



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

MATTHEW HUNT, Vice Chair
DARYL BAKER, Member

MIKE FONTANELLA, Chair

ERICA PODGORN, Secretary
JENNIFER WILSON, Member

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

Thursday, March 5, 2020

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 – February 6, 2020**
 - Oath to Bills -
and Payroll**

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

- 1. Student Representative(s) Report:** *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*
- 2. [Shaker Lane School Littleton MA USA World Peace Song 2020.mp4](#)**
- 3. Finance Committee Term Expiration:** *Requirement as per School Committee Policy AFC.*
- 4. Other**

7:15 IV. PRESENTATION

- 1. Shaker Lane Kindness Rock Project:** *Shaker Lane Students and Staff members will give a presentation on the Shaker Lane Kindness Rock Project.*
- 2. Kimball Grant – HS Library Media Specialist, Paul Orzech** *will give a presentation on the Library Improvement Plan.*
- 3. Financial Update:** *Business Manager, Steve Mark will give an update on the FY20 Year to Date Budget Report.*

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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4. **Update on the development of the District's Student Opportunity Act (SOA) Strategic Plan:** *Interim Director of Curriculum, Elizabeth Steele will give an update on the progress to date.*
5. **Update on 1:1 Chromebook implementation at LMS:** *Superintendent Kelly Clenchy will give an update on the 1:1 Chromebook implementation at LMS.*

7:35 V. NEW BUSINESS

1. **Shaker Lane Statement of Interest:** *Business Manager, Steve Mark will discuss the Shaker Lane Statement of Interest.*
2. **Shared Facility Manager position between the Littleton School Department and The Town of Littleton:** *Superintendent Kelly Clenchy will discuss the DRAFT job description for the shared Facility Manager position that is ready to be finalized.*
Motion to consolidate administrative functions for the position of Facilities Manager, in accordance with M.G.L. c. 71, §37M.

7:40 VI. INTERESTED CITIZENS

7:45 VII. SUBCOMMITTEE REPORTS

1. PMBC

2. **Budget Subcommittee:** *Chair, Mike Fontanella will give an update on the FY21 Budget.*

3. Policy Subcommittee: (see LPS website to view all policies)

Motion: Accept first reading to rescind policies:

JP	Student Gifts and Solicitations
KEC	Public Complaints about the Curriculum or Instructional Materials
KJA	Relations with Booster Organizations

Motion: Accept first reading of the following reviewed policies:

AD	Educational Philosophy	JJIB	Interscholastic Athletics
ADF	Wellness Policy on Physical Activity and Nutrition	JJIF	Concussion and sports injury
HA	Negotiations Goals	JKAA	Restraint of students in Littleton Public Schools
HB	Negotiations Legal Status	JLC	Student Health Services and Requirements
HF	School Committee Negotiating Agents	JLCD	Administering Medicine to Students
JHA	Absence to observe Religious Holydays	JQ	Student Athletic and Activity Fees
JI	Student Rights and Responsibilities	KA	School-Community Relations Goals
JIB	Student Involvement in Decision-Making	KBA	School/Parent Relations Goals
JIC	Student Conduct	KCB	Community Involvement in Decision-Making
JICA	Student Dress Code	KCD	Public Gifts and Donations to Schools
JICC	Student Conduct on School Bus	KDD	News Media Relations/News Releases
JICE	Student Publications	KE	Public Complaints
JICFA	Prohibition of Hazing	KHA	Public Solicitations in the Schools
JICFB	Bullying Prevention	KHB	Advertising in the Schools
JICH	Alcohol Use by Students	KLG	Relations with Police Authorities
JIE	Pregnant Students		

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Motion: Accept first reading of the following modified policies:

ACAB	Harassment Policy	JHD	Exclusion and Exemptions from School Attendance
BEDH	Public Participation at Committee Meetings	JIH	Interrogations and Searches
EEAG	Student Transportation in Private Vehicle	JJF	Student Activity Accounts
JB	Equal Educational Opportunities	JRA	Student Records
JEB	Entrance Age	JRD	Student Photographs
JF	School Admissions and Residency	KBE	Relations with Parent Organizations
JFBB	School Choice	KDB	Public's Right to Know
JH	Student Absence	KI	Visitors to the Schools

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

7:50 VIII. 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

March 19, 2020

PUBLIC HEARING

7:10 p.m.

Littleton Police Department Community Room

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SCHOOL COMMITTEE MINUTES February 6, 2020 7:00 PM

PRESENT: Mike Fontanella (7:01PM)
Matthew Hunt
Daryl Baker
Jennifer Wilson

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

Matthew Hunt 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. 23, 2020 consent agenda as presented. (AYE: Unanimous). Motion carried.

INTERESTED CITIZENS

None

RECOGNITION

1. **The Winter concert** took place on Tuesday. The Superintendent thanked the Music teachers, students and all the families, who came out to listen to it all.
2. **The Great Kindness Challenge** – Superintendent Clenchy acknowledged Special Education teachers, Mrs. Feudo and Dr. Turner for organizing the Kindness Challenge throughout the district. Each Building principal highlighted a few acts of kindness that had taken place at their school.
At LHS they started the week off with the kindness tunnel and had faculty and community members greeted the students as they arrived in the morning. They held a door decoration contest and the winners were treated to a

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healthy breakfast. Over 400 kindness notes were written by students in their English classes and a chain of kindness notes are now on display in the lobby area.

At LMS they also started the week with a kindness tunnel welcoming the students as they arrived Monday morning. Kindness notes and encouraging reminders of kindness acts were hung around the school as reminders to the students. Grade 6 assembled and discussed “What does it take to be kind?” The PTA filled a wagon with goodies such as Kleenex, pencils, chocolate etc. and visited every single classroom and handed the teaches a goodie bag. Mrs. Morgan and Mr. Everhart followed suit the next day with a wagon full of snacks for all staff. At RSS they started each day with a kindness quote. They made kindness jars filled with kindness notes for the bus drivers, school nurse and office staff. They had a “Kind to the environment day” where they learned about recycling. They ended their week with “High Five Friday”. They will continue the kindness theme for the remainder of the school year with every Thursday being Kindness Day.

