A food handler diagnosed as having AIDS, or HiV infection is not cause for excluding food handlers from work or for restricting that worker's activities on the job. Since being infected with the virus alone poses no risk to employee safety or product quality, no changes or precautions need be initiated in the work place.
2. The health standards for personnel are, applicable to all food handlers and are clearly outlined in Chapter X of the Massachusetts State Sanitary Code as follows:

590.008 Employee Health

To employee, while infected with a disease in a communicable form that can be transmitted by foods, or who is a carrier of organisms that cause such a disease or while affected with a boil, infected wound, or acute respiratory infection, shall work in a food establishment in any capacity in which there is a likelihood of such person contaminating food or food-contact surfaces with pathogenic organisms or transmitting disease to other persons.

A food handler diagnosed as having AIDS or HTV infection should not be permitted to work when he/she develops, a secondary infectious disease that can be communicated to others — hepatitis, for example.

3. When an injury occurs during food preparation, food contaminated with blood or body fluids should be immediately discarded. Contaminated work surfaces should be sanitized with a 10% bleach solution.

SOURCE: Lexington

2 of 2

NOTE: MASC has eliminated policies dealing with AIDS and HIV from its policy manual.

Lexington Public Schools

jessie 4/9/2015 11:02 PM

Deleted: -

jessie 4/9/2015 11:02 PM

Formatted: Indent: Left: 0"

TUBERCULOSIS POLICY FOR STUDENTS

I. BACKGROUND

The Massachusetts Department of Public Health has revised their guidelines with regard to the screening of children for tuberculosis (TB). This change brings their recommendations into alignment with those of the American Academy of Pediatrics (AAP) and the Center for Disease Control and Prevention. The case rate of tuberculosis in Massachusetts has declined by 25% since 1992.

The new guidelines include the following:

- Use ONLY the Mantoux test. Discontinue multiple puncture tests.
- Test ONLY children at risk of exposure to TB.
- Eliminate school TB skin test requirements based on geographic risk.
- Identify at-risk populations based on epidemiological data.
- A TB risk assessment that health care providers can use to determine child's risk of exposure.

II. APPLICATION

The Department of Public Health has issued the following guidelines for school nurses:

- Include a reminder that the student is due to have a TB risk assessment when a notice is sent to the student's guardian at the time of scheduled physicals and upon entry into the school.
- The MDPH Division of TB Prevention & Control will draft a letter the schools' nurses can use to send to the guardians and private providers.
- It is not the responsibility of the school nurse to evaluate the child to determine the risk of exposure to TB, the necessity for a TB (Mantoux) test, follow-up on positive reactors or children placed on isoniazid (INH) preventive therapy. Responsibility rests with the primary care providers.
- The school nurse may choose to check a child's TB (Mantoux) test or monitor preventive therapy at the request of the private provider.

The U.S. Department of Health and Human Services has listed the countries where TB disease is very common, namely Latin America (which includes all the countries and islands south of the United States), Africa, and Asia (except Japan).

In reviewing the above guidelines the school nurses in conjunction with our school physician have revised the TB policy for students entering the Lexington Public Schools.

Date approved by the School Committee: June 1997
Reformatted: 4/2003

SOURCE: Lexington

Lexington Public Schools

jessie 4/9/2015 11:02 PM

Deleted: .

MEDICATION POLICY

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

First Reading: February 8, 2011

Second Reading: March 1, 2011

Date Approved by School Committee: May 31, 2011

SOURCE: Lexington

Administrative Directive: MEDICATION PROCEDURES

I. BACKGROUND

The Massachusetts Department of Public Health requires that in order to dispense over-the-counter medications, a written order from either the private physician or from the school physician must be on file.

The school system can establish more rigid regulations, but cannot establish less stringent regulations according to Department of Public Health policies. The Lexington Public Schools have never authorized the school physician to write a blanket protocol for the administration of over-the-counter medications. Therefore, a written order from the student's private physician is required.

Note: In interpreting the Mass. General Law, medication is defined as both prescription and non-prescription medications by the National Guidelines for Administration of Medications in Schools (1991).

