The Lynn School Committee recognizes the Massachusetts Secondary School Principals' Association as the official organization for regulating and conducting athletic events, contests and tournaments at the high school and the Massachusetts Junior High/Middle School Principals' Association at the official organization for similar activities at the middle schools.

MSSPA is responsible for enforcement of rules relative to the eligibility of athletes for participation in interschool athletic events at the high school level and for recommending changes in rules to the Massachusetts Interscholastic Athletic Council (MIAC). The power to regulate and control interscholastic athletics at the high school level is delegated by MSSPA to the standing committee on athletics. MJH/MSSPA operates in a similar manner at the junior high and middle school levels. It, likewise, delegates its power to regulate and control such events to its standing committee on athletics.

MIAC is the policy-making body which has final decision on formation and interpretation of all rules governing interscholastic athletics in the Commonwealth. It also hears appeals on decisions of the MSSPA Standing Committee on Athletics and the MJH/MSSPA Standing Committee on Athletics.

The Standing Committee on Athletics of MSSPA has delegated responsibility for decisions on requests for waiver of eligibility rules to the eligibility review board.

The Lynn School Committee also recognizes the authority and responsibility of the executive committees of principals of the various league associations to administer MSSPA and MJH/MSSPA regulations and such additional rules as may be in the best interests of interscholastic athletics.

LEGAL REF.: M.G.L. 71:47
Policy for Educational Opportunities for Students in Military Families

I. Definitions
II. Eligibility
III. Duties of Sending and Receiving States
IV. Responsibilities or Receiving Local Education Agencies (LEA)

DR. PATRICK TUTWILER
Superintendent of Schools

Lynn Public Schools (LPS) ensures the implementation, educational access, educational stability, and educational opportunities for children of military families as required by the Interstate Compact on Educational Opportunity for Military Children and the Massachusetts Act Veteran’s Access, Livelihood, Opportunity, and Resources (VALOR) Act of 2012.

Children in military families are often in transition, according to the Massachusetts Department of Elementary and Secondary Education (DESE), the average military student faces transition challenges more than twice in high school, and most military children will attend six to nine different school systems between kindergarten to twelfth (12th) grade. LPS is dedicated to making the transition easier for the children of military families so that they can access the same opportunities for educational success as their peers, and are not penalized for delayed in achieving their educational goals.

I. Definitions

Active duty: An individual with full time duty status in the active uniformed services of the United State, including members of the National Guard and Reserves on active duty

Children of military families: a school-aged child(ren), enrolled in Kindergarten through twelfth (12) grade, in the household of an active duty member

Deployment: The period of one (1) month prior to the service member’s departure from their home station on military orders through six (6) months after return to their home station

Educational records: official records, files, and data directly related to a student and maintained by the school or local education agency. This includes, but is not limited to: records encompassing all the materials kept in the student’s cumulative folders

Member state: a state that has enacted the Interstate Compact on Educational Opportunity for Military Children
Receiving state: The state to which a child of a military family is sent or assigned

Sending state: The state from which a child of a military family is moving from to another state

Uniformed service: the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services

Veteran: A person who served in the uniformed services, and who was discharged or released there from under conditions other than dishonorable.

II. Purpose of the Interstate Compact on Educational Opportunity for Military Children

1) Facilitate the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance/age requirements.

2) Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.

3) Facilitating the qualification and eligibility for enrollment, educational programs, and participations in extracurricular, academic, athletic, and social activities.

4) Facilitate the on-time graduation of children of military families.

5) Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Interstate Compact on Educational Opportunity for Military Children.

6) Providing the uniform collection and sharing of information between and among member states, schools and military families under the Interstate Compact on Educational Opportunity for Military Children.

7) Promoting coordination between the Interstate Compact on Educational Opportunity for Military Children and other compacts affecting military children.

8) Promoting flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

III. Eligibility

Eligible student: A student qualifies under the Act if he or she is a student of school age (Kindergarten – Twelfth grade), and his/her parent(s) is:

• An active duty member of the uniformed services;
• Member or veteran of the uniformed service, who are severely injured and medically discharged, or retired for a period of one (1) year after medical discharge or retirement; and
• Member of the uniformed services who died on active duty, or as a result of injuries sustained on active duty for a period on one (1) year after death.

Ineligible student: A student does not qualify under the Act if, the child is of school age (Kindergarten – Twelfth grade) and his or her parent(s) is:

• Inactive members of the national guard and military service;
• Member of the uniformed services, now retired (except as defined above);
• Veterans of the uniformed services (except as defined by above); and
• Other United States Department of Defense personnel and other civilian and contracted employees not defined as on active duty.
IV. **Duties of Sending States and Receiving States**

Lynn Public Schools responsibility to eligible students include the following:

**As a Sending State**

1. **Transfer of academic records**
   - The school in the sending state must furnish the records within 10 (ten) days upon request from the school in the receiving state.

2. **Transfer of immunization records**
   - Immunization records are required within 30 (thirty) days from the date of enrollment.

3. **Official education records unavailable at the time of transfer**
   - If official education records cannot be released to the parents for the purpose of the transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as required by the Interstate Commission. The receiving state school shall enroll and place the student based on information in the unofficial records, pending the official records.

**As a Receiving State**

**Student Enrollment and Placement**

- Students should be allowed to continue enrollment in the grade level from the local education agency in the sending state at the time of transition, regardless of age. If the student transfers between school years and has met the prerequisites in the sending school for advancement, he or she shall be placed in the next highest grade level of the receiving school.
- The school should initially honor placement of the student into educational courses based on the student’s enrollment in the sending school or educational assessments conducted at the sending school if courses are offered and space is available. These courses include, but are not limited to:
  - i. Honors;
  - ii. International Baccalaureate;
  - iii. Advanced Placement; and
- The school must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to:
  - i. Gifted and Talented Programs; and
  - ii. English as a Second Language Programs.
- Schools are not precluded from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- Students who transfer with special needs must be accommodated within the federal requirements of the Individuals with Disabilities Education Act (IDEA). Under the federal statute, the receiving state must provide comparable services to the student based on:
  - i. Student’s current Individualized Education Plan (IEP);
  - ii. Requirements of § 504 of the Rehabilitation Act; and
  - iii. Title II of the Americans with Disabilities Act.
• The receiving state shall make reasonable accommodations and modifications to address the needs of the incoming student with disabilities to provide equal access to education.
• Schools are not precluded from performing subsequent evaluations to ensure special needs placements are appropriate.
• Extracurricular activities
  i. State and local education agencies shall facilitate inclusion in extracurricular activities regardless of deadlines; to extent the students are otherwise qualified.

V. Responsibilities of receiving Local Education Agencies

As a receiving LEA, Lynn Public Schools responsibility to eligible students include the following:

1. Role in course/program placement
   • Local education agency administrative officials shall have flexibility in waiving course or program prerequisites or other preconditions for placement to ensure continuity.

2. Prolonged Student absences
   • Local Education Agency may grant additional excused absences at the discretion of the Superintendent for the student to visit with a parent or legal guardian on leave, preparing for, or returning from deployment.

3. Facilitating on-time graduation
   • Local Education Agency administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency.
   • If the LEA denies the waiver, they must provide reasonable justification for denial.
     i. Should a waiver not be granted to a student who would otherwise graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

4. Graduation standards (cannot be met in receiving school)
   • If the student transfers in grade 12, the receiving school should ensure the receipt of a diploma from the sending LEA if the student has met those graduation requirements.
   • If the sending state is not a member of the interstate compact, best efforts must be used to facilitate graduation.

Adopted by School Committee: March 28, 2019

Source & Legal Reference:  
Interstate Compact on Educational Opportunity for Military Children  
Guidance on the Military Interstate Children’s Compact Commission (MIC3), Massachusetts Department of Elementary and Secondary Education  
Massachusetts VALOR Act of 2012
CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

(1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extra-curricular activities conducted as such school which restrict students participation on the basis of race, color, sex, religion or national origin. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.

(2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, religion or national origin of the student except as provided in 603 CMR 26.06(7).

(3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.

(4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.

(5) In order to insure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and sex.

(6) A school may establish separate teams for males and females for interscholastic and intramural compensation in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.

(7) Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.

(8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one sex of any racial, religious, or ethnic group represented in the school from participation in specific athletic or other extra-curricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47  603 CMR 26.06

Lynn Public Schools
STUDENT ORGANIZATIONS

Policy #1 – ORGANIZATION AND RECOGNITION OF PROGRAMS

Any students, faculty, staff, and parents who desire to organize any activity of a curricula I athletic, cocurricular, or extra-curricular nature must first receiving the permission of the principal, director, department head, or other relevant staff. The rationale for forming the activity must take the following criteria into account: student interest, scheduling feasibility, availability of a quality coach or advisor, and appropriate financing. If the principal or other staff feels that the conditions merit the formation of the activity, he/she must forward the rationale and the budgetary impact to the Superintendent of schools and the School Committee for their approval before the group is allowed to organize in any form. The School Committee may deny the request if it does not feel that the activity fits with the overall system goals and program or if it feels that the budgetary impact will impinge on other activities that have received the permission of the school department to organize will be subject to all standard school department policies.

Policy #2 - ORGANIZATION AND RECOGNITION OF PROGRAM FUNDING

If the school department accepts the activity as official, and if the activity requires funding to operate, user's fees will be assessed each participant in order to fund the activity. The user's fees will be at the rate set by the current School Committee policy. In addition, individual gifts or contributions and fund-raising activities may be used to meet the fiscal requirements of the activity. These gifts and contributions and the fund-raising activities must conform to the existing policies of the school.

All monies collected will be deposited with the school department in the appropriate account. The School Committee or its agents, will decide on the dispersal of any and all funds necessary for conducting the approved activity.

No student will be denied the opportunity to participate in an activity because he/she cannot pay the user fee set for that particular activity.

CROSS REF.: Policy JJR

Lynn Public Schools
SCHOOL AUTHORITY AT STUDENT ACTIVITIES
FREEDOM OF SPEECH AND ASSEMBLY

A. All members of the Lynn Public Schools are entitled to express their opinions, however, shall not interfere with the freedom of others to express themselves. The use of obscenities and personal attacks are prohibited.

B. All student meetings in the school buildings or on the school grounds may function only as a part of the formal education process or as authorized by the principal.

C. All members of the Lynn Public Schools have the freedom to assemble peacefully. There is an appropriate time and place for the expression of opinions and beliefs. Any assembly which interferes with the operation of the school or classroom is inappropriate and prohibited.
STUDENT ACTIVITY FEES

I. The Lynn School Committee has adopted an Activity Fee which:

A. Requires that a $20 annual Activity Fee be paid by those students who participate in any co-curricula program funded, either totally or partially, by the Lynn Public Schools. This fee shall apply to all students who have been selected to participate in programs conducted in grades 7 - 12 inclusively.

B. No individual family shall be required to pay more than $100.00 annually.

C. No reimbursements shall be granted after the first performance, meet, game or formal activity session.

D. Activity Fee waivers may be granted at the discretion of the Principal. In such cases, the Principal must be certain that a family is financially unable to pay either the individual or maximum family fee.

II. The collection procedure will require:

A. Payment being made by check or money whenever possible.

B. Coaches/advisors to forward a list of participants to the Principal who will:

1. Establish appropriate collection hours which do not conflict with the major clerical functions of the office.

2. Assign a clerk to verify payment and issue receipts.

3. Return a list of eligible participants to coach/advisor.

4. Check with coach/advisor to be certain that only those who have been granted waivers or have paid Activity Fee are participating in approved activities.

III. All funds collected will be:

A. Either stored in the school safe or sent to the McGuinness Building by the Principal or his/her designee each night.

B. Processed in accordance with adopted financial procedures.

C. Reported, in aggregate, to the Lynn School Committee on a quarterly basis.

Lynn Public Schools
STUDENT FUND-RAISING ACTIVITIES

There are many educational values to be gained by students' participating in school-sponsored clubs and activities on a voluntary basis. For many, this provides leadership and group experiences which are not possible within the formal classroom. Ideally, the School Committee should underwrite the expenses for these educational experiences, but limitations of funds seldom' allows this to happen. Accordingly, the following guidelines are set forth to govern the fund-raising activities of student groups:

1. The faculty sponsor working under the direction of the school principal is responsible for seeing that a fund-raising drive is planned and carried out in a responsible manner. Adequate provision must be made for the safety and security of students participating. The drive must be conducted in accordance with city local regulations and should take into account the sensitivities of the adult citizens of the community.

2. Fund-raising drives may be conducted only by duly authorized clubs and groups of the school.
   a. The planning of fund-raising activities shall take place during the meeting time of the student group--not during regular class time.
   b. Generally, an authorized club or group is limited to one fund-raising drive per year which takes place outside of the school.
   c. Guidelines will be set up by the student council to control fund drives within the school (such as cookie and bake sales).
   d. All monies received shall be deposited in the appropriate activities account and shall be used only to support the legitimate activities of the club or group.

3. The cost of the individual or business for a service, product or modest publicity must bear a reasonable relationship to the value received by the individual or business.

CROSS REF.: JL, Student Gifts and Solicitations

Lynn Public Schools
STUDENT FUND RAISING ACTIVITIES

All requests for fund raisers will be handled in the following manner:

1. If the fund raiser is for a specific school, it must be submitted to the Superintendent in writing and approved by the school Headmaster.

2. If the fund raiser is for two or more schools, it must be submitted to this Superintendent in writing and approved by all the Headmasters involved.

3. All requests are approved at the Superintendent's discretion and his decision is final.

4. All approved requests for fundraisers will be brought to the attention of the School Committee for their information.
STUDENT FUND RAISING – CANNING DRIVES

It was voted by the School Committee at their meeting on April 7, 1988 to restate their policies on canning:

“All canning drives must have prior approval of the School Committee and students must stay on the sidewalks.”

Each coach, faculty advisor, etc. must come in and sign a form requesting a canning drive and stating what the purpose on the canning is for.

The principals are to notify any faculty members involved with these drives.
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.

For accounts with limits that exceed $25,000.00, the Massachusetts Department of Education recommends districts to consider an audit conducted by an outside accounting firm every two to three years.
CONTESTS FOR STUDENTS

which is organized by a recognized The middle school and high school may participate in a regional, state, or national contest or activity providing it is on the current approved list of either the Massachusetts Association of Secondary School Principals or the National Association of Secondary School Principals. If the contest or activity is sponsored locally, the decision to participate will be made by the principal with the Superintendent being informed of the decision before the activity or contest occurs. The decision to participate in a approved regional, state or national contest or activity or a selected local contest or activity should be based on the following:

1. Participation will be supportive of the objectives of the school and will provide a good experience for the students.

2. The contest or activity should be a part of a balanced program in which too great a stress is not placed on any one aspect of the school program to the detriment of other parts of the school program.

3. The contest or activity should not place undue burdens on students or teachers. Teachers should not be required to judge or select contestants at any stage of a contest.

4. Participation in essay contests is not required. Should a school agree to participate, it should simply announce the contest but not promote it.

5. This policy is not mean to apply to an athletic contest such as a football or basketball game school league.

Lynn Public Schools
INTERSCHOLASTIC ATHLETICS

The School Committee believes that students will benefit from the experience 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.

At the 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 desires.

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 recommends 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.

ELIGIBILITY FOR ATHLETICS, CO-CURRICULAR, AND EXTRA-CURRICULAR ACTIVITIES

A student will be required to successfully complete at least 20 hours of prepared work per academic quarter. To be eligible for the fall marking period, students are required to have passing grades for the year in the required number of periods of prepared work. In addition, students will not be eligible for athletics, co-curricular, and extra-curricular activities if they have earned one F in the preceding academic marking period or one F at the conclusion of the academic year.

TRANSFERS AND ATHLETIC PARTICIPATION

If a pupil wishes to transfer and the School Committee grants the transfer from English to Classical or Vocational Technical Institute, or from Classical to Vocational Technical Institute or English or from Vocational Technical Institute to English or Classical, it is understood that the pupil cannot participate in athletics for six months.

LEGAL REFS.: M.G.L. 71:47; 71:54A
CROSS REFS.: AC, Nondiscrimination (and subcodes) JB, Equal Educational Opportunities

Lynn Public Schools
INTRAMURAL PROGRAMS/INTERSCHOLASTIC ATHLETICS

ATHLETIC AND OTHER SCHOOL ORGANIZATION PROGRAMS

The committee may supervise and control all athletic and other organizations composed of public school pupils and bearing the school name or organized in connection therewith. It may directly or through an authorized representative determine under what conditions the same may compete with similar organizations in other schools.

Expenditures by the committee for the organization and conduct of physical education, athletics, sports, games and play, for providing proper apparatus, equipment, supplies, athletic wearing apparel, including appropriate souvenir garments and trophies, and facilities for the same in the buildings, yards and playgrounds under the control of the committee, or upon any other land which it may have the right or privilege to use for this purpose, and for the employment of experienced athletic directors to supervise said physical education, athletics, sports, games and play, shall be deemed to be for a school purpose.

Expenditures by the committee for making special awards to pupils who have performed meritoriously in the fields of art, debating, distributive education, music, science, social studies or languages shall also be deemed to be for a school purpose.

Cities and towns may appropriate for the employment of coaches to supervise in public schools physical education, athletics, sports, games and play, and for the transportation and the expenses of public school athletic teams, coaches, cheerleaders, bands and any other groups composed of public school pupils which bear the school name and are under the control of the School Committee, within and without the Commonwealth to places where athletic contests or physical education, sports, games, play, musical festivals, competition of other events are held, and for the purchase of band and cheerleaders' uniforms and musical instruments for the members of bands composed of public school pupils and bearing the school name and under the control of the School Committee.

All receipts by the committee in connection with the conduct of activities provided for under this section shall be deposited with the city treasurer and held as a separate account and expended by said School Committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four.
No moneys may be expended for travel to other states from an appropriation or from the separate fund authorized by this section except upon the approval of the School Committee and mayor.

A physician employed by a School Committee shall be assigned to every interscholastic football game played by any teams representing a school in the system.

