



Town of Littleton School Committee

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01460-4486 * Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org

DARYL BAKER, Vice Chair
MATTHEW HUNT, Member

MIKE FONTANELLA, Chair

JENNIFER WILSON, Secretary
ERICA PODGORN, Member

The Littleton School Committee will meet at the Littleton Police Department Community Room 500 Great Road Thursday, February 7, 2019

Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.

**** *A G E N D A* * ***

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – January 24, 2019
 - Oath to Bills -
and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. PRESENTATION(s)

- 1. Student Representative(s) Report:** *Student Representative(s), Kriti Sharma will give a report of events for each school.*
- 2. Seal of Biliteracy Update:** *HS World Language Department Coordinator, Elizabeth Kelly will give an update on the Seal of Biliteracy. Motion: To approve the implementation for the Seal of Biliteracy Program.*
- 3. Littleton High School Senior Project:** *LHS Senior Andrew Reilly is asking for approval from the School Committee to construct a covered sitting area and flower bed combo for the Littleton High School.*
- 4. Updated Snow Day Cancellation Pilot:** *Beth Steele will discuss the updated Frequently Asked Questions (FAQ's) as well as the Roles and Responsibilities for the Snow Day Cancellation Pilot Program.*

It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Justine Muir, District Equity Coordinator at 978-540-2500, jmuir@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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7:40 IV. INTERESTED CITIZENS

7:45 V. SUBCOMMITTEE REPORTS

1. PMBC
2. Budget Subcommittee
3. **Policy Subcommittee:** (see LPS website to view all policies)

<http://www.littletonps.org/school-committee/school-committee-policies>

Motion for the 2nd reading of the following revised Policies:

Policy EBC: Emergency Plans

Policy JICFB: Bullying Prevention

Motion for the 1st reading of the following revised policies:

Policy BBA: School Committee Powers and Duties

Policy BDD: School Committee-Superintendent Relationship

Policy BHE: Use of Electronic Messaging by SC Members

Policy CBD: Superintendent's Contract

Policy CBI: Evaluation of the Superintendent

Policy CE: Administrative Councils, Cabinets, and Committees

Policy CH: Policy Implementation

Policy DB: Annual Budget

Policy DK: Payment Procedures

Policy DKC: Expense Reimbursements

Policy EB: Safety Program

Policy EBB: First Aid

Policy JICH: Alcohol, Tobacco, and Drug Use by Students Prohibited

Policy JHD: Exclusions and Exemptions from School Attendance

Policy JLCD: Administering Medicines to Students

Policy KE: Public Complaints

7:55 VI. ADJOURNMENT/EXECUTIVE SESSION

Motion to move into Executive Session for the purpose of contract negotiations with no intention to return to Open Session.

**NEXT MEETING DATE(s)
February 5, 2019
Joint Meeting SC/BOS/FinCom
Town Offices (Room 103)
7:00PM**

**March 7, 2019
The Littleton School Committee will meet at the
Littleton Police Department Community Room
500 Great Road**

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SCHOOL COMMITTEE MINUTES January 24th, 2019 7:00 PM

PRESENT: Mike Fontanella
Daryl Baker
Jennifer Wilson
Erica Podgorni
Matthew Hunt

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Kriti Sharma (7:29PM)

NOT PRESENT:

CALL TO ORDER

Mike Fontanella called the meeting to order at 7:00p.m.

On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to approve the Jan. 10, 2019 consent agenda with modifications as presented. (AYE: Unanimous). Motion carried.

INTERESTED CITIZENS

None

PRESENTATION

1. SL & RSS Art Teacher, Andrea Romano and Russell Street students from Gr. 3, 4 & 5 presented some highlights from the Art Program at Russell Street School. They also showed off some of their projects.
2. Kriti Sharma gave a brief overview of the activities taking place at the schools.
3. Ivan Pagasik and Dave Ketchen from the LELWD is proposing to fund a dual enrollment program for LHS students who are interested in pursuing college-level course in engineering/technology or environmental sciences. They will offer a scholarship to any LHS student, who qualifies per requirements set forth by both LELWD and Littleton High School.

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The School Committee thanked the LELWD for this great opportunity and looking forward to collaborating on this endeavor.

4. Dr. Ajemian presented the Northwestern Evaluation Association Measure of Academic Progress (MAP Assessment) Spring 2018. The main topics were:
 - Overview of the MAP Growth Assessments
 - MAP Growth testing experience
 - MAP Growth test administration in Littleton Public Schools
 - MAP Growth reports, instructional resources, & data analyses
 - Highlights of the LPS 2017-2018 MAP Growth data

Following uses of the MAP Growth Assessments:

School/District Level:

- Identify at-risk learners for targeted interventions.
- RTI Placement (Elementary Level)
- Title I Academic Support (Elementary Level)
- LMS Math Lab & Reading Lab
- Inform student placement.
- Identify school level trends.
- Monitor school and district performance.
- Inform resource management / staff allocation.
- Facilitate communication with parents.

Instructional Resources:

Orders specific Reading, Language Usage, Mathematics skills and concepts by achievement level. Aligned to State Standards.

Links to MAP Growth test scores AND to skills and concepts student may be ready to learn.

Translates raw data from students' assessments into actionable plans for instruction and grouping.

MAP Growth Reports – Professional Development

- August 2018:
NWEA Account Representative meets with LPS District & School administrators to review updated MAP Growth Reports.
- November 2018:
Regional NWEA Workshop at Tyngsborough High School
District, Shaker Lane, Russell Street & LMS Title I/Instructional, Specialists participate
- Winter 2019:
Planned Essential Reports training for LPS District and School Administrators

Parent's Guide to MAP Growth: <https://www.nwea.org/resources/parents-guide-map-growth/>

The MAP Growth Presentation will be posted on the district web site.

5. Before Beth Steele gave a brief overview of the FAQ's Mike Fontanelle asked the School Committee to vote on the Blizzard Bag Pilot Program with the modifications specified by the LEA. It has been decided that students will be given 3 assignments at the beginning of the Pilot program but if we do not have any snow days no assignments are required to be completed. If we only have one snow day, only one assignment is required to be completed. If two snow days, two assignments required and if we encounter three snow days, all three (3) assignments are required to be completed and submitted for grading.