II. APPLICATION

A. Management of Medication Administration Program:

- (1) The school nurse shall be the supervisor of the medication administration program.
- (2) The school nurses, in consultation with the school physician, shall develop the policies and procedures relating to the administration of medication.
- (3) Medication Orders - Parental/Guardian Consent
 1. The school nurse shall insure that a proper medication order from a licensed prescriber is renewed as necessary, including the beginning of each academic school year. A telephone order for any change in medication shall be received only by the school nurse. The verbal order must be followed by a written order within three school days. Whenever possible, the medication order and the administration plan shall be developed before the student enters or re-enters school.
 2. In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:
 - a. Student's name.
 - b. Name and signature of the licensed prescriber and telephone number.
 - c. Name of the medication.
 - d. Dosage of medication.
 - e. Frequency and approximate time of medication administration.
 - f. Date of the order and discontinuation date.
 - g. Diagnosis and other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian or student to keep confidential.
 - h. Specific direction for administration.
 3. Every effort shall be made to obtain from the licensed prescriber the following additional information, if appropriate:
 - a. Any special side effects, contraindications and adverse reactions.
 - b. Any other medications being taken by the student.
 - c. Date of next scheduled visit, if known.

jessie 4/9/2015 11:03 PM
Deleted: POLICY -

jessie 4/9/2015 11:04 PM
Deleted: -

jessie 4/9/2015 11:04 PM
Formatted: Indent: Left: 0"

jessie 4/9/2015 11:04 PM
Formatted: Justified, Indent: Left: 1.25", Hanging: 0.25", Tabs: 1.5", Left + 1.52",

jessie 4/9/2015 11:04 PM
Deleted: -

4. Special Medication Situations;
- a. Short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order; if the nurse has a question, she may request a licensed prescriber's order.
 - b. For "over-the-counter" medications, an order from the licensed prescriber is required in accordance with the regulations of the Board of Registration of Nursing.
 - c. Investigational new drugs may be administered in the schools with a written order by a licensed prescriber, written consent of the parent/guardian and a pharmacy-labeled container for dispensing. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in the school setting.
5. Written authorization by the parent/guardian shall contain:
- a. Parent/guardian's printed name, signature, and emergency phone number.
 - b. List of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medications not be documented. C Persons to be notified in case of a medication emergency, in addition to the parent or guardian and licensed prescriber.

6. Medication Administration Plan:

A medication administration plan shall be established for each student in collaboration with the school nurse and parent/guardian whenever possible. The student, whenever possible (the DOE requires student consent for age 18-21 and student participation in the plan after age 14 if appropriate), shall be involved in the decision-making process. Prior to the initial administration of the medication, the school nurse shall assess the student's health status and develop a medication administration plan to include:

- a. Name of student.
- b. An order from a licensed prescriber, including telephone number.
- c. Signed authorization of the parent/guardian, including home and business telephone numbers.
- d. Any known allergies to food or medications.
- e. Diagnosis, unless a violation of confidentiality or the parent/guardian or student requests that it not be documented.
- f. Name of medication.
- g. Dosage of the medication, frequency of administration.
- h. Specific directions for administration.
- i. Possible side effects, adverse reactions or contraindications.
- j. Quantity of medication to be received by school from parent/guardian.
- k. Required storage conditions.
- l. Duration of prescription.
- m. Plans, if any for teaching self-administration of medication.
- n. When appropriate and with parental permission, other persons, including teachers, to be notified of medication administration and possible adverse effects.
- o. List of other medications being taken by student, if not a violation of confidentiality or contrary to the request of the parent/guardian or student that such medication not be documented.
- p. Plan for monitoring the effects of the medication.
- q. Provision for medication administration in case of field trips and other short-term special school events.

7. The school nurse shall identify each student who receives medication.
 - a. Significant observations relating to the medication effectiveness and/or adverse reactions or other harmful effects will be communicated to the student's parent/guardian.
 - b. In accordance with standard nursing practice, the school nurse may refuse to administer any medication, which, based on her individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse and the reason for refusal explained.
 - c. The school nurse shall have a current drug reference book available for her use.

B. Self Administration of Medications

"Self administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction. This option is limited to high school students and does not apply to psychotropic medications. At the middle school, students may only self administer inhalers, EpiPens, and enzymes with clear medication orders from their physician. At the elementary level, inhalers and EpiPens may be self administered as directed by the physician and with the approval of the nurse.