LEGAL REFS.: M.G.L. 71:47; 71:54A
ELIGIBILITY/MINIMUM STANDARDS FOR PARTICIPATION

If any student at the High School level (Grades 9-12) receives any failing grade in any course, that student will immediately become ineligible to participate in any extra curricular activity or club including athletics, until the next quarter grades are released in which that student receives no failing grades, at which time the student will immediately become eligible for any and all extracurricular activities. There will be an allowance for an appeal process for all students with the support of their principal to come before the School Committee to request the committee issue a waiver of eligibility requirement to participate in no extra curricular activities.
STUDENT DISCIPLINE

DISCIPLINE CODE

The following list of school-related problems is presented at this time to indicate the possible or potential effect on your child's education. A cooperative effort by pupils, parents, teachers and school administrators in following these rules and regulations will lead to a high standard of behavior and will result in excellence in the education of Lynn's children. The administrator in charge of discipline shall determine which option to select.

1.0 Attendance-related problems

1.1 Truancy
   - Detention; parental conference; subject to conditional suspension and/or court.

1.2 Skipping Class
   - Detention; parental conference; subject to conditional suspension. (Refer to Attendance Policy) The teacher has the right to give a "zero"/no credit for each act.

1.3 Unexcused Absence (10 times per quarter)
   - Teacher/Principal conference re: status. (Refer to Attendance Policy)

1.4 Tardiness (Unexcused)
   1.4a Over 10 Minutes to Class
      - Detention; parental conference; subject to conditional suspension.
   1.4b Under 10 Minutes to Class
      - After school session; detention after 3 times; conditional suspension after 5 times.
   1.4c To School
      - 1 time...1 detention; 2-4 times...2 detentions; 5 or more times...3 detentions; parental conference; subject to conditional suspension. I (Principal's option)

1.5 Dismissals (All dismissals must be granted or denied by the Principal or his/her designee.)
   1.5a Illness
      - Parent or guardian to pick up pupil; possible medical documentation. I .5b Other than Illness
      - 24-hour notice to school desirable.
1.6 Use of automobile during school hours is strictly prohibited.  
-Conditional suspension.

1.7 Closed Campus (All students shall remain on school property the entire school day.)  
-Conditional suspension.

1.8 Failure to Return Warning Notices, Report Cards, Notes or Notices  
-After-school session; detention; parental notification; parent must send note.  
(Refer to Attendance Policy)

1.9 Failure to Report to Homeroom  
-Conditional suspension.

1.9a Failure to Report to Office Upon Arriving Late to School  
-Conditional suspension.

2.0 Classroom Incidents

2.1 Cheating  
-Teacher's option to give zero

2.2 Forgery of School Documents  
-Conditional suspension.

2.3 Classroom Misbehavior  
-After-school session; detention.

2.4 Continual Misbehavior - Same Offense  
-Conditional suspension; appropriate alternative services.

2.5 Refusal to Meet Minimum Standards of the Class  
-After-school session; detention; conditional suspension.

2.6 Failure to Return Loaned School Equipment, Books or Any School Property  
-Hearing; payment; non-release of all records; and possible criminal prosecution.

2.7 Failure to Report Back to Teachers (Non-Academic)  
-Two (2) after-school sessions; subject to detention.

2.8 Insubordination or Disrespect  
-Conditional suspension.

2.9 Sent to Office Twice in One Day  
-Conditional suspension.

3.0 School Dress Standards shall be Appropriate for the School Setting and:

3.1 Clothing shall not present health or safety problems, or in any way disrupt the learning process.

3.2 Students are not to bring any object to school which detracts from the learning process or endangers health or safety.
4.0 School Incidents (Other than Classroom)

4.1 Cafeteria Offense
- Detention (see specific offense).

4.2 Corridor Offense
- Detention (see specific offense).

4.3 Library Offense
- Loss of library privileges (see specific offense).

4.4 Extracurricular Events
- Possible loss of eligibility.

4.5 Off Campus
- Possible suspension; loss of co-curricular eligibility.

4.6 Illegal Gambling
- Conditional suspension.

4.7 Unauthorized Demonstration
- Suspension determined by the principal.

4.8 Dangerous Operation of Vehicles on School Property (including, but not limited to cars, trucks, motorcycles, bicycles, skateboards, roller blades/skates, etc.)
- Conditional suspension; police notification; and possible prosecution.

5.0 Vandalism and Property Damage

5.1 Intentional
- Full suspension; restitution.

5.2 Unintentional
- Hearing; possible suspension; restitution.

5.3 Destruction of Personal Property
- Full suspension; possible court action by victim, with School Department cooperation.

5.4 Graffiti/Defacing Property (see policy)
- Detention; full suspension; full restitution; and possible prosecution.

6.0 Assault and Battery on School Property or at any School-Related Event, including Athletic Games

6.1 On a School Department Employee
- Full suspension from the school; possible court action by employee, with School Department cooperation; subject to immediate expulsion by principal pursuant to M.G.L. 71, S.37H.
6.2 On a Pupil
- Conditional suspension; reassessment of assignment; subject to full suspension; possible court action; subject to expulsion.
6.3 Fighting between Pupils
- Conditional suspension. 6.3a Third Person Involved
  - Full suspension.
6.4 Verbal Harassment or Threat to Pupils
  - Hearing; possible suspension.
6.5 Swearing at a School Employee
  - Detention; conditional suspension.
6.6 Use or Possession of a Dangerous Object or Weapon
  - Confiscated; consequences consistent with local ordinance; full suspension; subject to immediate expulsion by the principal pursuant to M.G.L. 71, S.37H.
6.7 Possession of a Firearm (M.G.L., Ch. 269, S. 10)
  - Police notification; prosecution; subject to immediate expulsion by principal pursuant to M.G.L. 71, S.37H.
6.8 Hazing
  - Full suspension; police notification; prosecution.

7.0 Sexual Harassment (see policy)
  - Parental conference; suspension; possible expulsion; refer to police.
8.0 Arson and Fire-Related Incidents
8.1 Fire
  - Notify Fire Department; full suspension; prosecution; possible expulsion.
8.2 False Alarm
  - Full suspension; prosecution; possible expulsion; and full restitution.
8.3 Fire Extinguisher
  - Full suspension; and full restitution.
8.4 Fireworks
  - Conditional suspension; demand source.
8.5 Smoking on School Property
  - Conditional suspension.

9.0 Stealing
9.1 Larceny
  - Full suspension; restitution; prosecution.
9.2 Stealing
  - Conditional suspension; restitution.

Lynn Public Schools
10.0 Trespassing (Ch. 272 #40; 266 #120)

10.1 Non-School Age Offender
  - Prosecute.

10.2 Pupils from Other Schools
  - Police notification; subject to full suspension; possible court action.

10.3 Second Time Trespassing
  - Police notification; subject to expulsion; possible court action.

11.0 Use of Drugs and Alcohol (see policy concerning use, as well as sale and/or distribution)

11.1 Voluntary Disclosure - Mandatory counseling

11.2 Non-Voluntary Disclosure
  11.2a First Offense
  - Three-day suspension; mandatory treatment referral subject to expulsion by principal pursuant to M.G.L. 71, S.37H
  11.2b Second Offense
  - Five-day suspension; doctor's note; possible referral to Department of Social Services subject to expulsion by principal pursuant to M.G.L. 71, S.37H
  11.2c Third Offense suspension; possible referral to Department of Social Services subject to expulsion by principal pursuant to M.G.L. 71, S.37H.

11.3 Continual Highs or Intoxication
  - Full suspension; subject to expulsion.

11.4 Suspected Use of Drugs/Alcohol
  - Contact parent; recommend referrals.

12.0 Continuous Delinquent Behavior
  - Court action; referral to alternative program; possible expulsion.
  - If principal does not expel the student, the School Committee may expel that student.

13.0 Felonies (Ch. 71, 5. 37H1/2, Ch. 380 of 1993)

13.1 Issuance of a Felony Delinquency Complaint
  - Subject to suspension for a period to be determined by principal

13.2 Conviction of a Felony or upon an Adjudication or Admission of Guilt to a Felony or Felony Delinquency
  - Subject to expulsion by principal
DEFINITION OF TERMS

1. AFTER-SCHOOL SESSION - Disciplinary time enforced by teacher.

2. DETENTION - Disciplinary time enforced by principal or his/her designee.

3. HEARING
   a. Informal - Discussion held immediately after the offense.
   b. Formal - Discussion held following notification of the parent or guardian of any violation which may require a full suspension.

4. CONDITIONAL SUSPENSION - A period of time, not to exceed live (5) days, in which the pupil may not attend school (appropriate services).

5. FULL SUSPENSION - A formal hearing in the office of the Superintendent/designee, with the time and date determined by the Superintendent/designee. At this hearing, the period of time during which a student may be removed from school is determined. Such suspension may exceed five (5) days. A student who has received two full suspensions shall be referred by the principal to the Lynn Alternative School or for expulsion.

6. EXPULSION - A hearing before the principal and/or School Committee for possible permanent removal from school, with all decisions complying with Massachusetts law.

7. EXCLUSION - A transfer of a pupil to another educational placement (to be determined by the Superintendent, his designee, or the School Committee.)

8. RESTITUTION - Payment for loss or damage to personal or school property.

9. CONFISCATION - Any personal property which can be used to disrupt or interfere with the orderly operation of the school, or which poses a threat to others, must be returned at the close of the day to student or parent. All illegal objects or weapons will be presented to the appropriate public safety department.
CORPORAL PUNISHMENT

Chapter 71, Section 37H, *Publication of School Committee Rules and Regulations Relative to the Conduct of Students and Teachers*, states: The Superintendent of schools of every school district shall publish the district's policies pertaining to the conduct of students and teachers. Therefore, the following policy against corporal punishment shall be distributed to all employees no later than the first day of the school year.

POLICY AGAINST CORPORAL PUNISHMENT OF STUDENTS

**Lynn Public Schools Corporal Punishment Policy Statement:**
The Lynn Public School System believes that we have a commitment to provide staff and students with a safe working and learning environment. It is the belief of the Lynn Public Schools that preventing school violence is of paramount concern, as is creating a school climate that is supportive, respectful of all school community members and conducive to serious learning.

We expect all students, employees, parties contracted by the Lynn Public Schools and other members of the school community to conduct themselves with respect, dignity, courtesy and fair treatment for all individuals.

Therefore, in accordance with Massachusetts Generals Laws, Chapter 71, Section 37G, *Corporal Punishment Prohibited*, all staff employed by the Lynn Public Schools is informed that corporal punishment of students is prohibited.

The law states:
(a) The power of the School Committee or of any teacher or any other employee or agent of the School Committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

(b) The provisions of this section shall not preclude any member of the School Committee or of any teacher or any other employee or agent of the School Committee from using reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the principal shall file a detailed report of such with the School Committee. Added by St. 1972, c107, s.1; amended by St.1982, c303.

Each principal shall use the enclosed form to report occurrences of assault. The form must be completed within 24 hours of the occurrence and filed with the Superintendent. Disciplinary action is at the discretion of the Superintendent.

In accordance with Massachusetts Generals Laws, chapter 71, Section 37G, *Corporal Punishment Prohibited*, (see policy statement) all principals must file a report of assault using this form within 24 hours of the occurrence and filed with the Superintendent.

**Lynn Public Schools**
# ASSAULT REPORT

Name of Individual Committing the Assault ____________________________

School ____________________________ Grade ____________________

Home Address ____________________________

________________________________________

Parent/Guardian ____________________________

Home Address ____________________________

Home Phone ____________________________

Date of Incident ________________ Place of Incident ____________________________

The following information concerns the victim:

Victim’s Name ____________________________

School ____________________________ Grade ____________________

Home Address ____________________________

________________________________________

Parent/Guardian ____________________________

Home Address ____________________________

Home Phone ____________________________

Date of Incident ________________ Place of Incident ____________________________

Statement of incident: (should include all pertinent information who, how, when, where, witnesses, parent/guardian notification, police involvement, etc.) Please attach police reports, medical reports if applicable.

________________________________________

Principal’s signature Date

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*Lynn Public Schools*
DETENSIONS OF STUDENTS/STUDENT SUSPENSION

DETENTION

Detention should be used to strengthen the student's educational achievements and his/her acceptance or responsibility to the Lynn Public Schools. Formal detention programs shall be supervised by principals and vice principals.

A. This does not mean that a teacher may not, or should not, require students to remain after school.

B. Principals, teachers and attendance officers shall continue to make every effort to establish the causes and solutions to pupil attendance problems and cases of gross school offenses.

SUSPENSION

A student, whose conduct disrupts the academic atmosphere of the school, endangers fellow students, teachers or school officials, or damages property is subject to suspension.

A. No suspensions shall be enforced against any student until he/she has had an opportunity for a hearing as set forth below:

1. The hearing shall be held as soon as possible after the violation. At the discretion of the principal, a student may be dismissed from school until the hearing is held. If the principal deems the offense to be of sufficient gravity, he may refer the case directly to the office of the associate Superintendent.

   Students who present a continuing danger to persons or property or are an ongoing threat to the academic process may be removed from the classroom or school immediately and arrangements will be made with parent or guardian for a hearing to be held as soon as possible.

2. The hearing shall be conducted by the principal or his designee, hereafter called the hearing officer. The hearing officer shall be impartial and base his/her decision solely upon matters presented in the hearing. At the discretion of the principal or his designee, teachers or other school personnel may be present at the hearing.

Lynn Public Schools
3. At the hearing, first the hearing officer shall put forth his/her case. Secondly, the pupil or his representative shall state the case. There shall be no provision for rebuttal or contradictions of statements by each party.

4. Following these presentations, the hearing officer will ask questions and call for points of clarification. The hearing officer will then permit opportunity for informal questions and statements by each party.

5. At the conclusion of the hearing, or as soon possible thereafter, the hearing officer shall make a decision as to the disposition of the matter. In considering alternative dispositions, the hearing officer will study the pupil’s school records. In some situations the hearing officer may recommend that no penalty be imposed. In other instances, a clinical approach may be utilized.

Conditional suspension takes place when the pupil is judged at fault. If a satisfactory adjustment can be effected by the parent/guardian conference within a period not to exceed five (5) days, the pupil may be returned to class.

6. In the case of full suspension, notice of the hearing, stating the time and place of the hearing and the offense shall be given to the student, and parent or guardian (in English and/or the primary home language). At the discretion of the Superintendent or his designee, teachers or other school personnel may be present at the hearing.

Full suspension takes place unconditionally. In such cases, a copy of the letter sent to the parent is filed with the Superintendent. Readmission to school can take place only by direction of the Superintendent of his/her designee.

7. If the student does not accept the disposition of the Superintendent's designee, he/she will be referred to the Superintendent.

8. A hearing and subsequent disposition does not preclude court action if the case is a violation of the law.

B. The hearing officer (principal in the elementary school) shall determine the nature and extent of a behavioral problem and the applicability of the city-wide discipline code to same.

C. A record will be filed with the Superintendent of all conditional and full suspensions. The principal is responsible for maintaining this record.

LEGAL REFS.: M.G.L. 71:37G; 76:16, 17, 18
STUDENT EXPULSION

The Lynn School Committee is committed to assuring parents that each of its schools is safe from disruption and violence. The Committee believes that a fundamental ingredient of effective education is the maintenance of an instructional environment which is physically and psychologically safe.

For the purpose of this policy, the term *expulsion* shall constitute either the permanent or extended removal of a student from regular classroom instruction. Expulsion can occur only as the result of formal action of the principal with the opportunity to appeal to the Superintendent or School Committee.

The recommendation of expulsion shall be made by the principal only in those cases where all other disciplinary options have been explored and exhausted. In making a recommendation for expulsion, the principal must be convinced that the student's continued attendance would either be disruptive to the normal instructional process or pose a serious threat to the safety of other students.

The principal will present not only a comprehensive, carefully documented history of the incidents upon which the recommendations is based, but also each program modification and intervention which the staff has explored in an attempt to remediate the existing problem. The report will also include copies of communications forwarded to the parent/guardian and the extent to which the student's parent/guardian appears to have cooperated in attempting to reduce the incidence of inappropriate behavior. Also, the report will include the student's academic and attendance records as well as evidence of any prior or present special services the student has received including special and/or bilingual education.

If, after reviewing the date and questioning available witnesses, the principal decides to move forward in recommending expulsion to the Lynn School Committee:

1. Written notice of intent will:
   a. Be forwarded to the parent or guardian by certified mail;
   b. Contain a complete statement of the specific incident:
   c. Include the date, time and place of the hearing;
   d. Inform the parent or guardian of their right to:
      (1) Have legal counsel at the hearing at the parent's expense;
      (2) Examine the student's records before the hearing;
      (3) Review significant public documents.

2. The hearing will be scheduled within ten (10) school days of the receipt of the written notice unless an extension, not to exceed (14) days, is requested for good cause by parent or guardian.

*Lynn Public Schools*
3. The hearing will be held in the Office of the Principal.

4. All hearings will be conducted in closed session unless parent/guardian requests the session be open to the public.

5. In the event of an assault on staff, possession and/or distribution of a controlled substance, possession of a dangerous weapon (M.G.L. CH. 71, S.37H), or a conviction of a felony or felony delinquency (M.G.L. CH. 71, S.37H1/2), at the conclusion of the hearing, if expulsion is the decision of the principal, the student will receive written notification of a right to appeal the decision to the Superintendent and the process to appeal. The student must notify the Superintendent in writing of a request for appeal no later than (5) calendar days of the expulsion. The Superintendent must hold the hearing within (3) calendar days of the request for appeal. The expulsion remains in effect prior to the appeal hearing.

6. In the event of all other charges which may result in expulsion, at the conclusion of the hearing by the principal, a recommendation may be made by the principal to the Superintendent for expulsion. A student will receive written notification of the decision by the principal and the suspension will remain in effect until such time as the Superintendent schedules the expulsion hearing. The expulsion hearing with the Superintendent will take place within (10) school days of the notification of the decision of the principal unless an extension, not to exceed (14) days is requested for good cause by the parent or guardian. At the hearing, the Superintendent will notify the parent or guardian in writing of his decision to recommend to the School Committee expulsion, exclusion, or alternative educational placement.