On a motion by Daryl Baker, and seconded by Matthew Hunt, it was voted to approve the support of the implementation of the Pilot Alternative Structured Learning Day Program for school year 2018-2019 with the modifications specified by the LEA as presented. Roll Call Vote: Daryl Baker, AYE; Matthew Hunt, AYE; Erica Podgorni, AYE; Jennifer Wilson, AYE and Mike Fontanella, AYE. Motion carried.

Beth Steele went through the 16 FAQ's and highlighted a few of questions for the Snow Day Cancellation Pilot Program. She emphasized that teachers will be giving students clear guidance on how the assignment will be graded. The rubric for grading will be at the front of the packet. Principals and Assistant Principals will ask staff to provide information regarding student/parent interactions about the Snow Day Cancellation Pilot assignments and access. Immediate corrections will be made when possible. Furthermore, the school department will regularly complete a program audit to ensure that students engage with quality, curriculum-based assignments and that students learning is commensurate with a regular school day.

Mike Fontanella emphasized this is a Pilot program and adjustment will be made if needed after the Pilot program has been completed.

INTERESTED CITIZENS

None

NEW BUSINESS

1. Superintendent Clenchy gave a brief overview of the District's website accessibility policy. A draft version was included in the packet. Wording on handling complaints were discussed and will be further reviewed.
2. Steve Mark gave a brief overview of the Financial Statement. The spreadsheet is included in the packet.

SUBCOMMITTEE REPORTS

1. PMBC: Moving along with budget planning and looking a larger project for future planning.
2. Budget Subcommittee: Joint meeting scheduled for Feb. 5, 2019
3. Safety and Security: None
4. Policy Subcommittee: First Reading of Policy

First Reading of the following reviewed Policies

EBC: Emergency Plans

JICFB: Bullying Prevention

On a motion by Daryl Baker, and seconded by Matthew Hunt, it was voted to accept the first reading of the following policy EBC and JICFB as reviewed and presented. (AYE: Unanimous). Motion carried.

ADJOURNMENT

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to adjourn at 8:53PM to go into Executive Session for the purpose of finalizing discussion of the Blizzard Bag Pilot Program with LEA with no intention to return to Open Session. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni, AYE; and Mike Fontanella, AYE.

NEXT MEETING DATE

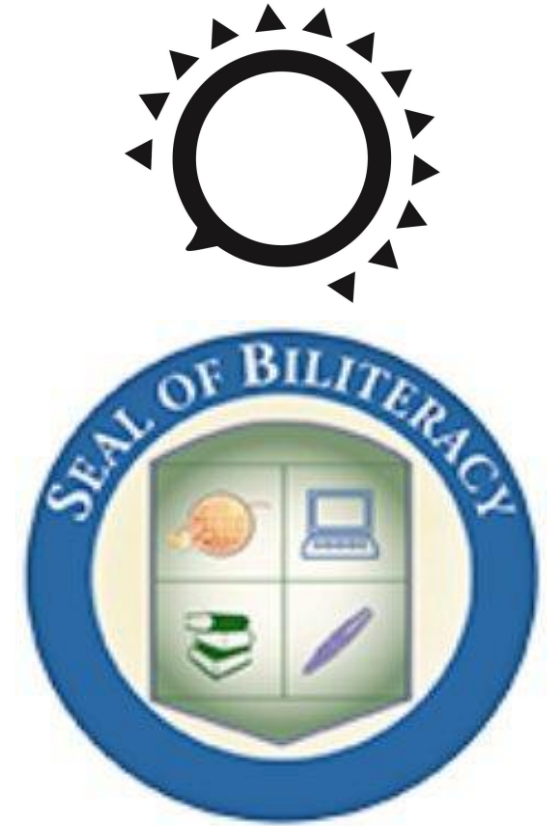
Thursday, February 7, 2019

7:00PM

Littleton Police Department Community Room

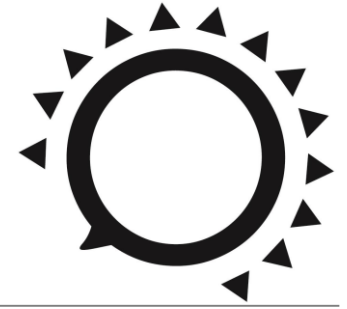
146	
147	<u>DOCUMENTS AS PART OF MEETING</u>
148	Highlights from Russell Street Art Room
149	LELWD Engineering Grant/Scholarship Proposal
150	NWEA MAP Presentation
151	LPS FAQ – Snow Day Cancellation Pilot
152	LPS Website Accessibility Policy (DRAFT)
153	YTD Budget Report
154	Policy EBC
155	Policy JICFB

MA State Seal of Biliteracy



Liz Kelley, World Languages Curriculum Coordinator
Sue Pettengill, ELE Teacher

LOOK Act



A State Seal of Biliteracy was established in the [LOOK Act](#) (“An Act Relative to Language Opportunity for Our Kids,”) in November 2017. The first awards under the new law will take place in 2019. Guidance from the Department of Elementary and Secondary Education was released on January 15.

See the [guidance document](#) for updates.

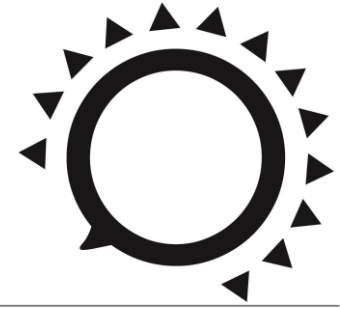
Rep. Jeffrey Sánchez
Rep. Alice Piesch
Gov. Charlie Baker



● Approved State Seal
 ● Under Consideration
 ● Early Stages
 ● No Seal of Biliteracy, Yet!