A student may be responsible for self-administration of his/her own medication after the school nurse has determined that the following requirements are met:

1. The student, school nurse and parent/guardian, where appropriate, enter into an agreement, which specifies the conditions under which medication may be self-administered.
2. The school nurse, if appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medications.
3. The school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered.
4. There is a written authorization from the student's parent or guardian that the student may self medicate, unless the student has consented to treatment under M.G.L. c. 112, § 12F or other authority permitting the student to consent to medical treatment without parental permission.
5. If requested by the school nurse, the licensed prescriber will provide a written order for self-administration.
6. The student's self-administration is monitored based on his/her abilities and health status.
7. With parent/guardian and student permission, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering a medication.

| As necessary, the school nurse will consult with teachers, student and parent/guardian to determine a safe place for storing medication being self-administered. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location. _____ 3 of 5

jessie 4/9/2015 11:04 PM
Formatted: Left, Indent: Left: 0"

jessie 4/9/2015 11:04 PM
Deleted: - ... (8)

C. Handling, Storage and Disposal of Medications

1. All medications shall be delivered to the school under the following conditions:
 - The medication must be in a pharmacy or manufacturer labeled container.
 - The school nurse receiving the medication shall document the quantity of medication delivered.
2. All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and effective. Expiration dates shall be checked.
3. All medications to be administered shall be kept in a securely locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in either a locked box in a refrigerator or in a locked refrigerator.
4. Parents or guardians may retrieve the medications from the school at any time.
5. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.
6. Where possible, all unused, discontinued or outdated medications shall be returned to the parent or guardian and the return appropriately documented. After discontinuation of a medication, if the parent/guardian has not picked up the medication within one week, the medication shall be discarded. All medications should be returned at the end of the school year.

D. Documentation and Record-Keeping

1. The school nurse shall maintain a medication administration record for each student who receives medication during school hours.
 - a. Such record shall include a daily log and a medication administration plan, including the medication order and parent/guardian authorization.
 - b. The medication administration plan shall include the information described earlier.
 - c. The daily log shall contain:
 - The dose or amount of medication administered.
 - The date and time of administration or omission of administration, including the reason for omission.
 - The full signature of the nurse administering the medication. If the medication is given more than once by the same nurse, she may initial the record, subsequent to signing a full signature.
 - d. The school nurse shall document in the medication administration record significant observations of the medication's effectiveness, as appropriate, and any adverse reactions, as well as any action taken.
 - e. All documentation shall be recorded in ink and shall not be altered.

- f. The completed medication administration record shall be filed in the student's health record. When the parent, guardian or student, where appropriate, objects, these records shall be regarded as confidential medical notes and shall be kept confidential.
2. The Department of Public Health may inspect any individual student medication record or record relating to the administration or storage of medications without prior notice to ensure compliance with the Regulations Governing the Administration of Prescription Medications in Public and Private Schools.

E. Reporting and Documentation of Medication Errors

1. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:
 - a. Within appropriate timeframe.
 - b. In the correct dosage.
 - c. In accordance with accepted practice.
 - d. To the correct student.
2. In the event of a medication error, the school nurse shall notify the parent or guardian. The nurse shall document the effort to reach the parent or guardian. If there is a question of potential harm to the student, the nurse shall also notify the student's licensed prescriber or school physician.
3. Medication errors shall be documented by the nurse on the appropriate form. These reports shall be retained in the medication error file. They shall be made available to the Department of Public Health upon request. All medication errors resulting in serious illness requiring medical care shall be reported to the Department of Public Health, Bureau of Family and Community Health.

F. Response to Medication Emergencies

See First Aide Guide.

G. Dissemination of Information to Parents or Guardians Regarding Administration of Medication

An outline of the above medication policies is available to parents/guardians upon request. A summary of medication policies is outlined in the parents' newsletter at least annually.

H. Procedures for Resolving Questions between the School and Parents Regarding Administration of Medications.

Consultation with prescribing physician, parents, school nurse, principal, and Special Education administrator, if appropriate.

I. Policy Review and Revision

Review and revision of these policies shall occur as needed but at least every two years.

Also see: Copy of Mass General, §§ 74-8 IC, "Professional Nursing" Defined
Policy of the Board of Registration in Nursing for non-prescription medications.