7. At a reasonable time prior to the hearing, the parent/guardian or student's advocate will be given access to all public school pertaining to the student including, but not limited to, any tests or report upon which the proposed action has been based. In the event the student is represented by an advocate, appropriate release forms must be completed and filed with the principal.

8. The parent/guardian or student's advocate will have the right to request the attendance of any employee(s) of the school system who may have evidence upon which the proposed action has been based. They may also question any witness scheduled to present evidence at the hearing, or request the presence of persons whom they believe have direct knowledge of the incident(s) which precipitated this action.

9. The decision of the principal will be in writing and forwarded to the parent or guardian by certified mail within ten (10) calendar days. This notice shall include both the duration of the expulsion and the process of appeal. (Refer to laws section concerning expulsion).
DISCIPLINE OF PUPILS WITH 766 I.E.P. SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this discipline code. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students:

A. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires modification. Any modification will be described in the IEP.

B. The principal (or designee) will notify the special education office of the suspendable offense of a special needs student and a record will be kept of such notices.

C. When it is known that the suspension(s) of a special needs student will accumulate to ten (10) days in a school year, a review of the IEP as provided in section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and her/his handicapping condition and either:

1. design a modified program or

2. write an amendment to provide for the delivery of special services during the suspension and any needed modification of the IEP relative to discipline code expectations.

In addition the department of education will be notified as required by law, and the procedures promulgated by the department of education.

In the event of an indefinite suspension or expulsion, the following guidelines will apply:

1. A team meeting will be convened as soon as possible to decide whether the specific misconduct is either related to the student's handicap, is I.E.P. inappropriate, or is the I.E.P. being incorrectly implemented.
2. If the team concludes that the misconduct leading to the suspension or expulsion is related to the student's handicap or the I.E.P. is inappropriate or being incorrectly implemented, a revision must be made to the I.E.P. with parent's consent to implement the new I.E.P. If the parent rejects the new I.E.P., a hearing may be requested with the Department of Education and the school department may seek court intervention to remove the student in the interim, if necessary. If the I.E.P. is accepted, the program must be implemented immediately.

3. If the team concludes that the misconduct leading to the suspension or expulsion is not related to the student's handicap or the I.E.P. is appropriate and is being correctly implemented, an alternative service plan to modify the original I.E.P. will be drafted. Updated teacher/therapist assessments for consideration of a more formal evaluation will be obtained if warranted, and phone and written notice to the Department of Education will be made by the Special Education Chairperson and a request for parental consent for implementation of an alternative plan and modifications to the I.E.P. will be made. If the plan is rejected by the parent or the Department of Education, a hearing may be requested with the Department of Education and the student's current placement must continue or the school department may seek court intervention to remove the student in the interim, if necessary. If the plan is approved by the parent and/or Department of Education, the program must be implemented immediately during the suspension and/or expulsion process.

Lynn Public Schools
TEAM ATTACK

After an initial hearing has been conducted, each student identified as a participant in a "team" attack should be referred to the Superintendent's Office for possible expulsion and/or referral for prosecution.

Also, any student identified as a passive, if not supportive, bystander should not be readmitted until they have met with the principal. Obviously, it is often the presence of this "crowd" which tends to ignite and exacerbate potential life-threatening situations.

Although we do not expect students to risk their personal safety, it would seem fair to say that we should expect them to contact responsible adults rather than complicate the situation by remaining a spectator.

Students who have a history of fighting, or who have continually threatened other students, should be referred to the building Student Study Team.

Obviously, the overwhelming number of our students seldom, if ever, are referred to the office for violations of the system's Discipline Code. We must not allow an identifiable few to disrupt our schools and infringe on the rights of others.

Lynn Public Schools
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 as 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, are, 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

The District shall cooperate with appropriate fire departments in the conduct of fire drills.

Lynn Public Schools
STUDENT INSURANCE PROGRAM

Providing hospital and medical insurance for students is a responsibility of parents. The school system will make an accident insurance program available to parents of all students, but will not obligate them to purchase this program.

No student shall be permitted to take part in interscholastic athletics or practice for interscholastic athletics unless he or she has insurance covering accidental injury or a parental waiver indicating parental acceptance of all responsibilities.

LEGAL REFS.: M.G.L. 40:5; 40A; 40B

*Lynn Public Schools*
STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, 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.

The District shall provide the services of a medical consultant 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 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 is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any 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 principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;

Prompt reporting by teachers to the principal or designee any accident or serious illness and such reports will be filed with the Business Office.
Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

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.

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

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57
CROSS REF.: EBB, First Aid
STATEMENT OF PHILOSOPHY – HEALTH

The process of healthy living is dynamic and lifelong. Today's concept of health has physical, social, emotional, mental and spiritual dimensions, in addition to the traditional emphasis on physical condition. It depends on the interactions between individuals and their social environment. An individual's knowledge and values are influenced by the resources and attitudes of the community. As we grow and our community changes, we need to reevaluate our behavior to assure continued good health. Three key human processes, growing and developing, interacting with people and the environment, and making decisions, are crucial for maintaining our health. If we manage them well, our lives will be graced with good health.

Young people need to concentrate on their lifestyle and their environment to improve their health. They must develop an awareness of health risks and behave in ways which will prevent disease and promote good health. To do this, students must learn specific information and develop skills so that they can make informed decisions about health matters and surround themselves with an environment which encourages healthy living.

OVERALL PROGRAM GOALS

To assist our students in achieving optimal health, we have created a partnership of families, school, and community. To that end, we have developed our program from the Massachusetts Guidelines for Comprehensive Health Education and Human Services.

Specifically, we want to establish a three-tiered program for students. The broadest level is a sequential, comprehensive, skill-based health education curriculum for all students from the time they enter kindergarten through their high school graduation. The curriculum will be based on Here's Looking At You 2000, Health Skills for Life, Nutrition Comes Alive, American Heart Association program, and the Red Cross AIDS program. The middle level is the services to individual students provided by guidance counselors, adjustment counselors, Peer Leaders, support groups, psychological services, and health services within the schools. The third level is the medical and psychological services which students can be referred to or seek out on their own or with their families. A system of identifying students in need of levels two and three will be provided. Appropriate policies and procedures will be followed.

The school will augment this tri-level approach by organizing activities for families which will inform parents about the school health program so that parents can follow their children's progress and reinforce what the students are taught in school. The school system will also sponsor a health promotion programs for faculty and staff, work at maintaining a nutritious lunch food service, and a healthy school environment.

Lynn Public Schools
PHYSICAL EXAMINATION OF STUDENTS/IMMUNIZATION OF STUDENTS

All children entering the Lynn Schools are required to have:

- a complete physical examination
- immunization against diphtheria, tetanus, whooping cough, polio, measles, mumps, and rubella

OR

- immunization and/or examination forms presented to the school.

A tuberculin test is recommended, but not required. State law requires:

- physical examinations for all children in grades 2, 5, 8, and 10 to be conducted by the school physician when not completed by child's own physician. We recommend that the child's own physician do this examination. Forms will be sent home in the fall for completion.

DENTAL examinations are required for:

- all children entering kindergarten (by their own dentist)
- all children in grades 1 - 5 annually (by their own dentist or school dentist)

VISION and HEARING tests:

- are administered annually
- parents are notified of any problems and then urged to take their child to a specialist.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57; 76:15A; 76:15B
Student Handbooks

Lynn Public Schools
PHYSICAL EXAMINATION OF STUDENTS

PHYSICAL EXAMINATIONS, IMMUNIZATIONS AND BLOOD TESTS

Physical examinations, immunizations, vaccinations and blood tests shall be given by the school nurse and school physician in accordance with regulations and policies of the department of public health.

The committee, or the board of health in those municipalities where school health services are the responsibility of the board of health, shall cause every child in the public schools, and at the individual request of a parent or guardian of a pupil in a private school which has been approved under section one and which does not discriminate in its entrance requirements on the basis of race or color, cause such pupil to be separately and carefully examined in such manner and at such intervals, including original entry, as may be determined by the department of public health after consultation with the department of education and the medical profession, to ascertain defects insight or hearing, and other physical defects tending to prevent his receiving the full benefit of his school work, or requiring a modification of the same in order to prevent injury to the child or to secure the best education results, and ascertain defects of the feet which might unfavorably influence the child's health or physical efficiency, or both, during childhood, adolescence and adult years, and shall require a physical record of each child to be kept in such forms as prescribed by the provisions of chapter one hundred and eleven, section one hundred and eighty-five A.

1. Tests of sight and hearing shall be performed by teachers, physicians, optometrists, nurses or other personnel who are approved by the department of public health for this purpose, and the examination of feet shall be made by the school physicians or by podiatrists, in accordance with regulations set up by the department.

2. Any child shall be exempt on religious grounds from these examinations upon written request of parent or guardian on condition that the laws and regulations relating to communicable diseases shall not be violated.

In absence of an emergency or epidemic of disease declared by the department of public health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with his sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school.

LEGAL REFS.: M.G.L. 71:57; 76:15

Lynn Public Schools
IMMUNIZATION OF STUDENTS

Procedure for school immunization clinic to be held yearly.

1. Letters mailed to homes of students that need an update in their immunization records according to state law.

2. If parental permission slip or new information is not forwarded to the school nurse within 15 days, the student may then be excluded from school until this has been taken care of.

3. When parental permission is returned to the school nurse, she will arrange a date for the student to have vaccine.

4. The vaccine will be administered to students with parental permission slips by the school nurse under the order of the school physician.

Lynn Public Schools
COMMUNICABLE DISEASES

If any child is found to be suffering from any disease or defect, or if any child is found to have any defect or disability requiring treatment, the School Committee shall forthwith notify the parent or guardian of such child.

A child showing signs of ill health or of being infected with a disease dangerous to the public health as defined in accordance with section six of chapter one hundred and eleven shall be sent home immediately, or as soon as safe and proper conveyance can be found, or shall be referred to a school physician, who may direct that such child to be sent home. In the case of schools remotely situated, such other steps may be taken as will best effectuate the purpose of this section and ensure the safety of such child and of other pupils. The Superintendent of schools shall immediately cause the board of health to be notified of all children excluded under this section by reason of any disease dangerous to the public health.

A child infected, or in a household where a person is infected, with a disease dangerous to the public health as defined in accordance with section six of chapter one hundred and eleven, or in a household exposed to contagion from any such disease in another household, shall not attend any public school while he is so infected or remains in a household where such infection or exposure exists if the regulations of the board of health require such exclusion. A child returning to school after having been absent on account of such infection or exposure shall present a certificate from the board of health or its duly appointed agent that the danger of conveying such disease by such child has passed; provided, that if such a child returns to school without such a certificate after having been absent on account of such infection or exposure, he shall immediately be referred to a school physician for examination and, if it is found by such physician upon such examination that such danger has passed, he may remain at school.

LEGAL REFS.: M.G.L. 71:55; 71:55A; 71:56
COMMUNICABLE DISEASES

COMMUNICABLE DISEASE CONTROL

The following rules and regulations have been established by the Mass. Department of Public Health which concerns the more common communicable diseases:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Minimum period of isolation of patient</th>
<th>Minimum period of quarantine of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>One week from appearance of eruptions</td>
<td>No restrictions</td>
</tr>
<tr>
<td>German Measles</td>
<td>No restrictions</td>
<td>No restrictions</td>
</tr>
<tr>
<td>Measles</td>
<td>Four days from appearance of rash</td>
<td>No restrictions</td>
</tr>
<tr>
<td>Mumps</td>
<td>One week from onset of disease or until all swelling has subsided, whichever is sooner.</td>
<td>No restrictions</td>
</tr>
<tr>
<td>Whopping Cough (Pertussis)</td>
<td>Three weeks from beginning of spasmodic cough</td>
<td>No restrictions</td>
</tr>
<tr>
<td>Scarlet Fever or Streptococcal sore Throat</td>
<td>Twenty-four hours with chemotherapy as long as therapy is continued for 10 days One week if not on Chemotherapy.</td>
<td>No restrictions</td>
</tr>
</tbody>
</table>

Dog bites, no matter how minor, should be given immediate attention by the family physician and the local board of health notified, giving the following information:

1. Name, address, and age of child bitten and location of bite.
2. Name and address of the dog owner. Established by law

**Lynn Public Schools**
STUDENTS WITH HIV, OR AIDS

Epidemiologic studies show that the HIV virus is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to HIV, or AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with HIV, or AIDS, the following guidelines are recommended:

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) and receiving medical attention are able to attend regular classes.
   
   A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
   
   B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.
   
   C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
   
   D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.

2. The child's personal physician is the primary manager of the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV). Management includes acting as the "gate keeper" for the child's attendance at school in accordance with the policy outlined above.
   
   A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school Superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents with an absolute need to know.
B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the Superintendent might notify one or more of the following:

Principal

School Nurse

Teacher

C. Notification should be by a process that would maximally assist patient confidentiality. Ideally, this process should be direct person to person contact.

D. If school authorities believe that a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has evidence of conditions described in #1, then the school authorities can dismiss the child from the class and request authorization from the child’s personal physician so that class attendance is within compliance with the school policy.

E. If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.

3. Since the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has a somewhat greater risk of encountering infections in the school setting, the child should be excluded from school if there is an outbreak of a threatening communicable disease such as chicken pox, or measles until he/she is properly treated (possibly with hyperimmune gamma globulin) and/or the outbreak has no longer become a threat to the child.

4. HIV screening is a blood test for detecting the presence of antibody to the HIV virus. Antibodies are substances produced by white blood cells that help fight infection caused by viruses or bacteria. Testing for HIV antibody is not recommended for any purposes other than to assist the child's personal physicians in a highly selected set of clinical decisions. Results of HIV antibody tests are confidential and should not be reported to schools.

5. Blood or any other body fluids including vomitus and fecal or urinary incontinence in any child should be treated cautiously. It is recommended that gloves be worn when cleaning up any body fluids.
A. These spills should be disinfected with bleach (one part bleach to ten parts water), or another disinfectant, by pouring the solution around the perimeter of the spill.

B. All disposable materials, including gloves, should be discarded into a plastic bag. The mop should also be disinfected with the bleach solution described in 5A.

C. Persons involved in the clean-up should wash their hands afterward.

Approved:  

Superintendent
AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME) FACTS ABOUT THE TRANSMISSION OF HIV

Epidemiologic studies show that the HIV virus is transmitted through unprotected sexual intercourse, through blood to blood contact (such as the sharing of injection needles and syringes) and from an infected woman to her baby at or before birth. A large body of research has demonstrated that HIV is not transmitted through casual contact, such as in a school setting. Therefore, it is the policy of the Lynn Public School System, except in very rare cases (Medical Guidelines), not to exclude students with AIDS or HIV infection from attending school, because there is no legitimate health reason to do so.

GUIDELINES FOR DISCLOSURE

The student's parent(s) or guardian(s) are the gatekeepers of information relating to the student's AIDS/HIV status. They are not obliged to disclose this information to school personnel. The Lynn School Department believes that in the best interest of a child with AIDS/HIV, that necessary personnel within the system should be notified. A student who is diagnosed with AIDS or presents evidence of being immune compromised is at greater risk of contracting infections. This means there may be good reasons to inform the schools of a student's AIDS diagnosis or HIV status. For example, the student's parent(s) or guardian(s) would benefit from information from the school about the occurrence of threatening contagious diseases (ex. chicken pox) when making a decision regarding school attendance. The school may also have to attend to the particular needs of HIV-infected students.

In consultation with the student's primary care physician, the student's parent(s) or guardian(s) may decide to inform the school nurse about the student's AIDS/HIV status. If they so choose, the following guidelines are recommended:

1. The student's parent(s) or guardian(s) may inform the school nurse directly.
2. Alternatively, the student's parent(s) may request that their primary care physician make the disclosure. In this case, specific, informed, written consent of the student's parent(s) or guardian(s) is required.
3. Any further disclosure of a student's HIV status by the school nurse to other school personnel requires the specific, informed, written consent of the student's parent(s) or guardian(s).
STATUTES GOVERNING DISCLOSURE

As a general rule, a student's health records related to AIDS/HIV should be regarded as confidential. The Massachusetts General Laws, c.lll, s.70F, prohibit health care providers from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed, written consent of the person who has been tested. The statute prohibits testing persons for HIV anti-bodies without their permission, and protects against the nonconsensual release of medical records (including school health records) which contain such information. These statutory requirements apply specifically to health care providers. However, case law in Massachusetts leads to the conclusion that other school staff members besides health care providers may be liable for civil damages in the event of nonconsensual disclosure of information related to HIV status or AIDS diagnosis. Therefore, information about an individual's AIDS/HIV status should be treated as highly confidential, and released only with the specific, informed, written consent of the individual's parent(s) or guardian(s). It should be noted, that MA public health statute M.G.L. c.112, s.12F states that minors may consent to their own dental care and medical testing, diagnosis and treatment in certain circumstances (including HIV infection). Accordingly, if an adolescent student has sought HIV antibody testing independent of parental consent, that student has the right to keep this information confidential, and any disclosure of this information would require the student's specific, informed, written consent.

PROCEDURE FOR STUDENTS WHO ARE KNOWN TO BE HIV/AIDS INFECTED

1. If a student's parent(s) or guardian(s) disclose to a member of the Lynn Public School Department staff that their child is HIV/AIDS infected, the school system will aggressively attempt to have an informed consent form completed by the parent(s) or guardian(s) so that all staff who have custodial care of that student can be notified.

2. All staff who are notified of a student that is HIV/AIDS infected will have the opportunity to participate in an inservice program that will update the policy, and universal precautions, as well as steps that they can take to insure the well being of the child.