MA Seal of Biliteracy

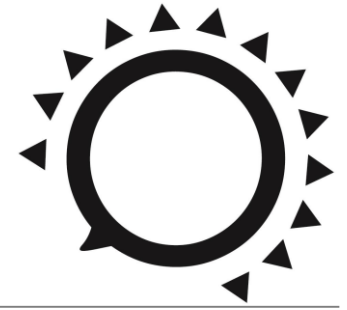


- Littleton WL and ESL teachers have been following the Seal Pilot Project for four years through the workgroup of the Massachusetts Language Opportunity Coalition
- We have been utilizing their toolkit, Google group, monthly webcasts, and email updates for information and guidance throughout the planning process



**Guidelines for
Implementing the
Seal of Biliteracy**

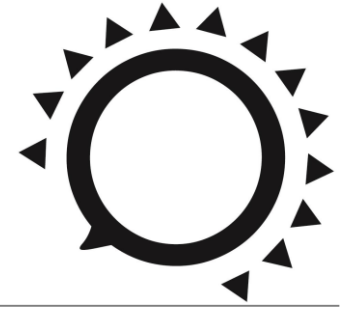
Massachusetts Seal of Biliteracy



- LPS students will now be eligible for recognition if we choose to offer this in our district
- We would be joining other forward thinking districts in this endeavor
- Opportunity to recognize 21st century skills of our students



Voluntary Implementation

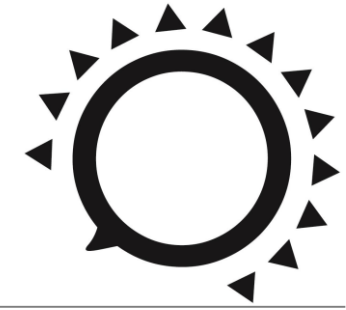


Per state guidance:

- Voluntary participation by schools/districts
- Voluntary participation by students



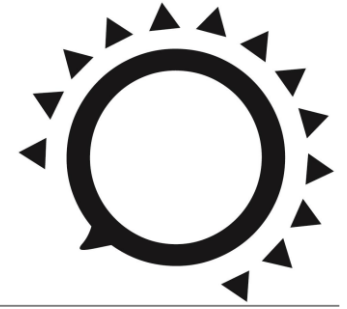
Purpose and Goals of the Seal



- Encourage students to study and master languages;
- Certify attainment of biliteracy skills;
- Recognize the value of language diversity;
- Provide employers with a method of identifying people with language and biliteracy skills;
- Provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;
- Prepare students with skills that will benefit them in the labor market and the global society; and
- Strengthen intergroup communication and honor the multiple cultures and language in a community.



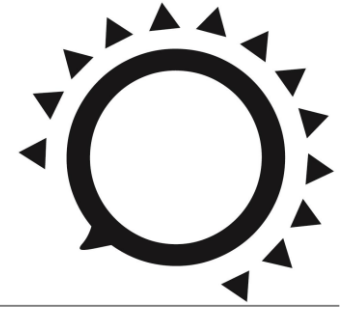
Who Is Eligible for the Seal?



- World Language Students taking French, Latin, or Spanish
- English Language Learners (ELs)
- Students Whose First Language is Not English (FLNE)
 - received ESL services
 - never received ESL services

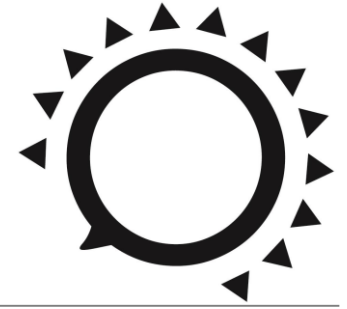


The State Seal of Biliteracy



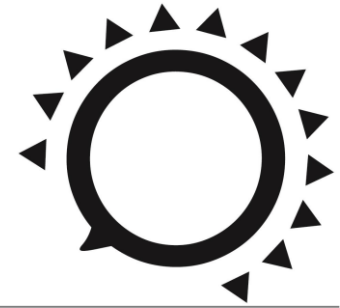
- The State Seal of Biliteracy is awarded to students who have attained a high level of proficiency in English and a foreign language beginning with the graduating class of 2019
- Two tiers of the Seal:
 - The State Seal of Biliteracy
 - The State Seal of Biliteracy with Distinction
- The Department has just finalized its Guidance on the State Seal of Biliteracy

The State Seal of Biliteracy



Students must demonstrate a **high level of proficiency** in
English
and
not less than one foreign language.

The State Seal of Biliteracy

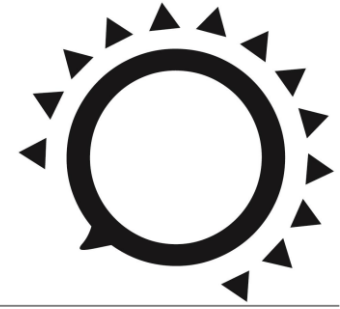


➤ English Language Criteria:

- Meets all graduation requirements; AND
- For students who have taken the ELA grade 10 MCAS prior to the spring of 2019, that means meeting or exceeding the Proficient threshold scaled score of 240.
- Students who earn a scaled score of between 220 and 238 may satisfy the English Language criteria for the State Seal of Biliteracy if they fulfill the requirements of an [Educational Proficiency Plan](#).

○ [1] For more information about the competency determination for students taking the grade 10 ELA MCAS in spring 2019, please see the [February 16, 2018 Memorandum to the Board of Elementary and Secondary Education](#).