Cheryl Temple invited everyone to Russell Street’s first Family STEM night on Tuesday, March 31, from 6-8:30PM. It will be a evening of team work, problem solving, creativity and fun.

3. **Shaker Lane Elementary School Shakey’s Imagatorium Grant Request** - Superintendent Clenchy recognized the LELWD for the grant approval for a laser cutter for the Shaker Lane Imagatorium.
4. **Winter Sports** – Every winter sport is doing great this season but especially the basketball teams. Both girls’ and boys’ teams have qualified for the MIAA tournaments. The In-Door Track team is doing really well this season as well.

PRESENTATION

1. History / Social Studies Curriculum Alignment Update:

The Massachusetts Department of Elementary and Secondary Education expects schools to begin implementing the History and Social Science Curriculum Framework and student-led civics projects in 2019-2020. Student-led civics projects should be fully implemented in all schools by 2020-2021.

In grade 8, students will have the opportunity to apply their civic knowledge of foundational documents, how and why U.S. government institutions developed, how government evolves through legislation and court decisions, and how individuals exercise their rights and civic responsibilities. The current 8th grade students will create a project around Vaping in schools and within the community. They will do research, contact their local officials and present their findings in May. More to follow after their project has been completed.

9-12th grades

- At the high school level, where students should take at least “four full-year courses” in United States and world history, the standards require interpretation and synthesis of complex ideas about individuals, groups, events, and institutions.

LHS Plan for 2020-2019

- 9th Grade –World History – covers Middle Ages through the Enlightenment and 19th c. Imperialism
- 10th Grade – US I History – covers 1763 to 1920 - revisits the Revolution from 8th Grade and goes through World War I
- 11th Grade – US II History – covers 1920 to current day and includes the Civics Project

LHS Civics Projects

- Students deepen their knowledge and application of civics skills and dispositions within a national and global context as they take additional courses in U.S. and World History, social sciences, and other disciplines.
- Students acquire knowledge and skills that enable them to **apply a more critical lens to the political, social and economic context of issues.**
- Students complete a student-led civics project **with a greater degree of independence, depth, and complexity.**

- The project requires students to analyze and **deeply evaluate** political institutions and policies and root causes of issues.

LHS: Rationale for Civics Project in US II

- Grounding in the Constitution and government with 2+ years of study
- Building on Civics project from 8th grade
- Specific focus on modern US in this course
- Most districts are moving in this direction
- While civics projects should align to the 2018 History and Social Science Framework, projects can be interdisciplinary and facilitated across content areas.

LHS: 12th Grade Selection of Electives – Full Year Courses:

- Global Studies - essentially World History II, 20th century to current with a global focus and current events
- Facing History and Ourselves - covers the genocides of the 20th and 21st centuries, racism, human rights, and current events
- AP Psychology
- AP Art History

LHS: 12th Grade Selection of Electives - Semester Courses:

- Economics, including financial literacy
- Sociology
- Psychology
- American Government
- US Film Goes to War

Plan for Spring 2020

- Create civics project for the 8th grade/implement in May
- During 4 Teacher-led PD sessions, reconfigure current classes to meet the needs of the curriculum and create templates for civics projects for next academic year. Looking at Graduation requirements but do not have any specific from DESE at this point.

2. Student Opportunity Act: Beth Steele gave a presentation on the Student Opportunity Act (SOA)

1. What is the Student Opportunity Act?

- An Act Relative to Educational Opportunity for Students
- Investment in Schools - Providing a significant infusion of new funds
 - Every district will receive at least some increase in Chapter 70 funds
- Close persistent achievement gaps
 - Outlined in a three-year plan
- Four Statutory requirements for district evidence-based plans:
 1. Evidence based practices
 2. Parent/Community engagement
 3. Resource allocation plan
 4. Outcome metrics

2. What does it mean for Littleton Public Schools?

We will receive an increase in funds

- 85% of the new Chapter 70 money → about 35 districts (Littleton is not among those districts but will receive some money. Estimated amount needs to be verified)

- Need to create a 3-year plan
 - DESE will provide a menu of evidence-based initiatives from which we can select

147
148 3. What are the next steps?

149 Develop and propose a 3-year plan with input from local stakeholders

150 • Acquire School Committee approval of such plan

151 • Submit to the Department of Elementary and Secondary Education by April 1, 2020

152
153 **INTERESTED CITIZENS**

154 None

155
156 **SUBCOMMITTEE REPORTS**

157 1. PMBC: None

158
159 2. Budget Subcommittee: Budget Summit Meeting last Saturday. Presentation by Police, Fire and School
160 Department.

161
162 3. Policy Subcommittee:

163
164 Second Reading of the following modified Policy: ADC – Use of Tobacco Products on School Property

165
166 On a motion by Jennifer Wilson, and seconded by Matthew Hunt, it was voted to accept the second
167 reading of the following policy ADC as presented. (AYE: Unanimous). Motion carried.

168
169
170 Second Reading of Reviewed Policies: AA, AB, AC, ACA, ACE, AFC, CA, CAA, CBD, CBI, CE, CH,
171 CL, DA, DB, DBJ, DGA, DI, DIE, DJ, DK, DKC, FA, FBF, FCB, LA, LB, and LDA.

172
173 Second Reading of the following reviewed Policies

174
175 On a motion by Jennifer Wilson, and seconded by Matthew Hunt, it was voted to accept the second
176 reading of the following policies AA, AB, AC, ACA, ACE, AFC, CA, CAA, CBD, CBI, CE, CH, CL,
177 DA, DB, DBJ, DGA, DI, DIE, DJ, DK, DKC, FA, FBF, FCB, LA, LB, and LDA as reviewed and
178 presented. (AYE: Unanimous). Motion carried.