Date Approved by School Committee: 11/99
Reformatted: 04/2003

SOURCE: Lexington

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

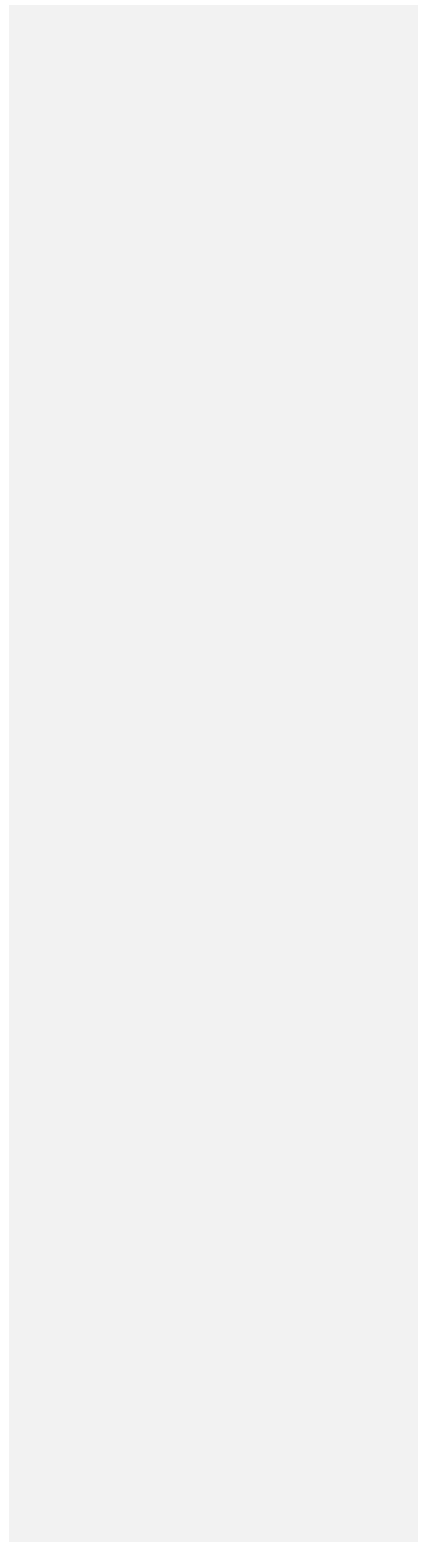
1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

SOURCE: MASC May 2006

LEGAL REF.: M.G.L. 71:54B
Dept. of Public Health Regulations: 105 CMR 210.00

NOTE: Regulations that govern the administration of prescription medication in public and private schools specifically detail the procedures that need to be followed. There are provisions for non-medical personnel to be authorized to administer these medications but the requirements of this regulation must be followed in order to receive permission for this exception. It is advisable for the School District to refer to DOPH Regulation 105 CMR 210.00 before developing the policy JLCD. The regulations also require procedures be published and this should be done by creating the Regulations/Procedure coded: JLCD-R

Lexington Public Schools



LIFE THREATENING ALLERGIES POLICY

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

I. IMPLEMENTATION OF THE LIFE-THREATENING ALLERGY POLICY

The Lexington Public Schools (LPS) will:

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

- H. Because of the confidentiality of medical records, a student's parent/guardian has the Responsibility for notifying school bus drivers directly of any life threatening allergies of which the bus driver should be aware.
- I. For any event outside of the regular school day which is neither sponsored by LPS nor part of the LPS curriculum, the sponsor of such event is responsible for assuring that appropriate provisions concerning LTA's of participants are in place.

II. EMPLOYEE/CONTRACTOR TRAINING AND EDUCATION

- A. Life-threatening allergy (LTA) awareness training will be required of all teachers, aides, tutors, secretaries and student teachers in the school system.
- B. The custodial staff either will be included in staff LTA-awareness training or will be offered informational sessions on life-threatening allergies by the building principal.
- C. All substitute teachers contracted by the LPS will receive LTA-awareness training, following the LPS curriculum. No substitute will be employed in the system who has not received this training. The Assistant Superintendent of Human Resources will be responsible for ensuring that personnel who provide contracted services to LPS students and substitute teachers are provided LTA-awareness training.
- D. Food-service personnel contracted by LPS will be given building-based LTA-awareness training annually.
- E. The LPS Business Office will offer to bus drivers the opportunity for LTA-awareness training annually, and will as part of the specifications with the bus contractor, require their participation.
- F. Principals or their designees will be responsible to schedule LTA-awareness training in their schools and to ensure that all employees are trained.