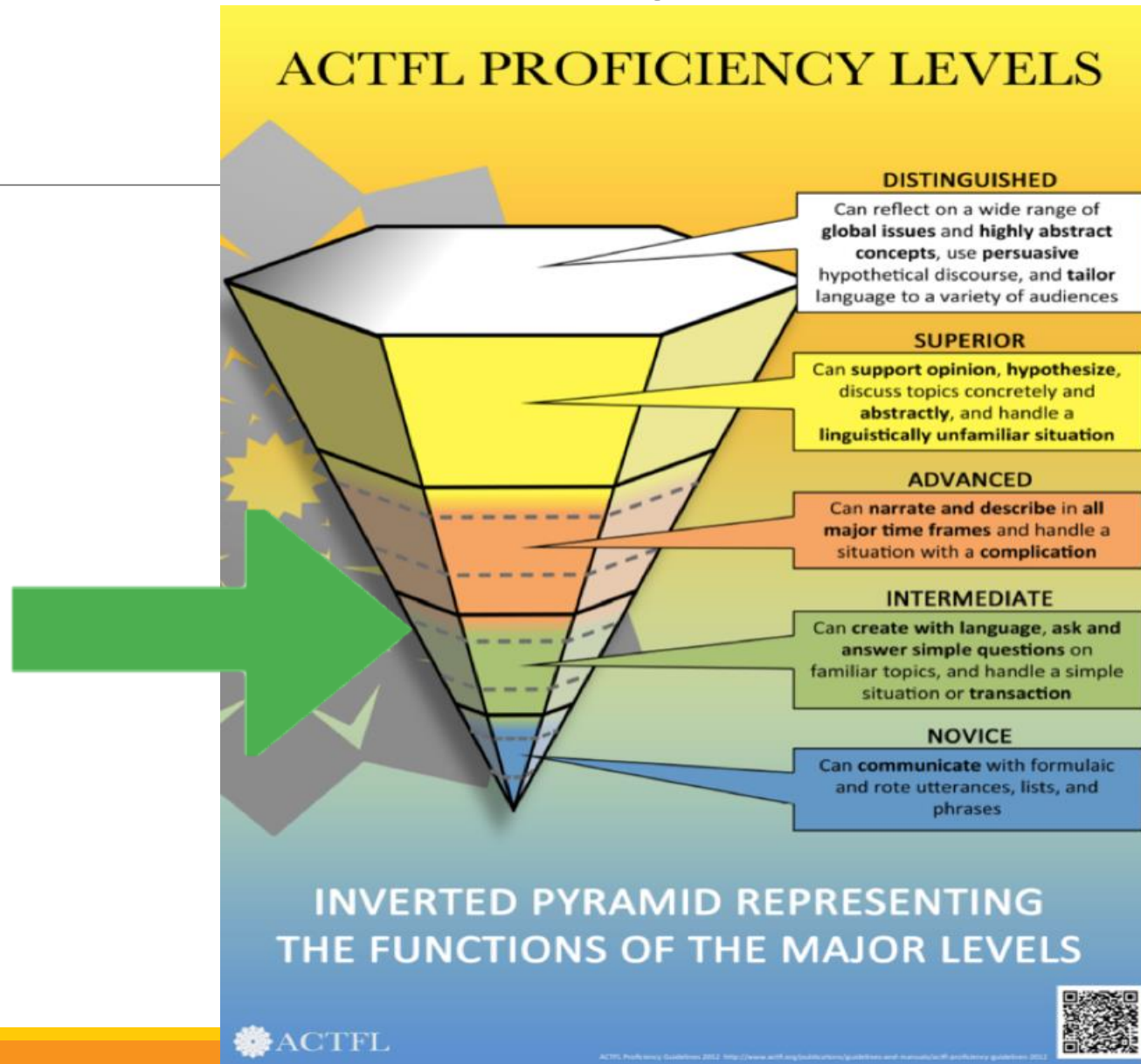
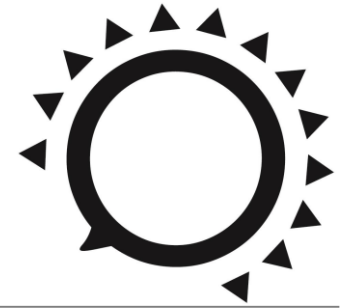
The State Seal of Biliteracy



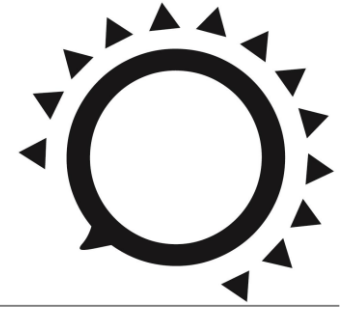
➤ Foreign Language Criteria:

- Students who attain a score or level at the **Intermediate-High** level of the [ACTFL Proficiency Guidelines](#) of 2012, published by the American Council on the Teaching of Foreign Languages, on a language assessment approved by the Department satisfy the foreign language criteria for the State Seal of Biliteracy.
- A student may also be able to demonstrate a high level of proficiency in a foreign language under certain circumstances as described in the *Portfolio-Based Alternative Evidence Method for Foreign Language Assessments* section of the Guidance.

ACTFL Proficiency Guidelines



The State Seal of Biliteracy with Distinction



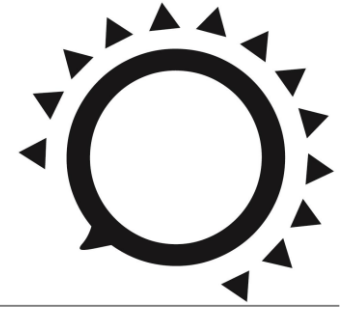
➤ English:

meeting or exceeding the Advanced threshold scaled score of **260** on the current English Language Arts grade 10 MCAS test; and

➤ Foreign Language:

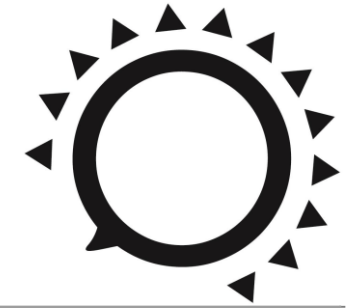
scoring at the **Advanced-Low** level of the ACTFL Proficiency Guidelines of 2012 on an assessment approved by the Department or demonstrating an Advanced-Low level of proficiency through a portfolio-based alternative evidence method

Language of the Law Determines



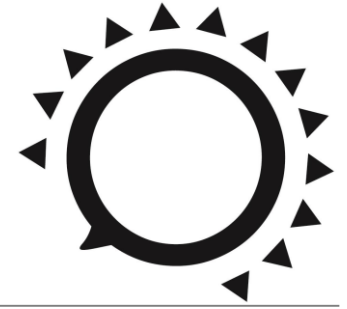
- English and the partner language need to be tested by one of the approved tests.
- The proficiency level is determined by the **lowest** domain/mode score.
 - Speaking, Writing, Reading, Listening
 - *Latin is only reading
- The district can add requirements and/or a portfolio to the Seal standard.
- If the partner language has no test, a portfolio may be used. This would involve an authority in the language from the community.