179
180 **ADJOURNMENT**

181 On a motion by Daryl Baker, and seconded by Jennifer Wilson it was voted to adjourn at 8:03PM to go into
182 Executive Session for the purpose of contract negotiation discussion with no intention to return to Open
183 Session. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; and Mike
184 Fontanella, AYE.

185
186 **NEXT MEETING DATE**

187 **Thursday, March 5, 2020**

188 **7:00PM**

189 **Littleton High School**

190
191 **DOCUMENTS AS PART OF MEETING**

192 History / Social Studies overview presentation

193 Student Opportunity Act Presentation

194 Policy ADC

195 Policies AA, AB, AC, ACA, ACE, AFC, CA, CAA, CBD, CBI, CE, CH, CL, DA, DB, DBJ, DGA, DI, DIE,
196 DJ, DK, DKC, FA, FBF, FCB, LA, LB, and LDA



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SCHOOL COMMITTEE SEEKS INTERESTED CITIZENS FOR FINANCE COMMITTEE APPOINTMENT July 1, 2020 – June 30, 2023

The Littleton School Committee is seeking an interested citizen to fulfill a three-year term on the Littleton Finance Committee, expiring in 2023. Kindly forward a letter of interest and a resume which details your qualifications by April 11, 2020.

Littleton School committee
c/o Mike Fontanella, Chairperson
P.O. Box 1486
33 Shattuck Street
Littleton, MA 01460

Interviews of interested candidates will be scheduled. This process will follow procedures as set forth in the Town of Littleton code and School Committee Policy.

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FINANCE COMMITTEE APPOINTMENTS

The Littleton School Committee is responsible for appointing two (2) members to the Littleton Finance Committee. The appointments are for three-year terms and commence the second Monday in May.

In years when an incumbent's term will expire, the School Committee at their first meeting in March will inform the incumbent in writing that he/she may reapply for an additional term if interested. The committee will also advertise the position and request that interested citizens and the incumbent submit a letter of application and a resume two weeks prior to the date set by the School Committee for when they plan to make the appointment. The School Committee will interview candidates prior to making an appointment.

In case of a resignation, the School Committee will set a date to appoint a replacement. The School Committee will accept a letter of application and a resume up to two weeks prior to the Appointment date. The School Committee will interview candidates prior to making an appointment.

All applicants and appointees must meet Littleton town code requirements as specified by Town Code for "Finance Committee Eligibility" and "Boards Appointed: Residency requirements". The School Committee reserves the right to terminate an appointee's membership to the finance committee due to lack of attendance or failure to perform the required duties of the committee.

LEGAL REFS.: 13-1, Town of Littleton Code

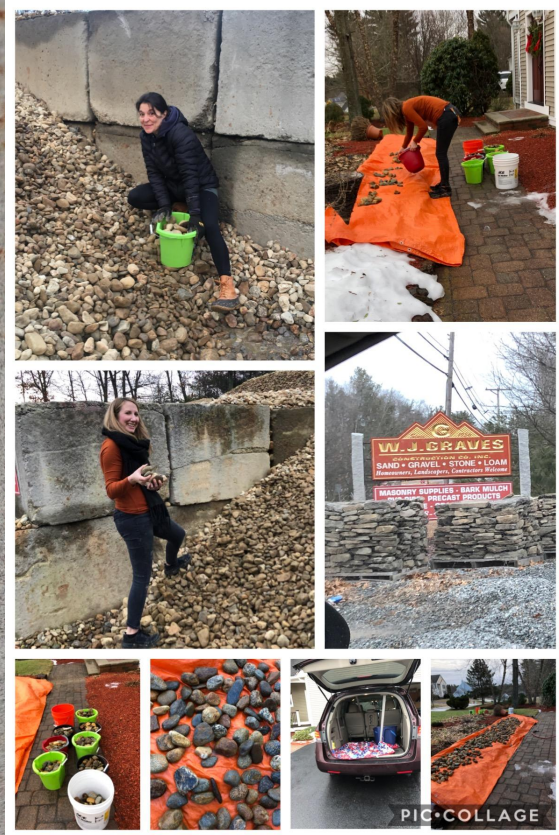
Adopted:	May 27, 1993
Reviewed:	October 14, 1999
Revised:	December 15, 2005
Reviewed:	November 15, 2012
Revised:	November 12, 2015

The Kindness Rocks Project



In Art classes this week and next, we will create Kindness Rocks. We will talk about ideas for words and pictures you can put on your rock. Then you will decide how you would like to share your rock and bring kindness to others.

Please share with us how you helped spread kindness with your rock on twitter #shakeypride!

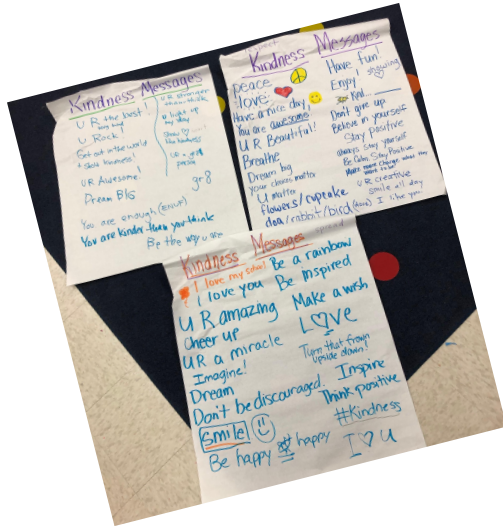


Project Beginnings

- Community Meeting
- Art Class
 - What does it mean to be kind?
 - Why should we share kindness?
 - Can you be kind to someone you don't even know?