RESOURCES:

MA Department of Public Health: 105 CMR 210.100
Sicherer MD, Scott ,et al. "Prevalence of peanut and tree nut allergy in the United States... A 5 year follow-up study" (December 2003). Journal of Allergy and Clinical Immunology..
"Report on EpiPen Administration in Schools." (2009). Boston, MA: Massachusetts Department of Public Health School Health Unit.
"Managing Life-Threatening Food Allergies in Schools" Massachusetts Department of Education (2002).
Sheetz, A. H. & Goodman, I. F. (Eds.). (2007). *The Comprehensive School Health Manual*. Boston, MA: Massachusetts Department of Public Health.

First Reading: September 20, 2011
Second Reading: October 25, 2011
Date Approved by School Committee: December 6, 2011

SOURCE: Lexington

Administrative Directive: PROCEDURES FOR LIFE-THREATENING ALLERGIES

jessie 4/9/2015 11:06 PM
Deleted: POLICY

System wide:

- LTA-awareness training will be building-based performed by the school nurse and supported by the school principal. Parent notification of the existence of a system wide LTA Policy, and its implementation will rest with the building Principal.
- At all school levels, the school nurse, in collaboration with the student's parent(s)/guardian(s), primary care physician and/or board certified allergist, will prepare an Individual Health Care Plan (IHCP) for any student diagnosed with a life-threatening allergy (LTA). This IHCP will be updated annually and reviewed by the school nurse, the student's parent(s), and primary care physician or board certified allergist. The IHCP will include the student's name, the allergen(s), the warning signs and symptoms, what to do in case of emergency, and phone numbers of parent(s), doctor(s), and board certified allergist. At the elementary school level, the IHCP will be available in the nurse's office and student's homeroom and a copy will accompany a student on any field trip. At the middle school level, a copy of the IHCP will be sent on field trips with the classroom teacher. At the high school level, all students will be responsible for carrying their own EpiPens on field trips.
- All school-owned cell phones will be preprogrammed with the phone numbers for the Lexington Police Department (781/862-1212) and the Lexington Fire Department (781/862-0270) to ensure speedy response. (NOTE: Most cell phones do not have a Lexington prefix; therefore, if one calls 911, h/she will reach State Police barracks in Framingham.)
- Whenever students travel on field trips for school, a clear plan to activate Emergency Medical Services (911) is to be reviewed by all teachers and chaperones. Field trips need to be chosen carefully; no student should be excluded from a field trip due to unavoidable allergen exposure.
- Each building-based Crisis Management Team will include the response to a life-threatening allergy emergency in its annual crisis-management planning and drills. Procedures will be reviewed at faculty meetings.
- Contractual food-service employees will use only latex-free gloves.
- **At any event outside the normal school day, the responsibility to monitor a student's food intake rests with the student's parent(s) or guardian(s). When after-school dinner or cultural events are planned, consideration must be taken for life-threatening food allergies. The ingredients of all food served should be carefully labeled and care should be taken to exclude the use of any potentially harmful allergens for that particular school-community population. Responsibility for monitoring these events rests with the sponsor and not the Lexington Public Schools.**

School based:

- The school Principal, in consultation with the school nurse, will be responsible for notifying classroom teachers, classroom aides, teacher aides, specialists, and parents of students in the class of the nature of life-threatening allergies faced by students. This notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of, and a concise list of foods and materials to avoid.

jessie 4/9/2015 11:06 PM
Formatted: Justified, Indent: Hanging: 0.25", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0"

- The Principal in each school will be responsible for monitoring the implementation of the LTA policy, and supporting the implementation through staff, student, and parent education when necessary.