Tests for Other Languages



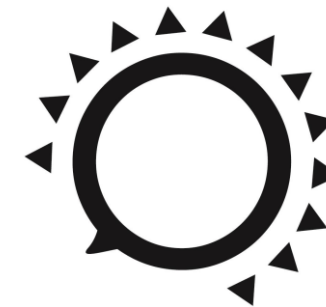
Name of Test	STAMP* 	AAPPL 	ALIRA 	AP
Price of Test	\$17.50	\$20.00	\$10.00	\$94.00
Languages Offered	Arabic, English, French , German, Hebrew, Hindi, Italian, Japanese, Korean (Summer 2018), Mandarin, (Simplified and Traditional), Polish, Russian and Spanish .	Arabic, Chinese, ESL (English), French , German, Korean, Portuguese, Russian, Spanish , Hindi, Italian, Japanese and Thai.	Latin	*scores are not released until July

From an ESL Perspective



- Potentially a fabulous opportunity to recognize the language strengths of ELs
- Once established, could lift cohorts of students (ELs and FLNEs) whose knowledge and skills often go unacknowledged
- The Seal honors multiple languages and cultures in our community

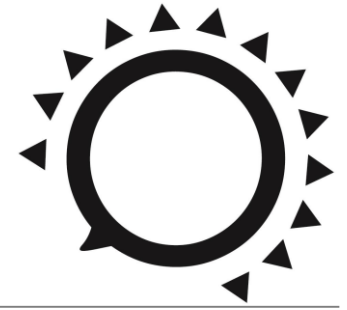
MA Seal of Biliteracy Awards



- A school district that awards the State Seal of Biliteracy must affix the unaltered state insignia on the diploma or transcript, or both, of students who meet the requirements listed.



MA Seal of Biliteracy Awards



- Additional recognition:
Medal or pin, certificate, award ceremony



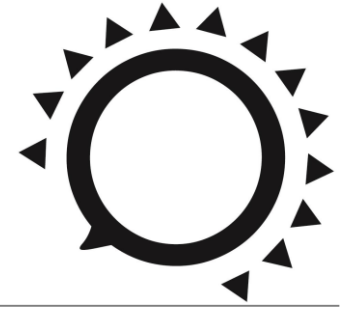
_____ has achieved the
Gold Seal of Biliteracy
from _____
for demonstrating advanced proficiency in two languages

_____ Date _____ Signature _____



Requirements for District Participation



- Notification of intent to participate to:
 - The Department of Secondary & Elementary Education
 - Parents and legal guardians of all students enrolled in the district, including the purposes and eligibility requirements
- Low-income students have access to any assessment required to qualify for the State Seal of Biliteracy at no cost

Who am I?

Andrew Reilly

Senior

Last of three LHS students in my family

Future Landscape Architecture Major

Why am I here today?

Seeking approval from the School Committee for the design and construction of my senior project

Answer any questions or concerns regarding my project

Gather useful advice on my presentation

What is the project?

A dark blue diagonal gradient bar that starts from the bottom left and extends towards the top right, covering the lower half of the slide.









What do I want to do?

Create a large open concept multi function area for recreational use

Create an architecturally interesting area on the LHS campus

What are the benefits?

Great opportunity for my college education and future career

Maximize the use of the outdoor space at LHS

Create a beautiful area that can be used for sports team and prom photos

Important Information

Budget:
<\$10,000

~\$2,000
overhead

~\$2,000 From the
class

~\$4,000 Private local
donations

~\$6,000 From local
businesses

Acton Toyota of Littleton
Cataldo Nurseries
Littleton/ Concord Lumber

Questions?

Who would build it?

When will it be done?

Why do you want to build this?

Littleton Public Schools Snow Day Cancellation Pilot

Frequently Asked Questions

1. What is the Snow Day Cancellation Pilot?

The LPS Snow Day Cancellation Pilot refers to a practice of providing students with Alternative Structured Learning opportunities to complete in lieu of making up five (5) snow days at the end of the school year in June. This practice has been implemented in several area districts. The Massachusetts Department of Elementary and Secondary Education (DESE) first recognized locally approved "Alternative Structured Learning Day Programs" in February 2015. As a Pk-12 district divided into elementary, middle and high schools, we created a model that is flexible within the district, within schools and even within grades to ensure that the alternative instructional activities meet the DESE definition of structured learning time.

The LPS Snow Day Cancellation Pilot will provide Littleton Public School students with authentic, relevant, standards based learning opportunities to replace cancelled school days. Students will complete learning activities/assignments that align with the Curriculum Frameworks, reflect Reading and Writing Learning Standards across content areas, provide opportunities for blended learning, and encourage student choice and engagement.

This program will allow students to develop the foundational skills needed to plan and accomplish learning in different environments. A byproduct of this program is that students will experience learning in different environments and it promotes independence.

2. What is "structured learning time"?

Per the Massachusetts Department of Elementary and Secondary Education, "Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the 'core subjects' and 'other subjects'. In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments."

3. Is this like the "Blizzard Bags" that I have heard about?

The Snow Day Cancellation Pilot is a similar idea, but:

- Provides greater flexibility for assignments and due dates
- Allows for choice, creativity, and passion-based learning
- Places an emphasis on the quality of the assignment
- Provides us with the ability to continue teaching content prior to district and state assessments
- Does not use compliance as a measure of learning or success of the program

4. Do all schools/students have the same lessons?

No. Each lesson is class specific. Teachers will assign a lesson, assignment or project based on their course and grade level. Additionally, students with disabilities will have required accommodations or modifications built into their lessons as needed.

5. Are there specific requirements for the order of assignment completion?

At the elementary level, students will complete the assignments in the order that teachers hand them out. At the secondary level, grades 6-12, all students are required to complete one short math and one short ELA assignment on the first cancelled day. If there is a second cancelled day, students in grades 6-9 are required to complete one short science assignment. Once these specific assignments are completed, students have complete autonomy to choose order of assignments.

6. How much time should each Snow Day Cancellation Assignment take?

Assignments/learning activities will be reasonable in length for the developmental age and grade level of students, and we are mindful of the possible unique opportunity for family time on school cancellation days. Emphasis is placed on the quality of the learning experiences, not on quantity or compliance.

Estimated times for school work completion per grade will be:

- K-2: approximately 60 minutes
- Grades 3-5: approximately 90 minutes
- Grades 6-8: 2 hours 30 minutes
- Grades 9-12: 3 hours

7. When do students have to submit their Snow Day Cancellation assignments?

Student work will never be due on the day that students return to school. Due dates are set for students in order to guide assignment pace. On each of these dates the amount of work due will depend on the grade in which your child is currently enrolled (see question #5). During the pilot year, the due dates are as follows:

- April 12 (based on the number of cancelled days at this point, the district will determine if the next due date is necessary)
- May 15 (if needed)

8. How much support should parents give their children?

The details provided for students by their teachers to complete the assignments will allow them to do most if not all of the work independently. Lessons are developed so the parents will not need to provide any more support than they would typically.