“ Kindness is
seeing the best in
others when they
cannot see it in
themselves. ”

- RAKtivist



Let's Make Kindness Rocks!

inspire
kindness®



Kindness
Matters.

Let's make Kindness Rocks!

Day 1:

- Students were given a rock, a ziplock bag and a sharpie



- Students chose a single color to paint their rock and then they put it on their ziplock bag on the window sill to dry.



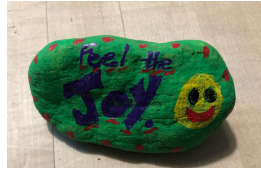
- While their rocks were drying, students began making a design for their rock on a paper rock. They would complete their design on paper first (planning process) and then transfer it to their painted rock the following week.



Let's make Kindness Rocks...continued!

Day 2:

- Each student completed their design on a paper rock
- Next, they used oil-based paint pens (special markers) to transfer the design on their painted rock.
- Then we glued labels on each rock that says #shakeypride
- Finally, this week, we are spraying a protective seal on each rock to give it a nice finish and protect it from the elements once it is left outside.



Students at work...







Kindergarten students taught their “Quiet Critter” art room friends all about how they can use art to spread kindness.

Community Involvement



W.J. Graves graciously donated over 600 rocks to support our Kindness Rock Project.

A stranger learned about our project and helped to purchase supplies.



A parent collected 200 beautiful smooth stones to contribute to our Kindness Rock Project.

The Kimball Grant:

A Library Improvement Plan

Paul Orzech

Goal:

Through the Kimball Grant, the LHS Library strives to **create an unique & safe environment** that is conducive to providing students and faculty with the **resources and services** necessary not only **to support and enhance the curriculum**, but to **inspire creativity, intellectual curiosity**, and the **passion to become lifelong learners**.





Maximizing the Kimball Grant

Process: Identifying Needs & Addressing Them...

→ **Physical Space & Environment**

Furniture | Promote independent reading spaces: “comfy seating” | Reorganization

→ **Technology Upgrades**

Interactive TVs | Greenscreen & Video Recording Equipment

→ **S.E.L. Student Supports**

Fully immersive VR | Lifespan Desks

Supportive Environment

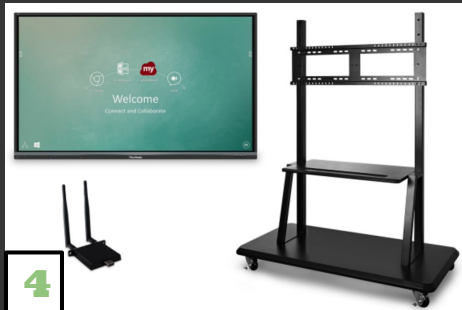
- **Students and Faculty alike have requested a “comfy” seating area where students can engage in independent reading. → Privilege**
 - Trend in libraries at all levels, from Public to University.
- **Designated desks for peer tutoring.**
- **Collaborate spaces.**
- **Open concept & mobile.**



**Times are
changing
and so are
libraries.**



1



4



2



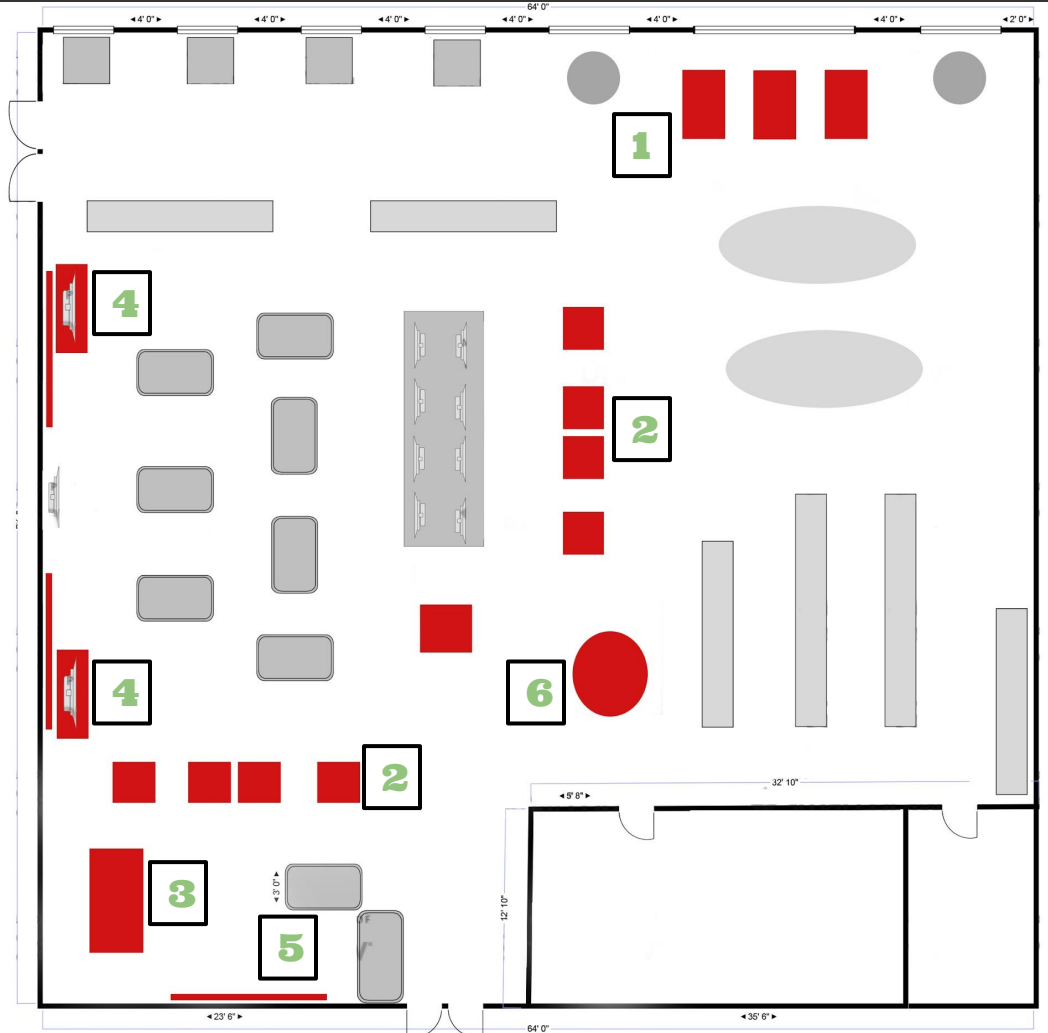
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3