3. When a child that is HIV/AIDS infected has an injury, and staff must perform first aid on an open wound, all first aid supplies that are used should be bagged and disposal of the medical waste should be accomplished by notifying the school nurse or the Drug/Health Program Specialist.

Lynn Public Schools
MEDICAL GUIDELINES REGARDING STUDENTS WHO BLEED IN AN UNCONTROLLABLE FASHION IN A SCHOOL SETTING

A number of serious infectious diseases are spread by contact with human blood. Among these blood-borne infectious diseases are the Hepatitis B virus and HIV (the virus that causes AIDS). Consequently, students who bleed uncontrollably should not have routine contact with other individuals in school settings.

As a public health measure, students who exhibit the following conditions should be advised not to attend school until such time as these conditions are resolved.

1. if a student has weeping or bloody skin or mouth sores that cannot be successfully covered or controlled with medications

2. if the student exhibits biting of an unusual frequency or severity that would be accompanied by actual transfer of blood from the biter, as might happen only from a student with chronically bloody gums or mouth

3. if the student exhibits bloody diarrhea.

These conditions are grounds for the exclusion of any student from a school setting, regardless of whether she/he is known or suspected to harbor a blood-borne infection.

Lynn Public Schools
GUIDELINES AND PROCEDURES
CONCERNING AIDS
(ACQUIRED IMMUNE DEFICIENCY SYNDROME)

INTRODUCTION

The guidelines and procedures outlined herein apply to all students and staff of the Lynn Public Schools and will remain in effect until such time as it is necessary to amend the to reflect new medical information as well as state or city policies as such become available.

Epidemiologic studies show that Human Immunodeficiency Virus (HIV) is transmitted via sexual contact or blood-to-blood contact. To date, there is no recorded transmission of HIV to family members who are non-sexual contacts. There is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS/HIV.

1. Student Guidelines and Procedures

a. All children diagnosed as having AIDS or who are HIV positive are able to attend regular classes.

b. Universal precautions should be used with all children.

c. The student or the student's parent(s)/guardian(s) (with the student's permission, when appropriate) are the gatekeepers of information relating to the student's HIV status. They are not legally obliged to disclose this information to school personnel.

d. If the parents do disclose, the informed school personnel cannot share this information with any other school personnel without written parental consent. A separate consent should be completed for each person informed. Efforts should be made to involve the child in the disclosure process.

e. Children diagnosed as having HIV infection or who are too ill to attend school, should have an appropriate alternative education plan.

f. Medical records with references to HIV/AIDS should be kept in a separate locked file and not included in the standard health card information.

g. The personal physician of a child diagnosed as having HIV infection is the primary manager.

Lynn Public Schools
h. Since the child diagnosed as having AIDS or with HIV infection has a somewhat greater risk of acquiring infections in the school setting, the parent or guardian of the child should be contacted by the school nurse if there is an outbreak of a threatening communicable disease such as chicken pox or measles. The nurse will suggest that the child remain out of school until they have consulted with the primary physician and/or the outbreak is no longer a threat to the child.

i. It is not appropriate for a child, regardless of his/her HIV status, with open weeping lesions or who has biting behavior to be in school.

j. Universal precautions need to be observed at all times with all students and staff.

II. Employee Guidelines and Procedures

a. The policy and procedures are applicable to all employees of the Lynn Public Schools.

b. The Lynn School Department recognizes that employee with life-threatening illnesses, including, but not limited to, cancer, heart disease, and infection with HIV may wish to continue to work. As long as employees are able to meet acceptable performance standards, and medical evidence indicates that their condition is not a threat to themselves or others, employees shall be assured of continued employment.

c. Federal and State laws also mandate, pursuant to the laws protecting disabled individuals, that those individuals not be discriminated against on the basis of their handicaps, and that if it becomes necessary, some reasonable accommodations be made to enable qualified individuals to continue to work.

d. Supervisors should make a concerted effort to educate themselves as to the facts regarding HIV and how it is and is not transmitted and, further, should make the same effort to educate their employees.

e. Supervisors should be sensitive and responsive to co-workers' concerns, and emphasize employee education.

f. An employee's health condition is personal and confidential. Personnel and medical files or information about employees are exempt from public disclosure by M.G.L. Ch.4, Section 7 (26). In addition, information relating to a specifically-named individual, the disclosure of which would constitute an unwarranted invasion of personal privacy, is exempt.

Lynn Public Schools
If any Lynn Public School employee voluntarily seeks assistance regarding positive HIV status or AIDS, he/she should contact Mary Ellen Connelly, R.N., Nursing Supervisor.

**UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS**

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other bloodborne organisms (such as the Hepatitis B virus).

They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV-infected.

They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, band soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean-up of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of 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.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomitus, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.
7. All needles and other sharps should be disposed in provided biohazard containers.
8. ALL refuse should be treated with caution and handled with gloves.

9. All school personnel will be provided with knowledge of universal precautions and informed of HIV policy. The individual school administrator, in conjunction with Health Services, is accountable for the arrangements.

10. All personnel who are likely to come in contact with body fluids (i.e., school nurse, custodians, early intervention and special needs teachers) should pursue Hepatitis B vaccination through their health care plans.

11. Any needle stick incidents must be reported to Health Services immediately.

**UNIVERSAL PRECAUTIONS AND INFECTION CONTROL**

In response to hepatitis B and human immunodeficiency virus (HIV) infections, the Centers for Disease Control have recommended "universal blood and body-fluid precautions." These measures are intended to prevent transmission of these and other infections, as well as to decrease the risk of exposure for care-providers and students. As it is currently not possible to identify all infected individuals, these precautions must be used with every student, regardless of his/her medical diagnosis.

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

The single most important step in preventing exposure to and transmission of any infection is anticipating contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, the care-giver should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles, and proper decontamination of these measures will enhance protection of both the caregiver and the student.

**HAND WASHING**

Proper hand washing is crucial to preventing the spread of infection. Textured jewelry on the hands or wrists (such as rings and stones) should be removed prior to washing and kept off until completion of the care procedure and hands are rewashed. Use of running water, lathering with
soap and using friction to clean all surfaces of remaining jewelry and hands is key. Rinse well with running water and dry hands with paper towels. If soap and water are unavailable, wet towelettes or "hand-wipes" may be used.

Hands should be washed before physical contact with student and after the contact is completed. Hands should be washed after contact with any used equipment. If hands (or other skin) become soiled with blood or body fluids, they should be washed immediately before touching anything else. Hands should be washed whether gloves are worn or not and after gloves are removed.

**BARRIERS**

Barriers include disposable gloves. The use of a barrier is intended to reduce the risk of contact with blood and body fluids for the care-giver as well as to control the spread of infectious agents from student to student. It is essential that appropriate barriers be used when contact with potentially infectious material is possible.

Gloves should be worn when direct care of the student may involve contact with blood and body fluids. For infection control, it is recommended that gloves be worn as well for contact with urine, feces, and respiratory secretions. Gloves should be disposed of after each use and not reused.

Gloves should be worn when changing a diaper or catheterizing a student. Gloves should be worn when changing dressings or sanitary napkins. Gloves should be worn when providing mouth, nose or tracheal care. Gloves should be worn when cleaning up spills of blood (e.g., nosebleeds) or body fluids and wastes, and soiled supplies.

**DISPOSAL OF WASTE**

All used or contaminated supplies (including gloves) except for syringes, needles and other sharp implements should be placed in the medical waste barrel. This barrel should be double bagged. The double bagged waste should be marked and then thrown in the trash out of the reach of children or animals. Custodians must keep a log of hazardous waste disposal.

Needles, syringes and other sharp objects should be placed in a metal or other puncture proof container immediately after use. To reduce the risk of an accidental needle stick or cut, needles should not be recapped, bent or removed from the syringe before disposal. Once it is full, the container should be sealed and sent to the Health Clinic at City Hall. Bodily wastes such as urine, vomitus or feces should be disposed of in the toilet.

*Lynn Public Schools*
CLEAN UP

Spills of blood and body fluids that are covered under universal precautions should be cleaned up immediately. The CDC method is as follows:

Wear gloves.
Mop up the spill with paper towels or other absorbent material.
Using a solution of one part household bleach (sodium hypochlorite) in ten parts of water, wash the area well.
Dispose of gloves, soiled towels and other waste in sealed double plastic bag in the garbage as outlined above.
Routine environmental clean-up facilities (such as the health room and bathrooms), does not require any modification unless contamination with blood or body fluids covered under universal precautions should occur. If so, the area should be decontaminated using the procedure outlined above. Regular cleaning on non-contaminated surfaces such as toilet seats and table tops can be done with the standard cleaning and removal of obvious soil. It is more effective than extraordinary attempts to disinfect or sterilize surfaces.

LAUNDRY

If clothing becomes soiled, it should be handled as little as possible. Wash with hot water and detergent for at least 25 minutes. Cool water washing is also acceptable if an appropriate detergent is used for the water temperature.

ACCIDENTAL EXPOSURE

Accidental exposure to blood, body products or body fluids places the exposed individual at risk of infection. This risk varies depending on the type of body fluid (blood vs. respiratory vs. feces), the type of infection (salmonella vs. HIV) and the integrity of the skin that is contaminated. Any blood exposure should be reported to Health Services immediately.

PREGNANT WOMEN

Pregnant women are at no higher risk of infection than other care-providers as long as appropriate precautions are observed. However, due to the possibility of in-utero transmission of viral infections such as cyto-megalovirus (CMF) or HIV, as well as the potential for adverse outcomes with these congenitally acquired infections, pregnant women should be especially careful to observe universal precautions.

Lynn Public Schools
Further information regarding universal precautions and infection control is available from the local Public Health Department.

**PERSONAL HYGIENE EMERGENCY PROCEDURES**

The purpose of the procedures outlined herein is to establish basic guidelines intended to assist students who may be having a personal hygiene emergency. Instances of such emergencies may include, but not be limited to, a bleeding nose, sneezing, coughing, uncontrollable urinating, and sudden bowel movement.

**Principal shall:**

-- Ensure that all staff are familiar with this policy and that the provisions of this policy are implemented.

**Classroom Teacher Shall:**

-- Reassure and calm the student.
-- Have the student report to the appropriate lavatory facility. In some cases, it may be necessary to have another student or a classroom aide accompany the child.
-- Notify the school nurse.
-- Contact the student's parent/guardian to report the incident, and if necessary, request that the parents come to the school to assist.
-- Request that the parents supply a clean set of clothing to be stored at the school for chronic cases.
-- Report action taken to the Principal.

**School Nurse Shall:**

-- Meet with the student to recommend the procedure to be followed, i.e. student to be sent back to class, parents to come to school, student to be sent home, etc.
-- Assist in ensuring that the student is properly cleansed before returning to class, or await the student's parent's/guardian's arrival.
-- Provide supervision and a comfortable surrounding, if the student is awaiting the arrival of his/her parent/guardian or awaiting transportation.
-- Share observations/recommendations with the classroom teacher.
School Custodian Shall:

-- Clean the area where the emergency occurred. Blood, vomitus, or any other discharges or any body fluids from any person or child at the school site should be cleaned up as follows: obtain a plastic bag to dispose of all materials used in the clean up.
LYNN PUBLIC SCHOOLS
SCHOOL HEALTH SERVICES
HEAD LICE POLICY
(Policy committee review-4/11/2013)

The Lynn Public Schools has revised its head lice policy to conform to the recommendations of the Centers for Disease Control (CDC), the American Academy of Pediatrics (AAP), the National Association of School Nurses (NASN), the American School Health Association (ASHA), and the Massachusetts Department of Public Health.

Goals of this policy include the following:

* identifying and containing cases
* preventing unnecessary absenteeism
* monitoring for signs of re-infestation
* protecting confidentiality
* educating and supporting students, parents and staff in the detection, treatment and prevention of head lice.

Students with live head lice visualized by the school nurse will be referred for treatment by contacting the parent/guardian by phone, if possible, or in writing before the end of the school day. They may stay in class for the remainder of the day. The student must be treated that evening and present to the school nurse with their parent or guardian to be re-examined the next school day. If there is no longer evidence of live lice, the child may attend school. If the treatment fails, they will be referred to their primary care provider. At the school nurse’s discretion the child may be re-checked within 7-10 days of the initial treatment.

If a student has nits with no evidence of live lice they will be rechecked in one week for live lice and/or more frequently at the discretion of the school nurse.

Routine classroom or school-wide screening will not be done in the classroom setting with the exception of preschool and kindergarten at the school nurse’s discretion. Siblings and known playmates may be checked in the privacy of the school nurse’s office. Students who have symptoms may be referred to the school nurse as needed for examination.

Written information will be given to the parent/guardian to assist in treatment and prevention. The school nurse will provide education to the faculty. Resources will also be available on the school health services section of the LPS website.

In the event of persistent head lice, defined as three or more findings of live lice within a period of 6 weeks; the parent will be advised to contact their doctor for other treatment options. The school nurse will offer to make a home visit when all other treatments have failed.

ADOPTED S.C. – 4/11/13
LYNN PUBLIC SCHOOLS
POLICY MANUAL

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ADMINISTERING MEDICINES TO STUDENTS

The school can administer medication only under the following conditions:

- each medication must be accompanied by written permission of the parent
- all medication must be kept in and administered from the office or health room
- medication must be in original container with the dosage prescribed on it
- medication for hyperactivity must have the physician's prescription attached

LAGAL REFS.: M.G.L.71:54B Student Handbooks
EMERGENCY FIRST AID POLICY

GOAL: To set and maintain standards of emergency care to effects of accidents and illness in the schools.

DEFINITION: First Aid is the immediate and temporary care given to a member of the school community at the time of an accident or sudden illness until he/she can return to normal activity, be sent home, or be provided with the services of a physician. It includes only those procedures that can be applied by non-medical persons to save life, to prevent further injury, or to reduce suffering. It does not include diagnosis or the administration of medicine. Failure to render first aid to an ill or injured pupil may constitute criminal negligence.

GOOD SAMARITAN LAW Under MGL 71 Sec. 55, no public school teacher, principal, or nurse who in good faith renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts of omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall he be liable to a hospital for its expense if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall he be subject to any disciplinary action by the School Committee for such emergency first aid or transportation.

UNIVERSAL PRECAUTIONS: Universal precautions shall always be used when providing first aid when blood is present or when handling any body fluid. (See First Aid Instructional Packet)
EMERGENCY PLAN

IF AN EMERGENCY OCCURS:

1. Stay with the student.
2. Call or designate an adult to call the nurse or designee.
3. a. State who you are.
   b. State where you are.
   c. State the problem.
4. The school nurse, if available, is responsible for the student.
5. An administrator or designee is responsible to institute the emergency plan.

EMERGENCY TELEPHONE PROCEDURE:

1. Dial 911.
2. State who you are. "I am __________ a teacher/paraprofessional in the Boston Public Schools."
3. State where you are. "I am at the ________________, School, address ____________________________.
   The telephone number is _______________________."
4. State the problem. "There is a ______________ year old child here that is _______________. We need an ambulance now."
5. Give specific directions." ______________ we’ll meet you at _________________ to direct you.”
   (address)
6. Don’t hang up. Ask for the information to be repeated back to you and answer any questions the dispatcher may have. Hang up the telephone when all information is correct and verified.
7. Notify the school principal or administrator. State the nature of the emergency and the location of the student.
8. The school official or designee will:
   1. Meet and direct the BMT’s.
   2. Call parent/guardian.
9. Paramedics will decide which hospital is appropriate.
10. DO copy emergency and health care information.
11. Staff (not necessarily the school nurse) can accompany student in the ambulance. Paramedics will take over care of the student when they arrive. Staff should remain with the student until the parent/guardian arrives.
12. The school representative should bring the student’s emergency information form, health card and all available information pertinent to the student and the incident/illness to the hospital.

Lynn Public Schools
13. School Department personnel will not in any case transport a sick or injured child in a privately owned vehicle.
14. Under no circumstances should a student be sent to any location via taxi based solely on notification received by telephone.
15. It is strongly recommended that the student emergency information form (Form 460) be regularly updated.
16. An incident report should be sent to the Secretary of the School Committee with 24 within 24 hours.

The School's representative should bring a copy of the Student's Emergency Information Form and all available information pertinent to the student and the incident to the hospital.

Emergency Medical situations such as indecent assault and rape require Boston Police Notification via 911.

Under no circumstances should a student be released without adequate adult supervision. All instances where a student is released should be properly documented in a log in the Principal's Office. The log must indicate all pertinent information.

3. MEDICAL EMERGENCIES

The Principal has administrative and programmatic responsibility for all activities that occur in his/her school. HOWEVER, IN THOSE CASES WHERE A MEDICAL EMERGENCY EXISTS PRINCIPALS SHOULD CONSULT WITH AND FOLLOW THE ADVICE OF THE ASSIGNED NURSE. A medical emergency is defined generally as a potentially life-limiting or life-threatening situation requiring immediate medical attention.

It is the responsibility of the school nurse, if present, to determine whether a medical emergency exists and, if so, what action with regard to treatment is required; including the circumstances under which a minor student is to be released to a parent or guardian. If no nurse is present, the Principal or his/her designee is the responsible party.

It is to be expected, of course, that the nurse will work collaboratively with the building administrator. Should a Principal act in a manner contrary to medical advice, and should a student suffer any illness or injury as a result, the building administrator could be found to have acted in a grossly negligent manner, either by failing to seek or rejecting medical advice. He/she could lose the indemnification from personal financial loss and expenses, including attorney’s fees, ordinarily afforded to municipal employees in the event of litigation.

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Lynn Public Schools
4. SERIOUS INJURY/ILLNESS

In the event of a serious injury/illness or in any questionable emergency medical situation, the school administrator, nurse or authorized school personnel will call for an ambulance. This is done most expeditiously by first calling 911. The responding ambulance crew of Emergency Medical Technicians or paramedics will consult with the qualified school officials and assess the need for transportation to a medical facility.

It is our responsibility to avail ourselves of this service. Use of Emergency Medical Services resources expedites the introduction of the patient into the medical system. Emergency Medical Services personnel know hospital status at all times through their sophisticated communications system.