9. What happens if the student is unable to complete the assignment at home?

Some students may not have access to a device or Internet at home or, because of the unpredictable nature of cancelled school days, might experience a loss of power. Also, students may have left resources or materials at school on an unexpected snow day. A central tenet of the Snow Day Cancellation Pilot is that student work will never be due on the day that students return to school. This allows all students equitable access to complete assignments. Furthermore, students can receive extra help and/or guidance from teachers on an individual basis during the school day.

10. What if a parent is not able to be home to support a child with work completion? What if a student requires special education or ELL support services to complete curriculum assignments?

One of the reasons that end products are not due on the day following a school cancellation day is so that we can ensure that students have the time and support services they may need to successfully complete their assignments. The assignments have been developed in advance of the missed day, thus allowing educators to make necessary accommodations and modifications for students as needed. Teachers and specialists will follow up with those students who could not complete assignments to make other arrangements for completion within a reasonable timeframe and provide any necessary supports.

11. If my child has an Individualized Education Program (IEP), and receives direct service from a related service provider, will time missed due to the Snow Day Cancellation Pilot be made up?

Yes, following a school cancellation day, LPS service providers will be working to make up missed services. This will be done on an individual basis but some options may include adding time adjacent to a regular session, merging two small groups of students together for a session, or making up a session if another student is absent during their scheduled time. Service providers in conjunction with the Director of Pupil Services will be tracking all missed and made up services. Families will be contacted on an individual basis if there are any extenuating circumstances requiring the need to arrange for compensatory services.

12. How do students access their assignments?

Students will learn about their assignments in class from their teacher. Students will also be able to access their assignments electronically by using the LPS Snow Day Cancellation website or the platform identified by their classroom teacher, which could be but not limited to Google Classroom, Google Sites, and Aspen.

13. What if I do not have a computer for my child to use?

This is another reason why work is not due the day students return to school. Arrangements can be made for your child to use the district's technology or she/he can go to the town library for access. If options such as these pose a hardship, then the teacher(s) should be made aware and there can be an appropriate accommodation made for your child's situation.

14. Who can parents/students contact if they have a question about an assignment?

As always, your first line of support will be the classroom teacher, followed by building-level administration. In addition, teachers will be available to work with students upon their return to school.

15. Is there a central place for all of the Snow Day Cancellation information?

Yes. All information for the Snow Day Cancellation Pilot will be on the district website. There will be a link on the main page of the Littleton Public Schools website as well as all school websites for easy access.

16. What if we want our kids to “just be kids” and go outside and play in the snow for the day?

We too believe that snow play is an important part of childhood in New England. Another benefit of work not being due upon return to school is that students do not have to do work on the particular cancelled school day. Additionally, as you can see from the times listed above (question #5), the Snow Day Cancellation assignments/learning activities are not the same length of the traditional school day, allowing time for play in the snow in addition to the work if parents/guardians and students wish to do both.

17. How do we know that the program is successful?

Principals and Assistant Principals will ask staff to provide information regarding student/parent interactions about the Snow Day Cancellation Pilot assignments and access. Immediate corrections will be made when possible. Furthermore, the school department will regularly complete a program audit to ensure that students engage with quality, curriculum-based assignments and that students learning is commensurate with a regular school day.

Littleton Public Schools Snow Day Cancellation Pilot

Roles and Responsibilities

Introduction:

The LPS Snow Day Cancellation Pilot refers to a practice of providing students with Alternative Structured Learning opportunities to complete in lieu of making up five (5) snow days at the end of the school year in June. This practice has been implemented in several area districts. The Massachusetts Department of Elementary and Secondary Education (DESE) first recognized locally approved "Alternative Structured Learning Day Programs" in February 2015. As a Pk-12 district divided into elementary, middle and high schools, we created a model that is flexible within the district, within schools and even within grades to ensure that the alternative instructional activities meet the DESE definition of structured learning time.

The LPS Snow Day Cancellation Pilot will provide Littleton Public School students with authentic, relevant, standards based learning opportunities to replace cancelled school days. Students will complete learning activities/assignments that align with the Curriculum Frameworks, reflect Reading and Writing Learning Standards across content areas, provide opportunities for blended learning, and encourage student choice and engagement.

This program will allow students to develop the foundational skills needed to plan and accomplish learning in different environments. A byproduct of this program is that students will experience learning in different environments and it promotes independence, which supports the acquisition of skills aligned with self-directed learning.

Teachers:

Teachers prepare authentic, standards based learning activities/assignments that support student learning and the course curriculum. At the elementary level, teachers will create multiple blended assignments. At the secondary level, grades 6-12, teachers will create a short assignment and a long assignment, utilizing district-developed forms for Lesson Templates and Student Assignment Sheets. Student choice will be incorporated into learning activities and differentiation, accommodations and modifications will be implemented according to individual student need.

Teachers communicate assignments to students and parents using their preferred platform choice (i.e. Google Classroom, Google Sites, Aspen). Teachers will ensure that paper and digital copies are available at all grade levels. Assignments will be posted in advance of any cancelled school day.

Teachers are available to help students understand assignments and provide guidance for assignment completion in person following the school day cancellation. A central tenet of the Snow Day Cancellation Pilot is that student work will never be due on the day that students return to school. This allows teachers to ensure that all students have equitable access to complete assignments. Teachers correct assignments in a timely manner using the appropriate common grade level rubric.

****Staff listed below will make up the cancelled school day by completing the possible tasks listed either during the cancelled school day or during an opportune time.***

Student Support Staff (Psychologists/Counselors):

Student Support Staff will engage in school or district-wide work that reinforces or enhances their day to day student support services. The work completed for cancelled school days is intended to have a direct impact on student growth, development or learning. It is also a time to complete student testing analysis and report writing.

Related Service Providers:

Related Service Providers will complete evaluations, reports, IEPs and maintain communication with students, families, and other school personnel as needed. Additionally, the Related Service Providers will begin to formulate a schedule that allows adjustments to cover any missed student sessions. This will be done in conjunction with the Director of Pupil Services.