6



Technology Upgrades

- “Purchase tools and technologies that will improve students’ ability to gather, organize and present information in a way that will better prepare them for life after high school.”
- Not “toys” or gimmicks
- Looked at trends across US in high Schools, colleges & businesses



Future Preparedness

- + College & Real World Jobs
- + 21st Century Skills

ClearTouch Interactive TVs

- + Replacing SmartBoards
- + Schools & Businesses
- + Unique presentation software & compatible with already existing apps and programs
- + Received “Innovation of the Year 2019” at IMPACT Awards



Green Screen Improvements

- + Based on current projects undertaken at LHS and student & faculty experiences
- + Updating equipment
- + Increasing participation and ease of use.



Drone & Canon T6:

A/V Recording Equipment

- + Primarily for yearbook and covering school events...
- + But there is certainly potential for other projects and opportunities for collaboration



Altair Outlaw
Drone w/ 1080p
HD Camera



Canon EOS
Rebel T6
Digital SLR

Student Well-Being: SEL

- SEL is major focus of staff, students & parents
- Spoke with colleagues
- Looked at trends across US in both high schools & colleges



Helping our students

- + Students are stressed...
- + Need outlets...
- + Let's get creative..

Bicycle Desks

- + **Proven stress reducer & contributor to overall well being.**
 - + Trend began gaining traction around 2015.
 - + Combat increased stress around exams
- + **University of Texas A&M Study of 2017**



Virtual Reality

- + **Recent development used in colleges, high stress businesses & counseling services**
 - + Bonds University Study (1/2019)
 - + Colorado University Pilot Program (3/2019)
 - + UCLA's Anxiety and Depression Research Center (In Progress)
- + **Versus *Google Expedition* VR headsets**



WHAT COMES NEXT?

- **Set-Up & Reorganize (Summer)**
 - Desks & Bookshelves
- **Training & Brainstorming**
- **Writing Policies**
- **Feedback & Next Steps**



Want to help?

- Brainstorm Projects Ideas
- Promote
- Take A Risk

Thank You For Your Time.

Any Questions?



LITTLETON Massachusetts

02/28/2020 13:18
4083smark

Town of Littleton
YEAR-TO-DATE BUDGET REPORT FY 2020
YEAR TO DATE THROUGH FEBRUARY 2020

P 1
glytdbud

FOR 2020 08

JOURNAL DETAIL 2020 1 TO 2020 13

	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
310 Regular Education	8,301,232	-88,820	8,212,412	4,206,274.23	34,060.15	3,972,077.62	51.6%
311 Special Education	6,468,394	-187,080	6,281,314	2,742,499.25	1,177.65	3,537,637.10	43.7%
312 Student & Support Staff	1,023,276	27,400	1,050,676	585,396.64	17,007.65	448,271.71	57.3%
313 Other Instruction	271,424	14,000	285,424	156,270.61	6,301.37	122,852.02	57.0%
314 System Administration	1,324,707	-3,500	1,321,207	776,724.25	1,584.78	542,897.97	58.9%
315 School Administration	1,119,264	2,000	1,121,264	707,217.33	.00	414,046.67	63.1%
316 Transportation and Busing	1,178,832	0	1,178,832	888,605.33	.00	290,226.67	75.4%
317 Facility & Maintenance	1,415,063	251,689	1,666,752	1,016,603.49	257,917.33	392,231.18	76.5%
GRAND TOTAL	21,102,192	15,689	21,117,881	11,079,591.13	318,048.93	9,720,240.94	54.0%

** END OF REPORT - Generated by Steven Mark **

Shaker Lane School

MSBA Statement of Interest - Information

Deadline to Submit to MSBA through MSBA portal = Wednesday April 8, 2020

School Committee

Review, discussion and vote to authorize SOI - Thursday March 5, 2020

Board of Selectmen

Review, discussion and vote to authorize SOI - Monday March 9, 2020

Section I

Pages 1-17: Required Votes Language, motion and other information related to the MSBA process, application, priorities options.

Section II

Pages 1-21: Statement of Interest for Shaker Lane School

SECTION I

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only.

**Current votes for each SOI submission are required.*

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on March 5, 2020, prior to the SOI submission closing date, the **School Committee** of the Town of Littleton, MA, Littleton Public Schools, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form that will be submitted to the MSBA by no later than Wednesday, April 8, 2020 for the Shaker Lane School, located at 35 Shaker Lane, Littleton, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future for MSBA Application Priorities as described below,

5: Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

The School needs modernization in regard to HVAC boilers and unit-ventilator systems. There is a need to have additional insulation added to the building, especially the roofing system to help prevent excessive heat on the second floor during summer months in June when the temperature in the second floor classrooms can reach in the high eighties and low ninety degrees during school hours. Studies and review of window systems need to be performed to evaluate the long term life of the window systems, and whether newer system would help with building temperatures. review and study of educational spaces would be warranted to determine optimal configurations of classroom and learning spaces to optimize learning environment and areas for all students.

And

7: Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.