SCHOOL PERSONNEL DESIGNATED BY THE PRINCIPAL (NOT NECESSARY THE SCHOOL NURSE) COULD ACCOMPANY THE STUDENT IN THE AMBULANCE AND REMAIN WITH THE CHILD UNTIL THE PARENT/GUARDIAN ARRIVES.
MANAGEMENT OF MEDICAL EMERGENCIES

Each academic year, schools will enroll students residing in both local and distant neighborhoods. For that reason, the following procedures have been developed regarding transportation for sick or injured students:

1. EMERGENCY INFORMATION

An Emergency Information form containing all pertinent data which will enable the school administrator to contact the parent/guardian of a student or the parental designee MUST be on file at each school. This information must be available for each member of the school staff (faculty, custodians, coaches, paraprofessionals, cafeteria workers, etc.) This form should be completed upon the opening of school in September and updated by January 1 and again by April 1 each school year.

Each Building Administrator may practice the most expeditious means of securing necessary information.

   Immediate effort must be initiated to contact parent/guardian in the event of an injury/illness.

   Emergency Information Form should indicate the dominant language of the home.

   Staff member(s) with appropriate bilingual capability must be designated and identified.

2. ROUTINE ILLNESS/MINOR INJURY

It is the responsibility of the principal in consultation with the school nurse to decide whether a routinely ill or slightly injured child should remain in school or be released to his/her home. When it is necessary for a student to leave the school for home, the following procedures MUST be followed.

The parent/guardian, or in those cases where they cannot be contacted, the individual designated on the Emergency Information Form should be requested to make necessary arrangements for the student to be picked up at school by a responsible adult.

If the parent of a student who has sustained a minor injury or illness or the designated individuals on the Emergency Information Form cannot be located, the child MUST remain in school until the regular dismissal time.

NO CHILD IS TO BE RELEASED TO ANYONE OTHER THAN A PARENT WITHOUT THE PARENT'S CONSENT AND PROPER IDENTIFICATION AS THE PARENT'S DESIGNEE.

Lynn Public Schools
GUIDANCE PROGRAM

Guidance services are provided for each student in order to communicate the opportunities available for intellectual as well as personal growth. A guidance counselor will be assigned to each student to assist in the development of a meaningful high school program, to explore interests and abilities, and to develop educational and career plans. Services by the guidance department are available in the following areas:

Information - Group orientations, conferences, reference material about careers, colleges, and job and training opportunities.

Placement - Assisting each student to make the transition from one level of school to another, from high school to higher education, and from high school to vocation.

Evaluation - Thorough review of each student's areas of strength and weakness as shown by test results, academic and activities record, and teacher observations.

Personal/Social - Each student has needs outside of the academic and occupational categories which require attention. In the counseling process he/she has the opportunity to realize his/her worth, his/her dignity as a human being and respectability as a unique individual. Students are encouraged to utilize the services provided by their counselor.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G Student Handbooks
STUDENT PSYCHOLOGICAL SERVICES
INDICATORS OF DEPRESSION IN CHILD AND ADOLESCENTS

1. DISTURBANCE IN MOOD
   ▪ feelings of depression, sadness, etc., that persist over time (longer than three weeks)
   ▪ loss of interest or pleasure in all, or almost all, activities and pastimes that were once enjoyed

2. DEPRESSION IS OFTEN ACCOMPANIED BY EXCESSIVE:
   ▪ sleep problems (either insomnia, early morning awakening, or excessive sleep)
   ▪ loss of appetite
   ▪ feelings of low self-worth, loss of self-esteem, self-deprecation
   ▪ feelings of fatigue, low energy level, tiredness
   ▪ decreased productivity at school and/or work
   ▪ diminished attention and concentration
   ▪ social withdrawal
   ▪ irritability and anger
   ▪ tearfulness and crying
   ▪ pessimism about the future
   ▪ excessive feelings of guilt or self-reproach
   ▪ talk of death or suicide, thoughts about death, suicide or running away
   ▪ acting out behavior including risk-taking behavior, sexual activity, and persistent school problems
   ▪ frequent physical complaints

Lynn Public Schools
STUDENT PSYCHOLOGICAL SERVICES
WHAT IS ANOREXIA?

Anorexia is a serious, life-threatening disorder with many underlying emotional causes. Someone with anorexia, usually female, intentionally starves him/herself. The person is obsessed with the idea of eating food, but because of emotional problems, he or she denies his or her hunger. Over a prolonged period of time, anorexia can cause severe medical problems and even lead to death.

RED FLAGS FOR EARLY INTERVENTION

1. 20% - 25% weight loss
2. Dieting when not overweight
3. Claiming to feel fat when not overweight
4. Preoccupation with food, calories, nutrition, and/or cooking
5. Denial of hunger
6. Excessive exercising
7. Frequent weighing
8. Complaints about feeling bloated or nauseated when eating normal amounts of food
9. Distorted body image
10. Loss of hair
11. Growth of fine body hair
12. Intolerance to cold temperature
13. Amenorrhea – the absence of regular menstrual cycles.

Lynn Public Schools
STUDENT PSYCHOLOGICAL SERVICES
WHAT IS BULIMIA?

Bulimia is characterized by repeated episodes of binge eating followed by purges using self-induced vomiting, laxatives, diuretics, or excessive exercise. Someone with bulimia, usually female, focuses on his/her body and weight because she/he often feels unable to cope with deeper emotional conflicts or pressures in his/her life. Bulimia can cause severe problems with the teeth, the digestive system, and the heart.

RED FLAGS FOR EARLY INTERVENTION

1. Inconspicuous binge eating
2. Menstrual irregularities
3. Swollen glands
4. Frequent significant weight fluctuations due to alternating binges and fasts
5. Fear of inability to stop eating voluntarily
6. Excessive concern about weight
7. Strict dieting followed by binges
8. Expressing guilt or shame about eating
9. Feeling out of control
10. Disappearing after a meal
11. Depressive moods
12. Frequent overeating, especially when distressed

Lynn Public Schools
STUDENT PSYCHOLOGICAL SERVICES
PROCEDURES FOR WORKING WITH STUDENTS WHO MAY BE DEPRESSED

1. The first responder should contact the adjustment/guidance counselor.

2. The adjustment counselor interviews the student to assess the degree of risk.

3. The guidance/school adjustment counselor determines the student's need for interventions which may include:
   
   A. Referral to outside or in-school psychologist.

   B. Continued contacts with the adjustment/guidance counselor.

4. The guidance counselor or school adjustment counselor contacts the parents.

5. Follow up with family and student to determine which service will be utilized.
STUDENT PSYCHOLOGICAL SERVICES  
PROCEDURES FOR EATING DISORDERS

Anorexia nervosa and bulimia nervosa are high risk, urgent health disorders. Therefore, involvement of all appropriate persons/agencies is in the best interest of the student. Outside agencies can help. Every effort should be made to keep the anorexic/bulimic student in school completing her/his academic obligations.

1. First responder notifies counselor.

2. Counselor assessed initial situation.
   a. Talks with parents.
   b. Encourages parental involvement.

3. Informs parents of treatment sources.

4. Notification of additional staff at the discretion of the counselor. Nurse should be notified.

5. Counselor should work with family.

6. Hotline number for eating disorders is:
   Anorexia and Bulimia Association
   133 Cedar Lane
   Teaneck, NJ 07666

Lynn Public Schools
SUICIDE PREVENTION AND INTERVENTION

POLICY STATEMENT

It is the policy of the Lynn Public Schools to provide a full array of services for students, through the utilization of both internal and external support resources, in order to promote their social and emotional growth and well-being. In those cases where individual students are at-risk or in-crisis, all staff shall cooperate in providing those supports needed to address the student's problem and to normalize, insofar as possible, the student's learning situation. In those cases where a death occurs within the school community, staff shall collaborate, under the direction of the building administrator, in addressing those problems and issues raised by that death among the students, staff and parents.

POLICY GUIDELINES

The following policy guidelines have been established to address the issue of suicide prevention and intervention and shall be followed in all schools:

1. All staff should be aware of suicide distress signals and symptoms outlined herein.

2. All staff have an obligation to be knowledgeable about and to cooperate fully in the implementation of the Lynn Public Schools' Suicide Prevention and Intervention Policy Statement and Policy Guidelines.

3. Building administrators shall provide leadership in addressing the issue of suicide prevention and intervention and shall establish and maintain the following support mechanisms required to address the issue within the wider school community:
   a. Ensure the provision of in-service for staff in the fall of each school year concerning the issue of suicide/crisis intervention and prevention.
   b. Establish and maintain linkages with appropriate community-based support agencies that will assist the school in addressing this issue.
   c. Collaborate with the School Parent Council in the provision of information and support as required.
   d. Provide information and services to students with a view to implementing fully the letter and spirit of the Lynn Public Schools' Suicide Prevention and intervention Policy.
PREVENTION STRATEGIES

It should be the goal of the school community to work together, under the leadership of the building administrator, to establish and maintain a program of suicide prevention. The components of such a program should provide annual in-service on the subject, a knowledgeable staff and school community, linkages with appropriate community support agencies and the inclusion in the established curriculum and school program of pertinent information outlined in this section of the memorandum are designed to enable each school to establish a suicide prevention and/or early intervention system; however, the suggestions outlined herein are not all-inclusive. Schools and their cooperating agencies and parent councils might implement other support programs that would be more effective in a particular school and at a particular level. Such initiative is encouraged.

The strategies outlined herein are recommended as part of a school-based suicide prevention program.

1. Conduct a Suicide In-service Program

Each school must devote time at an inservice meeting as soon as possible in the school year to review the school-based suicide prevention program (either planned or available), the intervention procedures for students who are in crisis, and to share other information such as suicide distress signals.

2. Consider Group Counseling or support groups.

3. Consider Student Stress Workshops.

INTERVENTION STRATEGIES

All staff has an obligation to be familiar with the intervention strategies outlined herein. There are different levels of intervention required of staff depending upon the nature and seriousness of the confronting situation. The "prevention strategies" were characterized as "proactive" in nature; whereas the "intervention strategies" might best be characterized as "reactive" in nature.

Intervention procedures are implemented in reaction to an emergency or crisis situation, depending upon the actions and/or immediate needs of the student.
1. **EMERGENCY SITUATION (LEVEL 1)**

In this situation, a student has committed an act of self-abuse or self-destruction. Emergency **MEDICAL TREATMENT** is the primary and immediate need.

**a. Action Required of the Staff Person on the Scene**

1. Contact the Principal or designee.
2. Contact the school nurse.
3. Do not leave the person alone.
4. Remove the person from any immediate means of hurting himself/herself.
5. Initiate first aid, if possible.

**b. Action Required of the Principal**

1. Initiate emergency procedures.
2. Contact the parent/guardian and inform him/her of the situation and the hospital to which the student is being taken.
3. The nurse should accompany the student to the hospital. However, in the event the nurse is not present at the time of the incident, the Principal should designate a member of the staff to accompany the student.
4. Complete an incident report.
5. Contact the Superintendent's Office.
6. Contact the Crisis Response Specialist if necessary.
7. Call police.

**c. Action Required of the Nurse**

1. Initiate required medical procedures.
2. Accompany the student in the ambulance or public safety vehicle to a medical care facility.
3. Remain with the student until the parent/guardian arrives or for as long as possible.
4. Keep the Principal informed of the student's condition. This includes informing the building administrator when the nurse is leaving the hospital.
5. Assist the Principal in completing the required report.
2. **CRISIS SITUATION (LEVEL 2)**

In this situation, a student is making threatening gestures or statements about him/herself.

Emergency **PSYCHIATRIC/PSYCHOLOGICAL TREATMENT** is the primary and immediate need.

a. **Action Required of the Staff Person on the Scene**

1. Contact the Principal or designee.
2. Take the situation seriously.
3. Never ignore or underestimate a suicide threat.
4. Remove the person calmly but firmly from any immediate means of hurting himself/herself.
5. Keep calm, be a concerned and willing listener.
6. Do not leave the person alone.

b. **Action Required of the Principal**

1. Continue the support initiated by the staff person.
2. Contact the parent/guardian and request his/her immediate presence.
3. Contact the school nurse, adjustment counselor or The City Mental Health.
4. Assure internal referral and follow-up, and/or referral to an external community support agency.
CHILD ABUSE AND NEGLECT
GENERAL INFORMATION

Massachusetts Law (Chapter 1 19A, and 5 lB of the General Laws as amended by Chapter 1076 of 1973) requires that certain persons who in their professional capacity have reasonable cause to believe that a child under the age of eighteen (18) years is suffering serious physical or emotional injury resulting from abuse inflicted upon him/her, to include sexual abuse or neglect, SHALL IMMEDIATELY VIA TELEPHONE, REPORT THIS CONDITION TO THE DEPARTMENT OF SOCIAL SERVICES (Area Offices Telephone Directory attached), and then in writing within forty-eight hours on the attached Report Form. The Report Form should be sent by registered mail, with return receipt requested, to the appropriate DSS Area Office. A new Report Form must be completed for each new injury or re-injury. A 24-hour hotline is also available (1-800-792-5200).

WHO MUST REPORT

By law, the following professionals must report cases of child abuse or neglect to the Department of Social Services: Physicians, Medical Interns, Medical Examiners, Dentists, Nurses, Teachers, Educational Administrators, Guidance Counselors, Family Counselors, Probation Officers, Social Workers, and Policemen. Any other person may report a case of child abuse or neglect when there is reasonable cause to believe that a child is suffering as a result of abuse or neglect.

IMMUNITY

All reports will be held in strict confidence and no person required to report and making such a report in good faith shall be held liable in any civil or criminal action by reason of such report.

In accordance with Chapter 516 of the Acts of 1989, persons who are mandatory reporters of child abuse may share information with the Department of Social Services during the conduct of a specific investigation of a 51 A child abuse report. Those persons who share information are protected from civil or criminal liability for providing such information without parental consent.

WHAT TO REPORT

Any incident in which there is reasonable cause to believe that a child's physical or mental health or welfare is harmed or threatened with harm through abuse or neglect by a person (or persons) responsible for the child's health or welfare must be reported.
ABUSE INCLUDES

a. Physical, mental or emotional injury by other than accidental means, i.e., beatings, cuttings, burns, broken bones, multiple bruises.
b. Physical dependency on an addictive drug at birth.
c. A sexual offense against a child as defined in the criminal laws of Massachusetts.

NEGLECT INCLUDES

Neglect is deemed to exist when the person (or persons) responsible for a child's care fails to provide the child with:

a. Adequate food, clothing, shelter, education, or medical care and/or

b. Proper supervision and/or guardianship, although financially able to do so. Attached are the procedures to be followed in reporting such cases.

Attachments
1. Procedures for Reporting Suspected Child Abuse/Neglect Cases
2. Commonwealth of Mass. Dept. of Social Services Abuse/Neglect Form
3. Area Office and Telephone for Reporting Purposes

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE AND NEGLECT CASES

1. The first step in identification of a suspected case of child abuse/neglect will be an awareness and heightened level of concern about a child by a teacher or other adult within the school building.

2. The teacher or any other mandated reporter will report to the Building Administrator and confer with the school nurse immediately with his/her concerns about the abuse. The nurse will be responsible for examining and documenting the child's condition immediately.

3. Data concerning the student will be obtained within the school building (through discussions with school administrators, teachers, student support personnel, and a check of appropriate educational/health records). This information will be needed when reporting the case to DSS.

Lynn Public Schools
3. Once information is collected concerning the child's abuse and decision to file is made, the Building Administrator or designee will call the Department of Social services to report the case, or the Hotline number after 5 p.m. Within 48 hours the Building. Administrator or designee will send written notification to the Department of Social Services by registered mail. A confidential copy of the written notification should be retained in the office of the principal. If the alleged abuser is an employee of the Lynn School Department, a copy of the notification should also be forwarded to the Office of the Superintendent.

4. In a case of a disagreement concerning the need to report, the Building Administrator may not substitute his/her judgment for any mandated reporter within the school. While agreement of all professionals involved is desirable, the Building Administrator must report to the Department of Social Services even if he/she believes the teacher, nurse or other mandated reporter is wrong.

5. A decision will be made as to how, when, and by whom the family, including the child, will recommended.

6. A feed-back report from the protective service worker of the Department of Social Services is expected by the Building Administrator and may be used to plan further collaboration with other professionals assisting the family.

8. A system of documentation that assures confidentiality must continually be exercised throughout this procedure. Reports will not be part of a child’s educational record, but will be kept separately. The school will maintain files of the SIA reports for no more than three years.

9. Each school building will designate a representative who will insure that the above reporting steps take place in the event of the Building Administrator’s absence.

**EMERGENCY PROTOCOL**

In the event of a clear emergency where the life or safety of a child is in imminent danger, DSS should be notified and a 51A Report be filed immediately, a written report must be filed within forty-eight hours. After 5:00 p.m. the Child Abuse Hotline should be used: 1-800-792-5200.

“Massachusetts General Laws Chapter 119, Section 51B (3) authorizes DSS to take a child into immediate temporary custody without parental permission or prior notice. If it were to happen in the school setting, the DSS representative will present an official DSS identification card and, if requested by the school administrator, will provide the telephone number of the representative’s immediate supervisor so that verification of this action may be confirmed.”

*Lynn Public Schools*
In the event custody of a student is taken by DSS as noted above, the building administrator shall:

1. verify DSS representative identification
2. contact the immediate supervisor to verify need for action
3. maintain a log of action, DSS employee(s) involved and DSS office involved
4. provide any other pertinent information

A copy of said log shall be retained in the office file and in the confidential student file.

Department of Social Services
Lynn Area Office
20 Wheeler St.
Lynn, MA 019023
781-477-1600

School Committee Approval:
(Date)
Child Abuse and Neglect Hotline:
1-800-792-5200
REPORT OF CHILDREN ALLEGED TO BE SUFFERING FROM SERIOUS PHYSICAL OR EMOTIONAL INJURY BY A USE OR NEGLECT

I Massachusetts law requires an individual who is a mandated reporter to immediately report any allegation of serious physical or emotional injury resulting from abuse or neglect to the Department of Social Services by oral communication. This written report must then be completed within 48 hours of making the oral report and should be sent to the appropriate Department office.