jessie 4/9/2015 11:06 PM
Deleted: -

jessie 4/9/2015 11:06 PM
Deleted: -

- EpiPens belonging to the school and those prescribed to the students will be available in the nurse's office and in other clearly designated locations as specified in the IHCPs. At the beginning of each school year or upon assuming a staff position, **all** staff (including substitutes) will be informed of the location of the EpiPens. At the secondary school level, all students with life-threatening allergies are allowed and encouraged to carry on their person their own EpiPens, as stated in the LPS medication policy.
- At the elementary school level, photographs of students with LTAs may be attached to the IHCP, with permission of the parent(s)/guardian(s).
- LTA-free tables will be maintained in the cafeterias of the elementary schools as necessary. These tables will be designated by a universal symbol and it will be the responsibility of the principal to ensure that these tables are not contaminated. The Principal may designate an adult staff member to carry out this duty.
- Schools cannot guarantee that hand washing will occur before or after lunch and snack consumption. Parents who are concerned about the issue of pre and post food consumption hand washing may supply hand wipes to their child's classroom, or include individual wipes in their child's snack and lunch. Good hand washing techniques are incorporated into the elementary health education curriculum and encouraged in the school workplace.
- Parents of children with life-threatening food allergies will be encouraged to provide safe snack foods to be kept in the classroom for their children so that there will never be a question of safe food available when routine snacks are forgotten.

SOURCE: Lexington

GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The school system's guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
603 CMR 26.00

POLICY- SUICIDE RESPONSE

I. BACKGROUND

The Lexington Public School system recognizes its responsibility to respond to help students and staff deal with the suicide of a student. The suicide of a student has an impact on the whole school community, and it has been noted that one suicide seems in some cases to lead to other suicides.

II. PURPOSE AND SCOPE

It is the policy of the Lexington schools, first and foremost, to work to prevent suicide.

Education will be provided through the Life Skills Program.

Staff will be provided with information on the signs of depression and suicidal tendencies.

Resources and referrals for students identified as needing help will be available.

III. APPLICATION

Any threats of suicide made by a student will be reported immediately to the student's counselor.

In the event of a student suicide, it is the policy of the Lexington schools to act quickly to help students and staff and to be sensitive and responsive to the needs and privacy of the student's family.

The Principal will contact the family to make sure information is accurate and to get the family's permission to give information to staff and students.

Depending on the time of day the Principal learns of the suicide, s/he will try to call a meeting of all staff before the school day starts to provide information on the incident and advise on how to handle students' reactions. If possible, professionals will be available to help staff deal with their own reactions at this meeting as well as prepare them for student reactions.

If it is not possible to call a faculty meeting, the information will be delivered in writing to all classrooms at the same time so teachers can make announcements to each class. Teachers will restrict their answers to questions where and when students can talk to counselors about the suicide. This, announcement should also remind teachers and students that they do not need to respond to inquiries from the press or others, and that such requests for information may be referred to the principal.

There should be no announcement over the P.A. until all classes have been informed. A follow-up announcement may be made by the principal who may choose to ask the school to observe a moment of silence.

A counselor will visit every classroom that the student was in and will, with the teacher, help students with questions and feelings.

Counselors will be available to help individually or in groups. Students and staff who are most likely to be affected by the suicide should be identified by the principal and counselors and monitored for possible referral: Teachers should release and student who expresses a need to talk with a counselor and should make sure the student actually goes to counseling. The need for counseling may go on for weeks and will be made available for as long as needed.

Attendance at funerals is the decision of the parents. The Principal will announce the arrangements to the school as soon as possible.

All media requests should be referred to the principal who will consult with the Superintendent and the family before issuing formal statements.

A letter will be sent to all parents informing them of the suicide and the school's response. Included in this letter will be a list of warning signs of suicide and a list of resources available to families.

Date approved by School Committee: 1/23/90
Reformatted: 4/2003

SOURCE: Lexington

CHILD ABUSE and NEGLECT POLICY

I. BACKGROUND OF POLICY

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

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

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

II. PURPOSE AND SCOPE

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

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

Definition of Terms:

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

- **Verbal sexual harassment** of a child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse.