Providing adequate spaces for students to meet and collaborative with staff, other students, peers, and teaching specialists will enhance their educational program and experiences allowing them to meet

district and state educational goals and program requirements. Having appropriate heating and cooling systems, modern lighting systems, and modernized learning spaces will provide students optimal learning environments where they can focus on instructional materials, programs and teaching staff;

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted **with the original signature** of the Committee Chairperson.

CERTIFICATIONS The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *
(signature)

School Committee Chair
(signature)

Superintendent of Schools
(signature)

Date _____

Date _____

Date _____

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Process for Shaker Lane School - Statement of Interest to the
Mass School Building Authority (MSBA)

SOI Draft - Dated Feb 28, 2020

School Committee Vote: Scheduled for March 5, 2020

Board of Selectmen Vote: Scheduled for March 9, 2020

Once approved by both boards, electronic versions will be emailed to required signatories:
Required Signatures are:

Town of Littleton, Chief Executive Office:
School Committee Chair
Superintendent of Schools

Signatures will be included and submitted with the on-line application.

Deadline to Submit Core Program SOI is April 8, 2020, and must be submitted online through the MSBA portal and on-line SOI system.

Once complete, we need to mail hard copies of approved votes, see details below.

MSBA Reviews all SOI's received and then decides which projects to invite for further studies and visits by MSBA staff to determine next steps.

More information can be found online on the MSBA webpage.

The SOI submission will not be considered complete until the MSBA receives the SOI electronically and all of the additional required information in a format acceptable to the MSBA.

The SOI is NOT an application for funding. Submission of the SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation or requirement upon the MSBA.

The MSBA expects that an SOI can be completed at no cost to the city, town or regional school district. The MSBA is interested in hearing from the district itself about potential problems that may exist in a local school facility. Communities should not seek professional assistance to complete an SOI. The MSBA will NOT reimburse for any expenses that may be incurred in connection with the completion of an SOI.

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.

- 2) For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted **with the original signature** of the Committee Chairperson.

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only.

**Current votes for each SOI submission are required.*

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on March 9, 2020, prior to the SOI submission closing date, the Board of Selectmen of the Town of Littleton, MA, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form that will be submitted by no later than Wednesday, April 8, 2020 for the Shaker Lane School, located at 35 Shaker Lane, Littleton, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future for MSBA Application Priorities as described below,

5: Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

The School needs modernization in regard to HVAC boilers and unit-ventilator systems. There is a need to have additional insulation added to the building, especially the roofing system to help prevent excessive heat on the second floor during summer months in June when the temperature in the second floor classrooms can reach in the high eighties and low ninety degrees during school hours. Studies and review of window systems need to be performed to evaluate the long term life of the window systems, and whether newer system would help with building temperatures. review and study of educational spaces would be warranted to determine optimal configurations of classroom and learning spaces to optimize learning environment and areas for all students.

And

7: Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.

Providing adequate spaces for students to meet and collaborative with staff, other students, peers, and teaching specialists will enhance their educational program and experiences allowing them to meet

district and state educational goals and program requirements. Having appropriate heating and cooling systems, modern lighting systems, and modernized learning spaces will provide students optimal learning environments where they can focus on instructional materials, programs and teaching staff;

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted **with the original signature** of the Committee Chairperson.

CERTIFICATIONS The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *
(signature)

School Committee Chair
(signature)

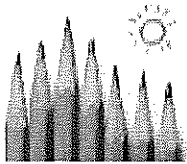
Superintendent of Schools
(signature)

Date _____

Date _____

Date _____

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.



MSBA Systems

Steven Mark, you are in: **Statement of Interest**
[Applications Home](#) | [My Account](#) | [Sign Out](#)

Home

- Region 02
 - Littleton
 - Littleton High School
 - Littleton Middle School
 - Russell St Elementary
 - 200801580015
 - Shaker Lane Elementary
 - 201101580005G

New SOI

[SOI Home](#) | [SOI Main](#) | [General Description](#) | [Priorities](#) | [Vote](#) | [Signatures](#) | [Close](#)

District: Littleton
School: Shaker Lane Elementary
Address: 35 Shaker Lane, Littleton, MA - 01460

Please check the priorities for which you are submitting this Statement of Interest.

Priorities

- ☐ 1. Replacement or renovation of a building which is structurally unsound or otherwise jeopardizing the health and safety of school children, where no alternative exists.
- ☐ 2. Elimination of existing severe overcrowding.
- ☐ 3. Prevention of the loss of accreditation.
- ☐ 4. Prevention of severe overcrowding expected to result from increased enrollments.
- ☒ 5. Replacement, renovation or modernization of school facility systems, such as roofs, ventilation systems, to increase energy conservation and decrease energy related cost.
- ☐ 6. Short term enrollment growth.
- ☒ 7. Replacement of or addition to obsolete buildings in order to provide for a full range and approved local requirements.
- ☐ 8. Transition from court-ordered and approved racial balance school districts to walk-to districts.

SOI Vote Requirement

- ☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI. I understand that the MSBA requires votes from specific parties/governments using the language provided by the MSBA. Further, I understand that the MSBA requires documentation to be submitted with the SOI. I acknowledge that my SOI will not be reviewed by the MSBA unless the required accompanying vote documentation is provided.

Program Type:

Core ▼

Potential Project Scope:

Potential New School ▼

Is this a Potential Consolidation?

☐ Yes ☒ No

Each district must prioritize **one** Statement of Interest from all of the Statements of Interest submitted, or refreshed, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district submit more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI?

☒ YES ☐ NO

If No, please select the school name of the District Priority SOI:

-Please Select-

Is this part of a larger facilities plan?

☐ YES ☒ NO

If "YES", please provide the following:

Facilities Plan Date:

1/1/2001

Finalize your SOI Submission

Once you have completed your SOI and you are ready to submit this information to the MSBA, you can "finalize" the SOI and send it electronically to the required signatories. Once all three of the required signatories sign, you will be prompted to submit the SOI to the MSBA.