Please complete all sections of this form. If some data is unknown, please signify. If some data is uncertain, place a question mark after the entry.

**DATA ON CHILDREN REPORTED**

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Location/Address</th>
<th>Sex</th>
<th>Age or Date of Birth</th>
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**DATA ON MALE GUARDIAN OR PARENT**

Name: ____________________________________________

First ___________ Last ___________ Middle ___________

Address: __________________________________________

Street and Number ___________ City/Town ___________ State ___________ Zip Code ___________

Telephone: __________________________ Age: __________________________

**DATA OF FEMALE GUARDIAN OR PARENT**

Name: ____________________________________________

First ___________ Last ___________ Middle ___________

Address: __________________________________________

Street and Number ___________ City/Town ___________ State ___________ Zip Code ___________

Telephone: __________________________ Age: __________________________
DATA ON REPORTER/REPORT

Report Date: _________________________ Mandatory Report / Voluntary Report

Name: _______________________________________________________________________
  First  Last  Middle

Telephone: _________________________

Has reporter informed caretaker of report?  Yes / No

What is the nature and extent of injury, abuse, maltreatment, or neglect, including prior evidence of same? (Please cite the source of this information if not observed firsthand.)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What are the circumstances under which the reporter became aware of the injuries abuse, maltreatment, or neglect?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________

Lynn Public Schools
What action has been taken thus far to treat, shelter, or otherwise assist the child(ren) to deal with the situation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please give other information that you think might be helpful in establishing the cause of the injury and/or the person(s) responsible for it. If known, please provide the name(s) of the alleged perpetrator(s)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Reporter:

Lyinn Public Schools
CHILD ABUSE/NEGLECT

In accordance with Massachusetts state laws, school employees are required to report suspected cases of child abuse and neglect.

The Massachusetts General Law states:
Any mandated reporter who, in his or her professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon him or her, shall immediately report such condition to the Department of Social Services by oral communication and by making a written report 48 hours after the oral communication. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars.

DEFINITIONS:

MANDATED REPORTERS: Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, probation officer, social worker, foster parent, firefighter or police officer.

REPORTABLE CONDITIONS: A serious physical or emotional injury resulting from abuse and neglect, or the commission of any act by a caretaker or other individual with a child which constitutes a sexual offense under the criminal laws of the Commonwealth, or the physical dependence of a child upon an addictive drug at birth. Reportable conditions include:

1. Physical Abuse: Any act of commission by a caretaker resulting in fracture of a bone, bruise, swelling, impairment of any organ, burn, bleeding, or any other such injury including malnutrition.

2. Neglect: Failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate nutrition, clothing, shelter, medical care, supervision, or other essential care.

3. Emotional Maltreatment: Acts by the caretaker which result in extreme emotional

4. Sexual Abuse: Inappropriate use of a child for the sexual gratification of a caretaker.

Lynn Public Schools
CHILD ABUSE

CLUES TO LOOK FOR

There are several clues that educators should look for when considering the possibility of child abuse. One sign alone may not necessarily indicate abuse. If a number are present, it is prudent to consider the possibility of child abuse. The teacher or school worker should suspect abuse if a child --

- is habitually away from school and constantly late
- arrives at school very early and leaves very late because he does not want to go home
- is compliant, shy withdrawn, passive, and uncommunicative (perhaps having internalized his problem of dealing with adults)
- is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his hurt to secure attention)
- has an unexplained injury - a patch of hair missing, a burn, limp, or bruises
- has an inordinate number of "explained" injuries such as bruises on his arms and legs over a period of time
- exhibits an injury that is not adequately explained
- complains about numerous beatings
- complains about mother's boyfriend "doing things" when the mother is not at home
- goes to the bathroom with difficulty
- is inadequately dressed for inclement weather with, example only a sweater in winter for outer wear
- wears a long-sleeved blouse or shirt during the summer months to cover bruises on the arms
- has clothing that is soiled, tattered, or too small for
- is dirty and smells or has bad teeth, hair falling out, or lice
- is thin, emaciated, and constantly tired, showing evidence of malnutrition and dehydration
educators should also suspect child abuse if the parents --

- show little concern for their child's problems
- do not respond to the teacher's inquiries and are never present for the teacher's visits or for parents nights
- take an unusual amount of time to seek health care for their child
- do not adequately explain an injury
- give different explanations for the same injury
- continue to complain about irrelevant problems unrelated to the injury
- suggest that the cause of an injury can be attributed to third party
- are reluctant to share information about the child
- respond inappropriately to the seriousness of the problem
- cannot be found
- are using alcohol or drugs
- have no friends, neighbors, or relatives to turn to in crisis
- have unrealistic expectations for the child
- are very strict disciplinarians
- were themselves abused, neglected, or deprived as children
- have taken the child to different doctors, clinics, or hospitals for past injuries (often called "doctor shopping" or "hospital shopping")
- show signs of loss of control or a fear of losing control
- or are unusually antagonistic and hostile when talking about the child's health problems

Lynn Public Schools
Such clues can help the educator make an informed decision about reporting. Again, as educators, you are not required or expected to make unilateral investigation but only to report suspected abuse.
CHILD ABUSE

CHAPTER 119, SECTION 51A, REQUIREMENT TO FILE REPORT ON INJURED CHILDREN

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologists, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, probation officer, social worker, foster parent, firefighter or policeman, who, in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon him including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person's designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse, maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment, or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible therefore; and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.
In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such a report shall be liable in any civil or criminal action by reason of such report if it was made in good faith.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by section one hundred and thirty-five of ~ chapter one hundred and twelve or by section twenty or twenty B of W chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to this section. Added by St. 1973, c.1076, 6.5; amended by St. 1975, c.276, s.4; St. 1977, c.501; St. 1977, c.942; St. 1978, c.215, s.1; St. 1979, c.312, s.1; St. 1980, c.434; St. 1981, c.91, s.2; St. 1982, c.102.
STUDENTS WHO ARE VICTIMS OF VIOLENCE

Violence within relationships has existed for centuries. It is a problem that remains with us today. Often violence between men and women has its roots in their dating relationships while they are in high school. By extrapolating national figures, we can be assured that there are students in the Lynn Public Schools who are victims of dating violence and acquaintance rape. More than 50% of all females experience some sort of dating violence. Date rape is more common than left-handedness and alcoholism.

DEFINITIONS

**Sexual Assault** is any kind of sexual contact that if forced. Obscene phone calls, indecent exposure, touching private parts of the body without consent and pressure to have sexual contact are all forms of sexual assault. Sexual assault also includes rape and incest (sexual contact forced by a parent, someone with parental authority, or any other relative). Anyone who experiences forced sexual contact is a victim of sexual assault.

**Rape** is a violent act of vaginal, anal, or oral penetration by a penis, finger, or object. Its purpose is the overpowering and humiliation of the victim. Rape, is not just "sex when you do not feel like it" because the violence of the penetration causes pain and injury.

**Acquaintance Rape** is committed by someone the victim knows. The victim and rapist might be neighbors, date, guests at a party, classmates, friends, or spouses. Most rapes are of this nature. The prime targets of acquaintance rape are women between the ages of 17-24.

**Dating Violence** is battering that occurs within a dating rather than marital relationship. In most cases (98%) the male is batterer and the female is the victim.

SYMPTOMS

Students who are victims of sexual assault may show some of these symptoms:

- insomnia, nightmares
- apparently groundless fear
- unusually aggressive or withdrawn behavior
- precocious sexual behavior
- running away from home
- drug or alcohol abuse
- suicide attempts
Verbal cues may indicate that a student is a victim of sexual assault. "My step father bothers me" is an example of a verbal cue.

Signs that a girl or woman is in an abusive relationship include:

- Not socially active
- Does not have close friends
- Wears concealing apparel to cover bruises
- Has many accidents and physical complaints

A staff member who is concerned that a student may be a victim of any of the above forms of violence should contact the guidance counselor or school adjustment counselor.
CHILD ABUSE/NEGLECT
PROCEDURE OF REPORTING CHILD ABUSE

Assessment of reportable conditions:
The mandated reporter will be responsible for determining if a reportable condition exists. For help in establishing a reportable condition, the mandated reporter might choose to consult with one or more of the following: guidance counselor, teacher, administrator, nurse. A meeting including the above might occur.

Notify the Department of Social Services of any reportable conditions by phone. (596-0200)

If required by Department of Social Services, submit a written report (Form S1A) within 48 hours to Department of Social Services, 20 Wheeler Street, Lynn, MA 01901.

Some or all of the following information may be required for each oral and written report:

1. the time and the date of the report
2. child's age and sex
3. names and addresses of the child and his/her parents
4. the nature and extent of injuries, abuse, maltreatment or neglect
5. the language spoken by the child and caretaker
6. the circumstances under which the person required to report first because aware of the situation involving abuse or neglect
7. any evidence of prior injury, abuse or neglect
8. name of person or persons making the report and their relationship to the child
9. the indication of possible further harm to the child; if a risk exists; whether it is imminent
10. the action taken, if any, to treat, shelter or otherwise assist the child
11. a determination whether or not the reporter is a mandated reporter
12. the name, address and telephone number of the institution, school or facility, if any, that the reporter represents
13. the name of the person providing the information, if other than the reporter
14. any other information that the reporter believes will be helpful

The mandated reporter will notify an administrator, the nurse and the student's counselor of any reported conditions.
TRAUMA MANAGEMENT  
DEATH, GRIEF, AND LOSS

The process of grieving - the kind that promotes good mental health involves the following four psychological tasks: understanding, grieving, commemorating, and going on. This protocol is designed to assist with the accomplishments of this task. Much of the material in this protocol is the original design of the Judge Baker Children's Center in Boston. The purpose of these guidelines is to help members of the Lynn Public School community respond to the needs of students and faculty at times of grief and loss in order to help them remain psychologically healthy and to prevent the development of later psychological problems.

CRISIS TEAM: Implementation of this plan depends on having a school system crisis team and having all faculty and staff aware of the protocol. The Crisis Response specialist will assist and coordinate with the school principal/designee. His/her responsibility will be to facilitate and guide the crisis team under the direction and support of the principal/designee.

PROCEDURE:

1. The principal or his/her designee will contact the family to verify the death or illness and the information the family is willing to share with the school population.

2. The principal will notify the Superintendent or associate Superintendent regarding the above.

3. Teachers and students shall not respond to inquiries from the media. All media communications and information will come from the Superintendent's office.

4. The principal notifies the crisis team coordinator who calls together the crisis team. The crisis team promptly meets with the principal to develop and implement the plan for informing students and staff and for obtaining necessary support services. The team will identify potentially vulnerable faculty, staff, and students and plan for how they will be informed privately of the situation. Vulnerable people include best friends, students with whom the deceased has had a conflict, siblings, people with a similar illness or death in the family, and faculty with a child the same age as the student who died, for example.
5. If the death of a student or staff member occurs in the presence of others, these people should be considered extremely vulnerable. The team should be particularly attentive to the needs of this group. When indicated, parents of these students will be contacted by phone and a referral will be made if the parents wish.

6. The principal or his/her designee shall prepare a brief statement containing the information that can be shared with students and staff by the faculty. Information shall include factual details of death, plans for offering support that day, and any known funeral plans.

7. Faculty and staff shall be called together at the beginning of the school day for a brief meeting and the information is shared with them. If information is received during the day, a meeting (or meetings) are arranged for faculty and staff as soon as possible. (Perhaps in two groups during the lunch hour or with half the faculty covering for the other half during the class day and reversing that procedure to meet with the other half of the group). If the tragic incident occurs when school is not in session, a telephone list can be used to share verified information with the staff and at the same time inform the staff that there will be a brief meeting at the opening of the next day school is in session. Each principal should develop a phone tree to assist in this process.

8. Faculty must have a chance to briefly absorb and deal with the information before being expected to share it with students. Be sure the information is shared with custodian staff, cafeteria personnel, crossing guards, etc.

9. Faculty will share the information they have been given with the students for whom they are responsible at the time of the announcement. A public address system or a large assembly shall not be used to make the announcement. No additional information beyond that in the written announcement may be shared. Provide an opportunity for students to discuss what has happened. Students are to remain in the same setting until the principal or his/her designee (for middle or high school students) or the teacher (for elementary school students) determines they are ready to resume their schedules.

10. The members of the crisis team will be available to assist faculty who would like help in talking to students. In many situations, it will be necessary to implement a Crisis Room where students and/or staff can go to receive additional support so that students and teachers may resume their regular school schedule. The principal will designate the crisis area according to the situation.

11. If possible one member of the team will follow the daily schedule of a middle or high school student for the first day after the crisis to be available to students who were in classes with the student or faculty member.

_Lynn Public Schools_
12. The crisis team will assist the principal in drafting letters to parents in their native language to be signed by the principal. The letter should contain the same information that was shared with teachers and students, should inform the parents of what the school has done and will be doing to assist students in dealing with this matter, and should encourage parents to be in touch with the school if they have particular concerns about their student's response to this situation. This letter will go home the same day will all students.

13. When a major crisis occurs, a brief faculty meeting could be held at the end of the day to discuss how the day went for them and their students. Touch base with support staff if they cannot attend the meeting. To assist in the grieving process it is best to serve refreshments at this meeting if at all possible.

14. The Crisis Responses Specialists or a designated member of the crisis team should notify all helping agencies or individual in the community if appropriate.

15. Utmost sensitivity could be used in the handling of the deceased's belongings. Articles could be placed in a box or a suitable container. It is recommended not to use plastic trash bags. The return of the belongings should not be rushed. Determine when families are ready to receive them.

16. Schools should not be closed unless in the most extreme situation or; determined by the Superintendent with prior state approval. Faculty and student participation in wakes and/or funeral is on an individual basis, and arrangements should be made to allow staff representatives the opportunity to attend. Student participation should be under parental supervision.

17. Classes may be planned by the teacher to welcome back a fellow classmate who has experienced the death of a family member. The crisis team could assist in this process. A bereaved student could be asked, “How can we be of support to you?, When you come back to school what can we do to welcome you back?”

18. When a friend dies, adolescents must find some way to formally or informally remember the person who died. Such activity confirms the reality of death and the value of human life. In planning for commemoration, students will be a part of the planning. This step should not be rushed; it may take a period of time. A member of the crisis team will be available to the staff and students to help in the planning of the commemoration. Every life, no matter how tragically short or what the cause of death, should be commemorated. In the case of suicide, input from the crisis team is necessary prior to starting this process.

(See commemoration policy guidelines)
19. As students and staff begin to go on with their lives, the crisis team is still alert for potential delayed stress reactions. Any student whose behavior changes after the death should be referred by a staff member to a representative of the crisis team. Members of the team will assess the need for intervention and notify the parent if necessary. Vulnerable staff members who have suffered significant loss in their own lives should be identified and referred to a representative of the crisis team for possible counseling services or support. Behavior changes might include: excessive absence, tardiness, isolation, depression, lack of interest or participation, and withdrawal.

20. The crisis team will have a follow-up meeting to assess how well this protocol responded to the needs of the school community and to make any needed changes or additions. The team will meet together at least twice a year regardless if there is a crisis or not.

21. If a death occurs over the summer, the Principal will decide if the school should open for crisis counseling, or if some acknowledgement of the incident should occur in the fall when school re-opens.
COMMEMORATION POLICY GUIDELINES

The process of commemorating the death of anyone in the school community is an extremely important part of healthy grieving. Bringing people together to discuss how to make meaning of the person's life allows for a necessary review and reflection of that person. Furthermore, it promotes the opposite for closure, in that it signals a transition from acute grief to the more long-term phase of feeling the sadness of the loss. Therefore, there is no need to rush the task of commemoration. In fact, it is better to wait until the immediate impact of loss calms down. Many communities prefer to mark the one year anniversary of a death with some kind of formal commemoration. There are a number of key ideas to keep in mind when looking at a way to remember someone.

1. One size does not necessarily fit all. That is to say, one type of commemoration for every death (i.e.: a tree, a plaque, a scholarship fund) may not allow for proper thoughtfulness and reflection by the community or truly represent the individuality of the person who died. Ask yourself, "What was important to this person and how can we truly honor and celebrate his or her memory?"

2. On the other hand, be aware of inequality in commemoration. There must be some limit that serves to promote fairness and eliminate hurt feelings among community members. For example a big observance for a popular student and a moment of silence for a not so popular one, ask yourself, "Is this type of commemoration possible for any and all future losses in our school?" In other words, for each commemoration it is important to think about the precedent that is being set.

3. If the death is a suicide there are a number of special considerations. Most important to consider is the necessity in preventing future suicides. Therefore, it is critical to avoid glorification of the student who died. Ask students to remember their friend by raising funds and providing students, teachers and/or parents with a workshop on assisting adolescents with problem solving, decision making, or managing stress. Do this workshop in the memory of the person who died. Offering a scholarship, hanging a plaque or some other such "honor", gives students a mixed message and presents a risk that there will be other students who find themselves saying, "No one remembered Jim until he killed himself...I wonder if I ... then people will remember me."

4. Always remember when it comes to commemoration, the process is more important than the product. Let the students participate fully in the process. It may turn out that the adult community needs to commemorate the loss of an adult in a slightly different manor from the one developed by the children or adolescents.

Lynn Public Schools
TRAuma Management
Responsibilities

Principal

1. Verify death or situational information.
2. Call Superintendent with information.
3. Identify any resources needed.
4. Call faculty meeting - alert all staff.
5. Call crisis team and crisis response specialist
6. Work with team crisis team:
   - chair faculty/staff meeting to announce incident
   - draft memo for students to be read by teachers
   - draft letter to parents
   - assist with contacting helping agencies and individuals
   - assist with identifying vulnerable staff and students
   - ask Superintendent's office to be prepared with media
7. Hold a brief end-of-day meeting. Refreshments should be served if possible.
8. Arrange to return student or staff belongings in a personalized and caring manner.