Paraprofessionals:

Paraprofessionals may make up missed time through the attendance of district and school based PD days. Paraprofessionals are available to help students understand assignments and provide guidance for assignment completion in person following the school day cancellation.

Administrative Assistants:

Administrative Assistants will complete tasks assigned by their building principals as well as make up hours through the development of alternative working schedules that are approved by their building principal.

Librarians:

Librarians and librarian assistants will work on activities that are directly related to the services that they provide at each school.

Nurse:

Nurses will work on individual health care plans, emergency plans, as well as updating health records.

Administration:

Administrators will ensure proper implementation within the school. They will review the progress of the assignments and student work and will be available to answer teacher, student, and parent/guardian questions. Administrators may also use the cancelled school day time to complete reports, evaluations, budget-related tasks, review of curriculum materials and assessments or focus on developing implementation strategies related to their respective school improvement plans.

EMERGENCY PLANS

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

The Superintendent will facilitate the development of school emergency plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

emergency plans shall be developed, in consultation with, but not limited to, principals, school nurses, school physicians, athletic coaches, trainers, police, fire, and local Emergency Medical Services, agencies, an Emergency Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local emergency service providers along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of average EMS, Police, and Fire response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A team comprised of counselors and school psychologists will be available with post-event support for students, staff, and families or guardians.
5. A method to efficiently direct emergency service providers personnel to any location on campus, including the location of available rescue equipment.
6. Ongoing training for all staff, and students, related to school safety.
7. Safety precautions to prevent injuries in classrooms and on the school campus.
8. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.

9. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE (Medical Emergency Plans) at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills at least once per year to give students practice in moving with an orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC Policy

LEGAL REF: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings

Adopted:	March 2, 1995
Revised:	September 13, 2012
Reviewed:	May 12, 2016
Revised:	January 10, 2019

BULLYING PREVENTION

The Littleton Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page, blog, or social media profile in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Littleton public schools;
-

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Littleton school district if the act or acts in question:

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

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws.

The District plan will acknowledge that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially and provided to the School Committee upon revision.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

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

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

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

The District shall administer the DESE provided survey of school climate and prevalence, nature and severity of bullying in schools survey at least once every 4 years.

The district shall annually report bullying incident data to the Department of Elementary and Secondary Education utilizing the required DESE provided format.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred, the principal shall take appropriate action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and what action has or shall be taken. At a minimum the Principal or a designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Actions, whether disciplinary or alternative measures, for students who have committed an act of bullying or retaliation shall be in accordance with district policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

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

Retaliation

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

Target Assistance

The Littleton Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

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

Publication and Notice

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

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Littleton Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
 Federal Regulation 74676 issued by EEO Commission
 Title IX of the Education Amendments of 1972
 603 CMR 26:00
 M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

SOURCE: MASC May 2014

Adopted: 26 August 2010
Revised: 15 November 2012
Revised: 21 November 2013
Revised: 5 June 2014
Revised: 10 January 2019

SCHOOL COMMITTEE POWERS AND DUTIES

The school committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The committee takes a broad view of its functions. These are seen as:

1. Legislative or policymaking. The committee is responsible for the development of policy as guides for administrative action and for employing a superintendent who will implement its policies.
2. Appraisal. The committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources. The committee is responsible for adoption of a budget that will enable the school system to carry out the committee's policies.
4. Public relations. The committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The committee is responsible for establishing educational ~~objectives-goals and policies~~ that will guide the committee and the staff ~~in establishing goals and working together for the continuing improvement of the educational program for the administration and continuing improvement of the educational programs provided by the School District.~~

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent there to, as a majority of the Committee may direct.

5.—

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

Adopted: November 17, 1994

Reviewed: July 12, 2000

Reviewed: 21 November 2013

Revised: 10 January 2019

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The committee will leave to the Superintendent all matters of decision and administration that come within ~~his-the~~ scope as executive officer or as professional leader of the school ~~system~~district. While the committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent ~~will have the privilege of asking~~may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, ~~he-the Superintendent~~ will submit the matter to the committee for advice and direction.
2. The Superintendent will assist the committee in reaching sound judgments and establishing policies, and will place before the committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

SOURCE: MASC July 2016

Adopted: November 17, 1994
Revised: July 12, 2000
Revised: February 27, 2014
Revised: January 10, 2019

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, iInternet web forums, and Internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the School Committee chairperson, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic correspondence between and among members of the School Committee, or the district shall provide district e-mail addresses, which are archived. These copies shall be printed and retained in the central office in the same fashion as any other School Committee records. School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

SOURCE: MASC July 2016

Legal References: M.G.L 4:7; 30A:18-25 66:10

Adopted: July 12, 2000
Revised: January 15, 2009
Reviewed: February 27, 2014
Revised: January 10, 2019

SUPERINTENDENT'S CONTRACT

The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.~~The Committee, upon the election of a candidate or upon re-election of the incumbent Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.~~

SOURCE: MASC ~~Policy~~July 2016

LEGAL REFS.: M.G.L. 71:41; 71:42

Adopted: January 12, 1995

Reviewed: August 30, 2000

Reviewed: October 20, 2011

Reviewed: November 12, 2015

Revised: January 10, 2019

EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

~~Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:~~

- ~~1. Clarify for the Superintendent his role in the school system as seen by the School Committee.~~
- ~~2. Clarify for all committee members the role of the Superintendent in light of his job description and the immediate priorities among his responsibilities as agreed upon by the committee and the Superintendent.~~
- ~~3. Develop harmonious working relationships between the School Committee and Superintendent.~~
- ~~4. Provide administrative leadership of excellence for the school system.~~

~~The School Committee will annually develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.~~

Adopted: January 12, 1995

Reviewed: August 30, 2000

Reviewed: October 20, 2011

Reviewed: November 12, 2015

Revised: January 10, 2019

SOURCE: MASC ~~Policy~~July 2016

LEGAL REF.: M.G.L. 30A:18-25; 603 CMR 35.00

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he are deemed necessary for assuring staff participation in decision making, for implementing policies, ~~and~~ regulations, procedures, and for the improvement of the educational program.

Functioning in an advisory capacity all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his discretion if deemed necessary. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

SOURCE: MASC July 2016

Adopted: January 12, 1995
Reviewed: August 30, 2000
Reviewed: October 20, 2011
Reviewed: November 12, 2015
Revised: January 10, 2019
SOURCE: MASC Policy

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, ~~through regulations, the~~ policies established by the School Committee.