If you need to make changes to the SOI information after it has been "finalized" but before it has been submitted to the MSBA, you can click on the "Make Changes" button. Please note, clicking on this button will clear any signatures that have been provided. If you make changes to the SOI information once it has been "finalized," the system will require you to send the SOI to all three signatories for their signatures again.

- *Click on the button below to Finalize your SOI submission.*

Finalize your SOI Submission

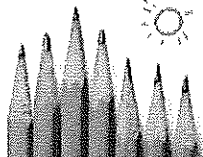
DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.

- 2) For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted **with the original signature** of the Committee Chairperson.

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Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

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Pro-Pay Reimbursements

(<https://systems.massschoolbuildings.org/>)

Core Program Statement of Interest Process Overview

Introduction

The Massachusetts School Building Authority's (the "MSBA's") grant program is a non-entitlement, competitive program, and its grants are distributed by the MSBA Board of Directors (/about/board_leadership) based on need and urgency, as expressed by the district and validated by the MSBA. The MSBA completes an extensive review of available information for districts that submit a Statement of Interest ("SOI") for the Core Program each year. The goals of this review include:

- To determine those schools that are the most urgent and needy relative to the pool of SOI submittals filed in that year. The MSBA considers many factors when looking at the totality of the SOIs including, but not limited to, the age of the building, the amount of space per student, the current and projected enrollment, the condition of the major systems of the school, the general environment of the building and the appropriateness of the building to the educational mission;
- To collaborate with districts on the potential project that they have identified as the priority SOI if they are filing more than one SOI for that given year;
- To understand if the MSBA is currently partnering with the district on another Core Program project already underway; and
- To understand the range of options each district faces when planning for district-wide educational facilities.

The following information provides an overview of the SOI process from initial opening of the SOI period each January until the Board of Directors votes to authorize invitations to the MSBA's grant program at a subsequent Board meeting.

The SOI Filing Period

The MSBA opens its Statement of Interest System (<https://systems.massschoolbuildings.org/Login.aspx?ReturnUrl=%2f>) annually for districts to file one or more SOIs for either the Core Program (</building>) or the Accelerated Repair Program (/programs/Accelerated_Repair). The SOI is the tool districts use to identify the deficiencies and/or programmatic issues that exist in their facilities. Districts should submit one SOI per school for each school that they believe requires a project. An SOI should only be filed for a facility where a district has the ability to fund a construction project in the next two years. Over the last several years, the SOI system has opened in early January. SOIs are typically due for the Accelerated Repair Program in early February and for the Core Program in early April.

The MSBA has received approximately 100 to 125 SOIs for the Core Program annually. The number of invitations that the Board is able to authorize each year varies and is contingent on a number of factors. The MSBA must operate within its annual statutory budget cap. The number of invitations varies based on the characteristics of the pool of applicants, including the number of elementary, middle or high schools that file, total square footage of the schools, and the reimbursement rates of the districts that are invited to participate in the MSBA's grant program. Thus, applying for an MSBA grant is competitive, and not every SOI submitted can be invited into the grant program.

The Funding Cap

The Commonwealth irrevocably dedicated a 1% statewide sales tax, known as the School Modernization Trust fund ("SMART Fund"), to the MSBA's capital program. The state sales tax collections inform the amount of annual funding the MSBA can commit for projects. The MSBA's legislation limits increases or decreases annually thereafter by the lesser of four and one half percent (4.5%) of the limit for the prior fiscal year or the percentage increase or decrease of the dedicated sales tax revenue amount over the

The Diligence Process

After the district filing an electronic version of an SOI with the MSBA by the dates readily available to address concerns, questions, and issues during the filing period has closed, MSBA staff commences the due diligence process for all SOIs, which includes:

1. Review SOI submissions for completeness;
2. Review SOI submissions and accompanying documents for content;
3. Conduct senior study visits (/building/prerequisites/senior_study), if required; and,
4. Recommend SOIs for invitation into Eligibility Period (</building/prerequisites>).

During this process, the MSBA may seek to obtain additional or clarifying information from districts. As the MSBA reviews the entire cohort of SOIs received, it will determine the appropriate level of due



(/building/SOIs)



(<http://www.facebook.com/pages/Boston-MA/Massachusetts-School-Building-Authority/182569508660>)



(https://twitter.com/Mass_SBA)

diligence that will be required for each SOI and will notify districts of next steps accordingly.

1. Review SOI submissions for completeness:

Once the SOI system has closed, MSBA staff reviews each submission to check that all required materials have been received. The MSBA works with districts throughout the filing period to ensure that the SOI is complete. For all SOI submissions, the district must provide:

- An electronic version of the SOI with the required electronic signatures; there are two separate certifications in each SOI where district officials need to sign;
- An electronic version of the Closed Schools Certification with the required electronic signatures;
- Hard copies of the required local vote documentation that is detailed in the SOI; and,
- Any supporting materials required to be submitted with the SOI and/or any supplemental materials districts want to submit with the SOI.

Districts are expected to submit materials and have them post-marked on or before the due date of the Program submission deadline. The district and the MSBA should discuss in advance of the filing date any extenuating circumstances or requests for exceptions to receipt of the hard copy material.

2. Review each SOI submission and accompanying documents for content:

Once an SOI is determined to be complete, MSBA staff review the information and any additional documents submitted by the district. MSBA staff then compiles the data necessary to assess which SOIs filed in that year may be categorized as the most urgent and needy. In determining the most urgent and needy SOIs, MSBA staff relies on many different data sources. MSBA staff use numerous data points that include the SOI, the MSBA project management system, the MSBA's enrollment tool, the MSBA's 2016 Needs Survey (/programs/school_survey), and information from the [Department of Elementary and Secondary Education \("DESE"\)](http://www.doe.mass.edu/) (<http://www.doe.mass.edu/>). There are many factors that can impact the assessment of urgency and need in an SOI, such as increasing enrollment, overcrowding, building condition, general environment, and program deficiencies. As such, it is important to assemble as much data as possible so that staff may gain as complete of a picture of the submitted SOI as possible.