Superintendent

1. Call School Committee chairperson if appropriate.
2. Approve necessary expenditure.
3. Notify associate Superintendent who calls other principals and checks on siblings.
4. Deal with all media inquiries.

Crisis Team Coordinator and Crisis Response Specialist

1. Notifies other team members and calls a meeting.
2. Outlines initial steps to be followed by team - where to meet and what needs doing.
3. Identifies and coordinates additional school and unity resources.
4. Conducts follow-up meeting with team.

Crisis Team and Crisis Response Specialist

1. Assists principal in preparing statement for faculty to share with students and drafting letter to parents.
2. Identifies vulnerable staff and students with principal's help.
3. Assists any teachers who may want help in sharing information with class or teachers who may need "time out."
4. Is available to meet with students or faculty who may need to talk with someone.

Lynn Public Schools
SAMPLE LANGUAGE FOR CALL TO FAMILY

Death of Student or Staff

This call needs to center on caring for a family and their needs.

I wondered what we could do to help you during this difficult time?

It is not easy for me to call you but I wanted you to know that we at the school &e all thinking of you...

We've been thinking about you and wondered what we here at school can do to help....

Perhaps if we give the students some information, that may stop some of them from calling you directly- unless you want to hear from them....

Rumor Verification of Death or Accident

Some of the students arrived at school with some rumors about Sally and we wanted to check them with you.

We wondered how you would like us to handle this with staff and students and what information you would be comfortable having us share....

We'd like to be supportive of you and we don't want to do anything to upset the family...

Lynn Public Schools
SAMPLE LETTER TO BE READ TO STUDENTS

Brian Doe: 9/6/83 to 9/26/99             Parents: Linda and Paul Doe
Sophomore

As many of you have heard there was a tragic car accident last night and Brian Doe, a sophomore here at North High, died.

Brian was killed when a car hit him, crossing the inter-section of Pine and Grove Street Sunday night at 10:30.911 was called immediately by someone who witnessed the accident and Brian was taken by ambulance to the emergency room where he died soon after arrival.

There is a police investigation going on now to determine what exactly happened. At this time no one has been charged with a crime. We will keep you updated on any new information that we receive.

Brian's parents, Linda and Paul Doe, appreciate your concern and support during this very difficult time. They would prefer not to receive any phone calls at this time but would appreciate cards and letters. They will let us know where and when the funeral will be held.

(After sharing the basic information please give your students time to process what has happened they may have many questions and concerns. Facilitating a discussion about what happened will give your students the opportunity to begin to understand what has happened and share their feelings; be sure to give them the opportunity to remember Brian. Be authentic!! Share your feelings too. This is positive role modeling)

Lynn Public Schools
SAMPLE LETTER TO PARENTS

Sample Letter to Parents

North High School
512 North Street
Anywhere, MA 02000

___________________, Principal

Dear Parents:
September 27, 1999

It is with a great deal of sadness that I am writing to tell you of the tragic death of Brian Doe, a 15 year old sophomore, and student at North School.

Brian was killed, when hit by a car, crossing the intersection of Pine and Grove Street at 10:30 p.m. on Sunday night, September 26th. He was immediately taken to the emergency room at Children's Hospital where he died soon after arrival.

We have a crisis intervention team and procedure in place at school. Our staff has spoken with all the students and they have given them all the information they know about the accident. They have also given the students time to process their questions and feelings concerning Brian's death. The teachers, as well as trained mental health professionals, will continue to be available today and in the future to provide support.

Brian's parents, Linda and Paul Doe, will let us know when and where Brian's funeral will be held and we will share that information with you. They asked us to let everyone know that they appreciate the community's concern and support in this most difficult time. They would prefer not to receive phone calls at this time but would appreciate cards and letters. Their address is:

Linda and Paul Doe
416 Green Street
Anywhere, MA 02000

Sincerely,

___________________Principal

Lynn Public Schools
SAMPLE LETTER TO PARENTS

Dear Parents:

We learned today that an eighth grade student, Mollie Katz, died in a car accident on Thursday morning. We would like to share with you what we are doing in school to support students as they experience the normal sense of loss and grief that follows the accidental death of a close friend. We would also like to offer some suggestions for talking with your child and some resources for additional support.

On Friday the students were informed and many of them became upset. A team of mental health professionals was notified Thursday afternoon and were available today to speak with any student who expressed an interest. The school guidance team will be monitoring all students and will call parents if any unusual reactions are observed in school.

All of us, in our own way, try to make sense of death, particularly the accidental death of a child. Children want to understand, but are often unsure and awkward in expressing their concern. The following normal adolescent responses is taken from the Good Grief Program’s description of psychological tasks for children when a friend dies. This material was developed by Dr. Sandra Fox, The Director of the Good Grief Program at Judge Baker Children’s Center in Boston, Massachusetts.

UNDERSTANDING: Adolescents work hard to make sense of their own eventual death and of the deaths of others. Just when they are being asked to take responsibility for their own lives, they are confronted by experiences that challenge their own lives, and they are confronted by experiences that challenge their belief in their own immortality. They privately worry about the consequences of their own risk-taking behaviors while publicly proclaiming their invulnerability. They are emotionally vulnerable when a death occurs and often sob or hug each other. They are concerned about what it is worth living for and what it is worth dying for. They want to understand adult rituals at the time of death, but often prefer to develop their own. Their grief at times of death tends to be expressed with peers rather than with family members, often causing adults to believe the adolescent is not grieving. Adolescents are embarrassed when people know their parent or brother/sister has died because they feel this makes them different than others their own age.

GRIEVING: Normal grief includes both sadness and anger. Adolescents can be overly sad and angry, as well as distracted or irritable. Adolescents may claim that they are fine, yet parents notice increased uneasiness, irritability and an inability to focus and attend to normal routines. Grieving usually lasts through adolescence if the death has been that of someone close to the student. Adolescents tend to grieve with their friends rather than with their family members.

Lynn Public Schools
COMMEMORATING: When a friend dies, adolescents must find some way to formally or informally remember the person who died. Such activity condemns the reality of the death and the value of human life. It is important that students be included with faculty in planning a school commemoration. Commemoration activities may take place several weeks or months after the death and should not be rushed.

GOING ON: When adolescents have accomplished the tasks of understanding, grieving, and commemorating, they often need a kind of verbal permission to go on. They wonder when his all right to laugh again, to have fun and not be sad all the time. We can help them understand that going on does not mean forgetting.

When speaking to adolescents about death, the skills of active listening are helpful. Without pressuring, let your child know you are available to talk. Listen and accept what is said. Encourage the child to express his/her feelings, but let him know that we all have different ways of expressing our grief. Some of us are demonstrative that others. Just because they are not crying doesn’t mean that they don’t care. Acting withdrawn or distracted are also signs that they are concerned about what happened. Intense feelings are characteristic of adolescents, though they do not mean that the feelings will persist beyond the appropriate time.

Below are the names of a few mental health agencies in the area. If you would like additional information or support please do not hesitate to call them or the school with your questions or concerns.

Sincerely,

Principal

cc: Superintendent

Lynn Public Schools
SAMPLE LETTER TO PARENTS AFTER A SUICIDE

Dear Parents:

It is with a great deal of sadness that I am writing to tell you of the tragic death of Sally White, mother of Jill and John White. Yesterday, Sally, who has long struggled to overcome reoccurring depression and despondency, took her life by jumping off the Mystic River Bridge. Amidst her pain and anguish, Sally, remained steadfast in her love for her two children. Her desire to provide for them, as best she could, remained with her until her death. In a final note, she spoke of this love and asked that the boys be taken care of in her absence. Death is never easy, yet suicide is for many unfathomable. Unfortunately, we are left with many questions and few answers. Hopefully the peace that alluded Sally in life will now be with her.

As we await the arrival of relatives, Jill and John are being cared for by the Brown family. Upon their request they came to school for part of the day and were comforted and supported by classmates, staff and parents. Funeral arrangements are indefinite, but we will keep you informed.

After consulting with members of The Good Grief Program of Boston Medical Center, all homeroom teachers discussed in developmentally appropriate language the circumstances of this tragedy. Children were able to ask questions and express a range of emotions. It is customary in this type of situation for children to want to discuss these issues with their families, in an effort to gain reassurance that they are safe and will not be abandoned by those close to them. I encourage you to talk to your children and take cues from both what they say and how they act in the coming days and weeks.

The outpouring of love and support for Jill and John once again reminds me that even in the midst of great tragedy, our community can reach out and support one another. The children have asked for time to deal with their feelings and would rather not discuss their situation. We will honor this request while we find opportunities to show them how much we care. Counselors were on hand today and will remain available in the coming days.

If you have any questions or would like to know about additional supports, please do not hesitate to contact me.

Sincerely,

Beth Meyer Principal

Lynn Public Schools
SAMPLE OF FUNERAL ARRANGEMENTS

I have the unhappy duty of informing all of you of the recent death of our friend and colleague, Pricilla Martin.

Pricilla gave 21 years of her life to the students of this school system and we are all enriched by her efforts. I will always fondly remember her for her inquisitive mind, her openness to new ideas, and her straight forward way of expressing her views. Priscilla's insight and vision made her one of those key people who helped launch our Critical and Creative Thinking Program.

There will be a memorial service for Priscilla this coming Saturday, June 5th at 2 p.m. at the Community Unitarian Church. All are invited to attend.

Next Wednesday at 3:00 anyone who would like to, will meet to share our memories and thoughts about Pricilla and to begin planning for a commemoration in her memory. Anyone interested is welcome to attend. Coffee, fruit and cake will be served so come right after school.

A memorial fund has been establish in Priscilla's memory at the Hightown Community Hospital Oncology Department (312 Main St.).

If you wish to contribute to the Memorial Fund, please make checks out to the Hightown Community Hospital. On the check state that the money is given in memory of Priscilla Martin.

Lynn Public Schools
STUDENTS WHO ARE VICTIMS OF VIOLENCE
KEYS TO POLICY

1. PROCESS/PROCEDURE
2. LEVELS OF BEHAVIOR AND CONSEQUENCES

OPTIONAL:

3. TEEN SAFETY PLAN
4. RESTRAINING ORDER CHECKLIST
5. SAMPLE LETTER

Violence within relationships has existed for centuries. Domestic Violence is a pattern of coercive control one person exercise over another. Domestic violence is the actual or threatened physical, sexual, psychological or economic abuse of an individual by someone with whom they have or have had an intimate relationship. Dating violence affects at least 1 in 10 teen relationships. The goal of the Lynn Public Schools is to create a school climate that is supportive, respectful and committed to providing a safe environment conducive to learning. Environment that is free of violence and harassment among the students and staff. All responses will aim to provide prompt and effective resolutions that maximize safety and confidentiality for both the victim and offender.

Definitions:

Sexual Harassment is unwanted sexual attention from anyone with whom the students may interact in the course of receiving an education in school or at school-sponsored activities. Incidents of sexual harassment may include verbal harassment- (derogatory comments, jokes, slurs or remarks, questions of a sexual nature), physical harassment–(unnecessary or offensive touching) or visual harassment- (offensive posters, cards, cartoons, graffiti, drawing, looks or gestures).

Sexual Assault is any kind of sexual contact that is forced. Obscene phone call, indecent exposure, touching private parts of the body without consent and pressure to have sexual contact are all forms of sexual assault. Sexual assault also includes rape and incest (sexual contact forced by a parent, someone with parental authority, or any other relative). (M.G.L. ch. 265)

Rape is sexual intercourse or unnatural sexual intercourse committed against one's will with the use of force or the threat of bodily injury. Rape includes penetration into any bodily orifice (mouth, anus or vagina by a penis, finger, tongue or any other object.)M.G.L. 265 s22)

Lynn Public Schools
Stalking is the willful, malicious and repeated following or harassing of an individual and making threats with intent to place that person in imminent fear of death or serious bodily injury. (M.G.L. ch 265 s43)

Dating Violence is a pattern of repeated acts of physical, sexual, emotional or verbal abuse by one member of a dating couple to another with the effect of establishing power and control.

Optional:

Teen Safety Plan
Restraining Order Checklist
Sample Letter Informing of Restraining Order
SCHEMATIC OF TEEN DATING VIOLENCE AND HARASSMENT PROCESS

Behavior
(Observed, reported, or experienced)

↓

Complaint filed by victim, student, staff, parent, etc.

↓

Guidance/Nurse
Adjustment Counselor
Teacher
Principal/Dean

↓

Interview of Victim

↓

Principal/Dean

↓

Determination Made

Could include calls to parents/police or D.S.S. if appropriate

Dating Violence Harassment:

1. Interview parties separately
2. Decision made
3. Action taken/resources provided
4. Referral, separation, support for victim, discipline, intervention, program for offender
5. Follow-up checking- in with victim and monitor offender
6. Inform victim of outcome
7. File documents

Victim, Perpetrator interviewed (Separately, if safety is a concern)

1. Decision made
2. Action taken
3. Mediation (if appropriate) referral resources provided discipline

*Lynn Public Schools*
TEEN SAFETY PLAN

This safety plan should be considered whether or not the court has issued a Restraining Order.

Student Name______________________________ Grade __________H.R. __

Administrative Staff__________________________________________

(Designated administrative staff responsible for schedule changes and assessing whether or not this plan is working/or other changes need to be made)

Safety Plan to Include the Following:

Any Schedule Changes Made (attach revised schedule):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School Arrival (change in time, entrance, transportation, with whom, etc...)

________________________________________________________________________

________________________________________________________________________

Locker

________________________________________________________________________

________________________________________________________________________

Lunch

________________________________________________________________________

________________________________________________________________________
Route Changes (include places to avoid/watch for...)


School Department (time, entrance, designated friend, etc...)


STAFF: Designate one staff person with whom student feels comfortable. This staff person should be available for student for "check-ins" and support as needed.

Support Staff

Additional Staff to Share Plan With: (Administrators, Teachers, Guidance)

Support Network of Peers: (to accompany student through the day if necessary)

Strategies To Problem Solve:
Any Additional Special Conditions:
Are there other extracurricular school activities/events which present conflicts? How are they to be addressed?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Potential Problems/Problems Areas: (Consider strategies to assess dangerousness/threats..)
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

NOTE: The onus of the restraining order is on the defendant. A victim cannot violate the restraining order, through realistically, reasonable behavior and cooperation is expected by BOTH PARTIES.
RESTRAINING ORDER SCHOOL CHECKLIST

Restraining Order issued on behalf of (see attached copy of filed restraining order)

Student Name_________________________ Grade______________ H.R. ______________

Class Schedule (copies of schedules attached for both victim and defendant)

Defendant's Name_______________________ Grade______________ H.R. ______________

(If defendant does not attend the same school note school attends, attach picture, description, car make, license plate #, trespassing letter sent….)

Are There Any Schedule Conflicts?

Class Changes To Be Made? (Please make sure updated schedule is attached)

Meeting Date (s) NOTE: School Administrator must hold separate meetings with the victim and defendant

With Victim_________________________ with Defendant________________________________________

With Parents of Victim____ with Parents of Defendant_______________________________

REVIEW MEETING DATE (S)

_________________________ ___________________________ ___________________________

_________________________

SCHOOL ADMINISTRATOR SIGNATURE ____________________________ Date ______________

NOTE: The onus of the restraining order is on the defendant A victim cannot violate the restraining order, through realistically, reasonable behavior and cooperation is expected by BOTH PARTIES.

Lynn Public Schools
SAMPLE LETTER INFORMING OF RESTRAINING ORDER

URGENT

TO: Teachers of following students

FROM: Designated Staff Person/Administrator

DATE: May 13, 1997

SUBJECT: Name of victim and defendant-Class of 2000

Name of victim and her/his family has taken out a restraining order (209A) on her/his former girlfriend/boyfriend name of defendant.

The school has the responsibility of assuring that name of victim and name of defendant not be in the same physical proximity. Both students have been aware of accommodations in their schedules and passing in the hallways. It is imperative that if name of defendant is seen attempting to make contact with name of victim, faculty is to contact Administration immediately. Contact includes name of defendant sending messages to name of victim through friends.

cc: Guidance Counselor
Housemaster
Assistant Headmaster
Headmaster

Lynn Public Schools
STUDENT SAFETY –
EYE PROTECTION DEVICES

Each teacher and pupil of any school shall, while attending school classes in industrial art or vocational shops or laboratories in which caustic or explosive chemicals, hot liquids or solids, hot molten metals, or explosives are used or in which welding of any type, repair or servicing of vehicles, heat treatment or tempering of metals, or the milling, sawing, stamping or cutting of solid materials, or any similar dangerous process is taught, exposure to which may be a source of danger to the eyes, wear an industrial quality eye protective device, approved by the department of public safety. Each visitor to any such classroom or laboratory shall also be required to wear such protective device.

Every school chemistry laboratory classroom and any other room used for similar purposes wherein flammable liquids are handled and open flame devises are used by students shall be equipped with one or more fixed emergency deluge showers located as directed by the head of the fire department.

The site of any such experiment shall be within twenty (20) feet of one such deluge shower head and, when operated, the deluge shower head shall be capable of discharging a minimum of thirty (30) gallons of water per minute.

The deluge shower head shall be equipped with a suitable emergency full opening valve to which is attached a manual operating lever, chain or handle that may be operated easily by a person under the deluge shower.

The location of the deluge shower heads shall be clearly indicated by a distinctive sign bearing the words "EMERGENCY SHOWER" in red letters on a white background, such letters to be not less than two (2) inches in height. Every student shall be advised of the location and operation of the deluge shower immediately upon first entering the classroom and shall be given instruction in its use once every two months thereafter by the teacher, instructor or person in charge of the class.

The emergency deluge showers required by this regulation shall be installed and in operating condition prior to the commencement of any class conducting laboratory experiments utilizing flammable liquids on or after the effective date.