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

III. APPLICATION

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

Child Protection Teams (CPT)

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

Building-based

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

Each team will:

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

System-wide

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

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

The team will:

- provide consultation and support to individual team members and to the school-based teams,
- monitor cases reported to the Department of Social Services,
- review and evaluate annually the continued efficacy of the LPS *Child Abuse and Neglect Policy* and the LPS *Child Abuse and Neglect Reporting Procedures*, and

- develop, on an annual basis, a curriculum for one child abuse and neglect information/training workshop for all school-system employees to be conducted in the first month of each school year. The curriculum will be developed with input from each of the building-based Child Protection Teams and with the advice of one or more consultants who are experts in the field of child abuse and neglect, hired by LPS in consultation with the Middlesex District Attorney's Office (MDAO).

Implementation

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

Training

New Employees

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

Current Employees

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

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

Documentation and Record Keeping

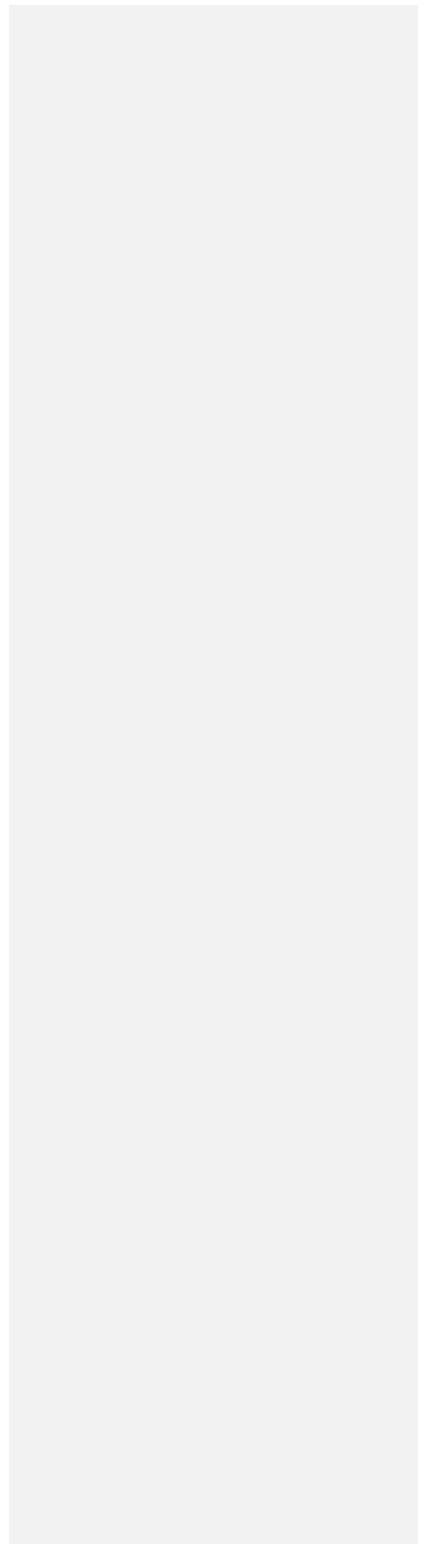
The Superintendent of Schools will:

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

Complaints

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

Lexington Public Schools



Assistant Superintendent for Human Resources
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
Tel: 781-861-2580

Or

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

Penalties

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

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

LEGAL REFS.: M.G.L.119:51A
Memorandum- of Understanding (MOU), an agreement between the Lexington School Committee (LSC) and the Middlesex District Attorney's Office (MDAO), February 10, 2003

REFS.: Commonwealth of Massachusetts Department of Social Services (DSS)
Crosson-Tower, C. *Designing and Implementing a School Reporting Protocol: A How-to Manual for Massachusetts Educators*. Boston, MA: Children's Trust Fund, 1998.

Date Approved by School Committee: October 7, 2003

SOURCE: Lexington

STUDENT GIFTS AND SOLICITATIONS

Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom. When gifts are given, personal expressions like thank you notes are a meaningful gift that allows every student to participate, regardless of the student's financial resources or the financial resources of the student's family/guardian.

~~Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the School Committee.~~

All gift giving must comply with state law and adhere to limitations on the value of any gifts given to staff.

Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

SOURCE: MASC

CROSS REFS.: _____ GBEB, Staff Gifts and Solicitations
JJE, Student Fund-Raising Activities
KHA, Public Solicitations in the Schools
KHB, Advertising in the Schools

jessie 4/9/2015 11:08 PM
Formatted: Strikethrough

STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

| A school may exact a fee or charge only upon [School Committee](#) approval. The schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC

jessie 4/9/2015 11:13 PM

Deleted: Board

STUDENT RECORDS POLICY

I. PURPOSE AND SCOPE

As permitted by FERPA and the Massachusetts Student Records Regulations, the Lexington School Committee has designated selected student records to be "directory information." "Directory information" is defined by FERPA as the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. For preschool and elementary school students, the following records have been designated as directory information:

- Name
- Grade
- Classroom Assignment

For middle and high school students, the following records have been designated as directory information:

- Name
- Graduating Class
- Team/Class Assignment (Middle School)
- Weight and height of members of athletic teams (**if it is for a specific athletic program**).
- Participation in officially recognized activities and sports.
- Honors and Awards

II. APPLICATION

Notification of Rights Under FERPA and the Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations together afford parents and students over 14 years of age ("eligible students") certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school principal. Such rights generally include the following:

1. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the school principal. Massachusetts law provides specific procedures for parents to follow in obtaining access to student records when the parent does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Superintendent.
2. The **right to request the amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they want changed, and why. The principal's decision may be appealed to the Superintendent or designee, whose decision may in turn be appealed to the School Committee.
3. The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Lexington Public Schools and who need access to a record in order to fulfill their duties. The Lexington Public Schools also discloses student records without parent/eligible student consent to officials of other schools in which a student seeks or intends to enroll.

Lexington Public Schools

In addition, the Lexington Public Schools generally disclose "directory information" without parent/eligible student consent. Directory information for preschool and elementary school students includes the student's name, grade, and classroom assignment. Directory information for middle and high school students includes the student's name, graduating class, team/class assignment (middle school), weight and height of members of athletic teams, if it is recorded for a specific athletic program, participation in officially recognized activities and sports, and honors and awards. In the event a parent or eligible student wishes the school not to release such directory information, the student or parent must notify the school principal no later than September 15th.

4. The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C.

The Lexington Public Schools adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) and Massachusetts laws and regulations in providing access to and confidentiality of student records.

The Lexington Public Schools will release the designated information without the consent of the parent or eligible student, unless the parent or eligible student provides the principal with written notice that he/she does not wish the school to release such information. The notice must be received annually by a date designated by the principal.

III. BACKGROUND

To the extent required by applicable law, the Lexington Public Schools will provide parents/eligible students with an annual notice of their general rights relative to student records. The Superintendent will determine the content and method of such notice.

LEGAL REFS.: Family Education and Privacy Rights Act (FERPA): 20 U.S.C. § 1232g, 34 CFR §99
Massachusetts Student Records Regulations: 603 CMR 23.00, et seq.
Student Records Access for Non-Custodial Parents: M.G.L. 71:34H

Date Approved by School Committee: November 6, 2001

SOURCE: Lexington

STUDENT RECORDS

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

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

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

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10; 71:34A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/10/77, June 1995 as
 amended June 2002.
 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12
 also
 Mass Dept. of Elementary and Secondary Education publication Student Records;
 Questions, Answers and Guidelines, Sept. 1995

SOURCE: MASC

CROSS REF: KDB, Public's Right to Know

STUDENT RECORDS

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

Application of Rights

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

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

Definition of Terms

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

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

Authorized school personnel: shall consist of three groups:

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

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

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

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

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

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

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

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

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

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

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

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

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

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
- (d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

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

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

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

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

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

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

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

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

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

File: JRA-R

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

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

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

SOURCE: MASC

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/75, as amended
June 2002
603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12
Mass Dept. of Elementary and Secondary Education publication Student Records:
Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.
- No photos of students will be published or released outside of school without parent permission.

SOURCE: MASC

jessie 4/9/2015 11:15 PM
Formatted: Font:Not Bold

jessie 4/9/2015 11:15 PM
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at:

jessie 4/9/2015 11:15 PM
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at:

jessie 4/9/2015 11:15 PM
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at:

jessie 4/9/2015 11:15 PM
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at:

jessie 4/9/2015 11:15 PM
Formatted: Font:12 pt

jessie 4/9/2015 11:15 PM
Formatted: Normal, No bullets or

jessie 4/9/2015 11:15 PM
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at:

jessie 4/9/2015 11:15 PM
Formatted: Font:12 pt