The policies developed by the committee and the ~~regulations-procedures~~ developed to implement policy are designed to increase the effectiveness and efficiency of the school ~~system~~district. Consequently, it is expected that all ~~S~~school ~~Committee-district~~ employees ~~and students will carry them out~~will follow district policies.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulations and for seeing that they are implemented in the spirit intended.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, ~~he/she may issue regulations implementations procedures may be developed~~ without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of ~~regulations-procedures~~ be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

Adopted: January 12, 1995

Reviewed: August 30, 2000

Revised: October 20, 2011

Reviewed: November 12, 2015

ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the school department, and it ~~mirrors the problems and difficulties that confront the school system~~ is aligned with the strategic plan, mission, and vision of the school district.

The budget ~~then~~ is more than just a financial instrument and requires on the part of the ~~e~~CCommittee, the staff, and the community, an orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school ~~system~~district.

Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school ~~system~~district will be prepared and presented in line with state policy and will be developed and refined in accordance with the same requirements.

The Superintendent will serve as budget officer but ~~he~~they may delegate portions of this responsibility to ~~members of his specific staff as he deems appropriate~~. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

LEGAL REFS.: M.G.L. 71:34; 71:37 and 71:38N

SOURCE: MASC ~~Policy~~August 2016

Adopted: February 16, 1995
Reviewed: September 14, 2000
Reviewed: November 20, 2014
Revised: January 10, 2019

PAYMENT PROCEDURES

All claims for payment from school department funds will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

As an operating procedure, the Ceommittee will receive monthly lists of bills (warrants) for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee and then forwarded to the city-auditortown for processing and subsequent payment by the city-town treasurer. Actual invoices, statements, and vouchers will be available for inspection by the School Committee.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school building administrators will be responsible for observing-monitoring budget allocations in their respective schools.

SOURCE: MASC PolicyAugust 2016

LEGAL REFS.: M.G.L. 41:41; 41:52 41:56

Adopted: February 16, 1995
Reviewed: September 14, 2000
Reviewed: March 21, 2013

EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur approved expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by personally-owned vehicle is authorized, mileage payment will ~~generally~~ be made at the rate currently approved by the Internal Revenue Service (IRS).

To the extent budgeted for such purposes in the school budget, approval of travel requests by School Committee members must have prior approval of the School Committee. Staff travel requests within budgetary limits may be approved by the Superintendent. Staff travel requests that exceed budgetary limits will require the approval of the School Committee and the identification of funding sources by administration. Each request will be judged on the basis of its benefit to the school district.~~To the extent budgeted for such purposes in the school budget, approval of travel requests will be as follows:~~

- ~~1. Travel by School Committee members must have prior approval of the School Committee.~~

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 40:5; 44:58

Adopted: February 16, 1995
Revised: September 30, 2000
Revised: November 20, 2014
Revised: January 10, 2019

SAFETY PROGRAM

Accidents or other unplanned occurrences can result in tragic consequences such as: bodily harm, loss of school time, property damage, legal action, and even fatality. The School Committee will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of schools. Instruction in accident prevention as well as fire prevention; emergency procedures; ~~that~~^{Set}traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school ~~system~~district. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOURCE: MASC ~~Policy~~August 2016

LEGAL REF.

M.G.L. 71:55C

603 CMR 36:00

CROSS REFS.

EEAE, School Bus Safety Program

IHAM, Health Education

Adopted: March 2, 1995

Revised: September 30, 2000

Revised: 26 February 2015

Revised: 10 January 10, 2019

FIRST AID

The ~~school district attempts~~ strives to provide a safe environment. If an accident or sudden illness ~~accusing occurs~~, school personnel will administer first aid and, if warranted, call for emergency medical ~~assistanceservices~~. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These Procedures will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
- ~~3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him or her.~~
- 4.3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance if at all possible.
- 5.4. The teacher or other staff member to whom a child is responsible at the time an accident occurs will ~~make out complete~~ a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
- 6.5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC ~~Policy~~ August 2016

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

CROSS REF.: JLC, Student Health Services and Requirements

Adopted: March 2, 1995

Reviewed: September 30, 2000

Revised: February 26, 2015

Revised: January 10, 2019

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

DRUGS AND ALCOHOL USE BY STUDENTS

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9. Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC ~~March-February~~ 20168

LEGAL REF.: M.G.L. 71:2A. 71:96, 71:97, 272+40A

CROSS REF.:

IHAMB, Teaching About Drugs, Alcohol, and Tobacco

GBEC, Drug Free Work Place Policy

ADC, Tobacco Products on School Premises Prohibited

GBED, Tobacco use on School Property by Staff Members Prohibited

Adopted: July, 1970

Revised: March 29, 1973

Revised: June 8, 1995

Reviewed: July 13, 2004

Revised: January 3, 2013

Reviewed: February 25, 2016

Revised: August 25, 2016

Revised: January 10, 2019

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
- Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;
- Not being a resident of the District and the District has opted not to participate in the School Choice Law, or that there are no available school choice seats;
- Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

~~Students under long term suspension or expulsion from any other district the superintendent will consider the individual circumstances and the student will either be admitted or education services will be provided per requirements of Mass General Law.~~

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. 71:37H; M.G.L. 71:37H3/4 76:12; 76:12A; 76:12B 603
CM 26:00

Adopted: June 8, 1995
Reviewed: June 10, 2004
Revised: November 15, 2012
Revised: June 5, 2014
Reviewed: February 25, 2016
Revised: January 10, 2019

ADMINISTERING MEDICINES TO STUDENTS

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

Exceptions:

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

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

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

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

3.4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC ~~March-October~~ 2016

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

Adopted: April 25, 2013

Revised: May 12, 2016

Revised: January 10, 2019

PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific, outlining the reasons for the complaint.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

~~Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his/her complaint in writing. Anonymous complaints will be disregarded.~~

~~Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.~~

~~The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.~~

~~If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.~~

~~Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.~~

~~The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.~~

SOURCE: MASC October 2016

LEGAL REFS.: MG.L. 76.5

Adopted: September 22, 2005

Revised: November 21, 2013

Revised: January 10, 2019