LEGAL REFS.: M.G.L. 71:55C
State Fire Marshall’s Regulations

Lynn Public Schools
STUDENT DISMISSAL PRECAUTIONS

Any student who is on the school grounds after 7:00 a.m. is under the jurisdiction of the school department rules and regulations. He is considered to be present at school and cannot leave without going through the dismissal procedure.

A student may be dismissed by the principal, vice-principal, or school nurse upon presentation of a valid signed note from a parent or guardian. All dismissal notes MUST be given to the school nurse in her office by 7:40 a.m. The student MUST WAIT for a pass signed by the nurse. A student who is to be dismissed during the school day for emergency reasons must see the nurse or vice-principal. In the case of any student under 18 years or age, the parent or guardian must be contacted before the student is dismissed from school. Students will not be excused from school by telephone except in dire emergency. We MUST have a signed note from a parent or guardian. The school cannot verify to whom we are speaking on the phone.

Students cannot be dismissed to avoid detention or to participate in extra-curricular activities.
Students who bring cars to school must obtain an LVTI parking sticker from the office. Only cars with stickers on them may park in the student parking lot beside the field house. The first three rows are reserved for faculty and staff. Illegally parked cars may be towed at the discretion of the director.

Students are not allowed in the parking lot during lunch or at any other time during the school day. Students may not use cars during lunchtime without the signed permission from the office.
STUDENT DISCIPLINE

PREAMBLE

As a microcosm of a democratic society, a school has many responsibilities to the community which provides its support. Not the least of these should be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual and the procedure whereby necessary changes are brought about.

The administrators, teachers, students and other school personnel who make up the Lynn Public Schools are a community, and the rules and regulations of the community are the laws by which it is governed. All who enjoy the rights of citizenship in that community must also accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community. It is expected that there will be mutual respect for all members of the Lynn Public Schools.

The teachers and students have the responsibility to maintain a suitable environment for learning and the administrators have the responsibility for maintaining and facilitating the educational program.

The principal, vice principal, or his designee are authorized by statute to suspend students for cause. The teacher has the authority to send a student to an appropriate school official from a class for cause.

In the high school, the student must be free to and should be encouraged to participate in some form of student government that provides all students, through a representative system a voice in school affairs. All students shall be eligible to participate, including the holding of office.
The Lynn Public Schools encourage the pursuit of excellence in the student body. Appropriate recognition of achievement is accorded to those students meeting stated criteria in a variety of areas.

APPROVAL OF SCHOLARSHIPS

An individual, business or organization desiring to award a scholarship to a graduating senior must secure School Committee approval before such a scholarship may be presented. A statement containing the name of the donor, the purposes of the scholarship, the amount of the scholarship, the manner in which it is to be paid, the application procedure, the criteria and process for selection should be submitted to the School Committee. The School Committee will make its decision on the basis of criteria such as the following:

1. The scholarship must be offered by a donor acceptable to the School Committee.
2. The scholarship must be given as an appropriate memorial or for worthwhile purposes.
3. The application and selection procedures must be clearly stated and fair to all members of the eligible group of students.
4. The application and selection procedures must not result in unreasonable demands being made on the school staff.
5. The awarding of the scholarship must not result in any hidden costs to the school system.
6. The awarding of the scholarship must not be in conflict with the law, Title IX or Chapter 622, or School Committee policy nor should it imply an endorsement of any business product or service by the school or by the recipient.
EMPLOYMENT OF STUDENTS
WORK RELEASE

Members of the senior class with a C or better academic average may apply to the administration and guidance department for special work release privileges. Such application, however, must be received before August of the year for which release is sought. Students must file a letter from their parents requesting such release and a letter from their prospective employer on business letterhead stationery. The letter should contain a description of the employment opportunity and the time the employer wishes the student to report to work. The administration will review each of these requests, taking into consideration the school requirements for every student to elect the minimum number of 22 course credit hours, the student's academic and disciplinary record, the financial needs of the student and family, and the student's planned vocational program.

Lynn Public Schools
STUDENT GIFTS AND SOLICITATIONS

Recognizing that fund raising activities by students can produce desirable learning outcomes by providing opportunities to identify with a cause and to work cooperatively to achieve a goal, the School Committee allows fund raising activities by students.

Such fund raising projects should be properly organized and directed. The number of solicitations should be held to a reasonable number so as not to be a burden to students or those solicited.

CROSS REF.: KJ, Advertising in the Schools
STUDENT FEES, FINES, AND CHARGES

In accordance with the Advisory Opinion on Student Fees provided by the General Counsel of the Department of Education dated January 19, 1981, the School Committee may, at its discretion, require reasonable fees for student participation in certain school activities.

Lynn Public Schools
Lynn Public Schools Annual Notice
The Family Education and Privacy Act
Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting LPS Compliance Officer, Maureen Horgan at (781) 593-1680.

(a) The right to access the student’s education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from Richard Iarrobino, Lynn Public Schools’ Keeper of the Records.

(b) The right to request amendment of the student’s education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Lynn Public Schools and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. The Lynn Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials, so long as the disclosure is for purposes related to the student’s enrollment or transfer.

(d) Directory Information. In addition, the Lynn Public Schools has a practice of releasing directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans.

(e) Opt out Procedures. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in
writing to the building Principal. Absent receipt of a written objection by October 1st of the school year, the directory information will be released without further notice or consent.

As required by law, the Lynn Public Schools routinely releases the a name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) the name and address of students to third party mail service that has been approved the Department of Elementary and Secondary Education upon the request of a district or charter school. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Building Principal. Absent receipt of a written objection for the parent or eligible student by October 1st, this information will be released without further notice or consent.

(f) The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

LEGAL REFS.;

M.G.L. 66:10; 71:34A through 71:34E
Board of Education Student Records Regulations, adopted 2/10/75, amended 2/24/76

Adopted: January 12, 2017
STUDENT RECORDS

REGULATIONS PERTAINING TO STUDENT RECORDS

These regulations are promulgated by the board of education pursuant to its powers under Section 34D of Chapter 71 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 Section 34F of Chapter 71 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." These regulations were originally promulgated on February 10, 1975, and were reviewed and amended in February, 1976. These regulations are in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

1.0 Rules on Application of Rights

These regulations are promulgated to insure parents' and students' rights of confidentiality, inspection, amendment and destruction of student records and to assist local school systems in adhering to the law. These regulations should be liberally construed for these purposes.

1.1 These rights shall be the rights of the student upon reaching 14 years of age or upon entering the 9th grade, whichever comes first. If a student is under the age of 14 and has not yet entered the 9th grade, these rights shall belong to the student's parent.

1.2 If a student is from 14 through 17 years of age or has entered the 9th grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

1.3 If a student is 18 years of age or older, he/she alone shall exercise these rights. However, the parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of these regulations which extend to his/her parent 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.
1.4 Notwithstanding Sections 1.1 and 1.2 of these regulations, nothing shall be construed to mean that a School Committee cannot extend the provisions of these regulations to students under the age of 14 or to students who have not yet entered the 9th grade.

2.0 Definition of Terms

The various terms as used in these regulations are defined below:

2.1 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 these regulations shall not include a person about whom a School Committee maintains information relative only to that person's employment by the School Committee.

2.2 School-age child with special needs shall have the same definition as that given in Chapter 766 of the Acts of 1972 and the regulations promulgated thereto.

2.3 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 Section 1.4 of these regulations extends the rights and provisions of these regulations to students under the age of 14 or to students who have not yet entered 9th grade.

2.4 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. The term as used in these regulations shall include a divorced or separated parent, subject to any written agreement between parents or court order governing the rights of such a parent that is brought to the attention of the school principal.

2.5 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 term as
used in these regulations shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by Section 4.0 of these regulations.

2.6 The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/her birthdate; name, address, and phone number of the parent or guardian, course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

2.7 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), extra-curricular activities, and evaluations by teachers, counselors, and other school staff.

2.8 Core Evaluation Team (CET) shall mean the team which evaluates school-age children pursuant to Chapter 766 of the Acts of 1972 and the regulations promulgated thereto.

2.9 Authorized school personnel shall consist of three groups:

2.9.1 School administrators, teachers, and counselors who are employed by the School Committee and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity.

2.9.2 Administrative office staff and clerical personnel who are employed by the School Committee and whose duties require that they have access to student records for the purpose of processing information for the student record.

2.9.3 The CET which evaluates a student.

2.10 Access shall mean inspection or copying of a student record, in whole or in part.
2.11 Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

2.12 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.

3.0 Collection of Data: Limitations and Requirements

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher, and date of testing.

4.0 Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student or parent, but if it is released to authorized school personnel or any third party, it becomes part of the student record subject to all the provisions of these regulations. Notwithstanding the above, in a school system that treats teachers' rank books as personal files of the teacher within the meaning of this section, current teachers' rank books may be shared with substitute or replacement teachers during the school year without being considered part of the student record.

5.0 Privacy and Security of Student Records

5.1 The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.

5.2 The Superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.

5.3 The principal and Superintendent of schools shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of these regulations and are educated as to the importance of information privacy and confidentiality, and that any

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computerized systems employed are electronically secure.  

File: JRA-R

6.0 Destruction of Student Records

6.1 The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

6.2 During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

6.3 The temporary record of any student enrolled on or after the effective date of these regulations shall be destroyed no later than five years after the student transfers, graduates or withdraws from the school system. Written notice to the eligible students and his/her parent of the approximate date of destruction of the 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. Such notice shall be in addition to the routine information letter required by Section 10 of these regulations.

7.0 Access to Student Records

7.1 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 Section 2.9.1 who inspect the student record; (b) administrative office staff and clerical personnel under Section 2.9.2, who add information to or obtain access to the student record; and (c) school nurses who inspect the student health record.

7.2 Access of Eligible Students and Parents
The eligible student or the parent shall have access to the student record. In no event shall such access be delayed more than two consecutive weekdays after the initial request, unless the requesting party consents to a delay. Upon such request for access, the entire student record regardless of the physical location of its parts

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shall be made available.

7.2.1 Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged.

7.2.2 Any student, regardless of age, shall have the right pursuant to Chapter 71 Section 34A to receive a copy of his/her transcript.

7.2.3 The eligible student or the parent shall have the right upon request to meet qualified school personnel and to have any of the contents of the student record interpreted.

7.2.4 The eligible student or the parent may have the student record inspected or interpreted by a third party of his/her choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

7.3 Access of Authorized School Personnel
Subject to these regulations, authorized school personnel of: (1) the public school that presently has jurisdiction over the student and the student's records, or (2) a regional school district or regional vocational school district that the student enters upon graduating from the schools of a member city or town, 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.

7.4 Access of Third Parties
Except for the provisions of Sections 7.4.1 through 7.4.10 of these regulations, 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 Section 7.4.1, 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.

*Lynn Public Schools*
7.4.1 A school may release for publication a student's name, 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 parents; provided that the school gives public notice of the types of information it may release under this section and allows eligible students and parents a reasonable time after such notice to inform the school that any or all such information shall 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 Section 10 of these regulations.

7.4.2 Upon receipt of a court order or lawfully issued subpoena, or upon receipt of a request from a probation officer, a justice of any court, or the department of youth services under the provisions of G.L. c. 119, ss. 57, 69 and 69A respectively, for information regarding a student, the appropriate school official shall comply; provided that the eligible student or parent is notified of all such orders, subpoenas and requests in such reasonable time that he/she may seek to have the process quashed, as required by G.L. c. 66A, 5. 2 (k).

7.4.3 Representatives of the Massachusetts Department of Education, with permission from the Commissioner of Education and acting in accordance with guidelines that may be established by the commissioner, shall have access to student records as necessary in connection with the enforcement of federal and state education laws, without the consent of the eligible student or parent; 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 cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the enforcement of federal and state education laws. The Division of Special Education of the Massachusetts Department of Education shall have access to student records for purposes of special education placements under Chapter 766 of the Acts of 1972, without the consent of the eligible student or parent; provided that the conditions of Section 7.4.3 of these regulations regarding the protection of personally identifiable data shall be met. The division may share a student's educational plan with the Regional Review Board or the Interdepartmental Children's Project team when consultation is sought by the division, without the consent of the eligible student or parent.
7.4.5 When considering an appeal of a CET finding for a student pursuant to Chapter 766 of the Acts of 1972 and the Chapter 766 Regulations, the Bureau of Special Education Appeals, the State Advisory Commission, and the State Review Board established under Chapter 766 shall have access to and the right to copy the student record without the consent of the eligible student or parent.

7.4.6 The School Committee responsible for funding a day or residential placement under Chapter 766 may have access to the educational plan of the student for whom such a placement has been recommended, without the consent of the eligible student or parent; provided that such access is authorized by a majority vote of the School Committee, and provided that all personally identifiable data are deleted prior to access.

7.4.7 Authorized school personnel of the school to which a student transfers shall have access to the student transfer card mandated by G.L. c. 76, 5. 13, without the consent of the eligible student or parent. Such authorized school personnel shall also have access to the transferring student's transcript, health record, and, if the student has been evaluated under Chapter 766, the educational plan and assessments pertinent to it; provided that the school the student is leaving notifies the eligible student or parent that these records will be transferred unless the eligible student or parent within ten weekdays requests that some or all of these records not be transferred. Other parts of the student record may be released to the school to which a student transfers only with the consent of the eligible student or parent in accordance with Section 7.4 of these regulations.

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

7.4.9 The Superintendent of schools or his/her designee shall provide to the Massachusetts Department of Education such anonymous statistical information or anonymous data derived from student records as the department may from time to time require, provided that the identity of any individual cannot be determined from such data.

7.4.10 The Superintendent of schools or his/her designee may gather data from student records in order to provide anonymous statistical information or anonymous data to independent researchers analyzing programs and policies, provided that the identity of any individual cannot be determined from such data.
8.0 Amending the Student Record

8.1 The eligible student or the parent shall have the right to add information, comments, data or any other relevant written material to the student record.

8.2 The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by a CET. Such information inserted by a CET shall not be subject to such a request until after the acceptance of the CET Educational Plan, or, if the CET Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

8.2.1 If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

8.2.2 The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

9.0 Appeals

9.1 In the event that any decision of a principal or his/her designee regarding any of the provisions contained in these regulations is not satisfactory in whole or in part to the eligible student or parent, he/she shall have the right of appeal to the Superintendent of schools. Request for such appeal shall be in writing to the Superintendent of schools.

9.2 The Superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the Superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
9.3 In the event that the decision of the Superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the School Committee. Request for such appeal shall be in writing to the chairperson of the School Committee. If such request is made, notification of such request shall be sent by the School Committee to the bureau of student services. Such notice shall not contain any information which personally identifies the student or his/her parents.

9.4 The School Committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

9.4.1 School officials shall have the burden of proof on issues presented by the appellant.

9.4.2 The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing. The School Committee shall also notify the bureau of student services of its decision. Such notice shall not contain any information which personally identifies the student or his/her parents.

9.4.3 If the appeal concerns statements by an employee of the School Committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.

9.5 Nothing in these regulations shall abridge or limit any right of an eligible student or parent to seek enforcement of these regulations or the statutes regarding student records in any court or administrative agency of competent jurisdiction.

10.0 Notification

10.1 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 (a copy of which shall also be sent to the bureau of student services) informing them of the following:

10.1.1 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.
10.1.2 The general provisions of these regulations regarding parent and student rights, and that copies of these regulations are available to them from the school.

10.2 In those school systems required under Chapter 71A of the General Laws to conduct bilingual program, all forms, regulations or other documents regarding these regulations 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.

11.0 Monitoring

The bureau of student services may, pursuant to a request by an eligible student or parent or on its own initiative, conduct reviews to insure compliance with these regulations. The School Committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

12.0 Severance Clause

The provisions of these regulations are severable and should any section be found upon judicial review to exceed the authority of the State Board of Education, the remaining sections shall not be affected.
STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with either the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

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.
LYNN PUBLIC SCHOOLS RERAINT POLICY

To the extent required by law, Lynn Public Schools (hereinafter “Lynn”) complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but after school-sponsored events and activities, whether or not on school property.

A brief overview of the Regulations is provided below.

Purpose. Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² shall be prohibited in public education programs except to the extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) as a response to property destruction, disruption of school order, a student’s refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat or assault, or imminent, serious, physical harm;

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

Revised and Adopted by the Lynn School Committee on December 10, 2015

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

² Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

³ Mechanical restraint

⁴ Medication restraint

⁵ Seclusion

⁶ Time-out
The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

**Proper Administration of Physical Restraint.** Only Lynn Public Schools personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of Lynn Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

**Staff Training.** All school staff must receive training with respect to the district’s restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individual must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

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³**Mechanical restraint** shall mean the use of any device or equipment to restrict a student’s freedom of movement.

⁴**Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior.

⁵**Seclusion** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁶**Time-out** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for the time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time–out shall cease as soon as the student has calmed.

**Reporting Requirements.** Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

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The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by Regulations, all physical restraints must be reported to DESE.

**Prevention of Dangerous Behavior.** As set forth in the Regulations, Lynn Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

**Parent Engagement.** In accordance with the regulations, Lynn Public Schools shall engage Parents in discussion about restraint prevention and the use of restraint solely as an emergency procedure.

**Complaints.** A Parent/guardian who has concerns regarding a specific use of physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student’s parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian’s receipt of the written report from the school. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student’s parent/guardian is not satisfied with the resolution then the parent/guardian may file a written complaint to the Office of the Superintendent.

The student’s parent/guardian who has concerns regarding a specific use of physical restraint, may seek to resolve his/her concerns regarding a specific use of physical restraint by submitting a written complaint to the Office of the Superintendent. The student’s parent/guardian should submit a letter to the Office of the Superintendent within twenty (20) days of the parent/guardian’s receipt of the written report from the school. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

**Additional Information.** A copy of Lynn Public School’s Restraint Policy may be obtained from the Principal’s Office at any school. The Regulations may be obtained from the Department of Elementary and Secondary website at [www.doe.edu/lawsregs/603cmr45.html](http://www.doe.edu/lawsregs/603cmr45.html).

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