Due to the volume of SOIs submitted for the Core Program, the MSBA requests that each district identify a Priority SOI for consideration. This enables the district and the MSBA to focus financial and staff resources on completing a project and ensures that an opportunity for a grant is possible for as many districts as possible. This narrows down the pool of potential projects if districts have submitted multiple schools within the district for consideration.

With its focus on the district identified Priority SOI, MSBA staff then looks at this pool of submitted SOIs to assess urgency and need focusing on:

- The 2016 School Survey rating of building condition;
- The 2016 School Survey rating of general environment;
- The previous or ongoing project activity with the MSBA; and,
- Section 8 of the MSBA's [statute \(/guidelines/statutes\)](/guidelines/statutes).

Consideration of these factors produces a smaller subset of the Priority SOIs that appear to be more urgent and needy than the other SOIs submitted that year. With this assessment, a group of SOIs are identified for further consideration. This further review may or may not require a senior study visit. If the MSBA is familiar with the school facility identified in the SOI or if the SOI has already received a senior study visit within the previous two years, a senior study visit may not be needed for that SOI. If the MSBA may choose to re-visit a school within this two-year window if the SOI contains new information since the last visit.

3. Conduct Senior Study Visits, if required:

If MSBA staff determines that a [senior study visit \(/building/prerequisites/senior_study\)](/building/prerequisites/senior_study) is needed to complete the due diligence process, MSBA staff, accompanied by its technical consultant, will visit the SOI facility. The senior study visit lasts approximately two hours and is an opportunity for the MSBA to further understand the issues identified in the district's SOI. MSBA staff requests that the district have someone familiar with the facilities and systems present, as well as someone who is familiar with the curriculum as it relates to the programs offered. The district is requested to provide a copy of the school's floor plans (emergency/evacuation plans are sufficient) ahead of the MSBA's visit.

The senior study visit starts with a meeting to review the SOI, the MSBA process, and to hear district concerns. The discussion is followed by a tour of the main areas of the school, as well as typical general classrooms and specialty spaces.

Dependent upon the number of senior study visits that are required, this phase can take approximately eight to ten weeks, with visits typically scheduled from September through October.

4. Recommend SOIs for Invitation into Eligibility Period:

Once the content review and senior study visits have been completed, MSBA staff once again review the factors that can impact the assessment of urgency and need in an SOI (e.g., increasing enrollment, evidence of overcrowding, building condition, general environment and program deficiencies), to understand the total impact of all of the factors on the overall need expressed in the SOI. As the number of invitations that the MSBA can issue varies each year, and the number of SOIs received each year exceeds the MSBA's annual cap expenditure, MSBA staff compares the SOIs that were selected for further review to each other to determine a degree of urgency and need, ranging from minor to major, for each of the SOIs. MSBA staff then provide their findings to the [Chief Executive Officer \(/about/senior_staff\)](#), [Executive Director/Deputy Chief Executive Officer \(/about/senior_staff\)](#), and the MSBA's [Facilities Assessment Subcommittee](#).

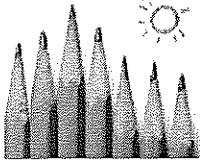
[\(/about/board_leadership/facilities_assessment\)](#); these recommendations are then presented to the MSBA [Board of Directors \(/about/board_leadership\)](#).



[PRIVACY POLICY \(/INDEX.PHP/PRIVACYINFO\)](#) |
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Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

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Accelerated Repair Program Statement of Interest Process Overview

Introduction

The Massachusetts School Building Authority's (the "MSBA") grant program is a non-entitlement, competitive program, and its grants are distributed by the MSBA Board of Directors, based on need and urgency, as expressed by the district and validated by the MSBA. The MSBA completes a review of available information regarding all districts that submit a Statement of Interest ("SOI") for the Accelerated Repair Program (the "ARP") each year. The MSBA encourages all interested districts to submit an SOI to the MSBA, but the ARP is not appropriate for all potential projects. The ARP is for the partial or full replacement of roofs, windows/doors, and/or boilers.

The following information provides an overview of the SOI process from initial opening of the SOI period each January until the Board of Directors votes to authorize invitations at a subsequent late spring/summer Board meeting.

The SOI Filing Period

The MSBA opens its SOI system annually for districts to file one or more SOIs for either the Core Program or the ARP. The SOI is the tool districts use to identify the deficiencies and/or programmatic issues that exist in their facilities. Districts should submit one SOI per school for each school that they believe requires a project. An SOI should only be filed for a facility where a district has the ability to fund a schematic design within nine months (September 2020) of the SOI submission and a total project budget within 18 months (June 2021) of the submission. Over the last several years, the SOI system has opened in early January. SOIs are typically due for the ARP in early February and for the Core Program in early April.

Historically, the MSBA has invited approximately 35 to 50 SOIs for the ARP annually. The number of invitations that the Board authorizes each year varies. Among the factors the MSBA may consider should the MSBA be required to limit the number of invitations due to its annual statutory funding cap are the degree of the disrepair of the systems to be replaced and the frequency with which issues associated with that disrepair arise. The table below illustrates the number of SOIs that have resulted in approved projects in the ARP.

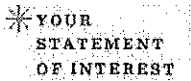
Repair Program	Districts	Schools	Total Project Budgets	Maximum Facility Grants
2018 Accelerated	20	30	\$83,172,480	\$47,018,557
2017 Accelerated	19	34	\$117,020,597	\$73,280,673
2016 Accelerated	28	48	\$156,598,234	\$83,007,586
2015 Accelerated	24	43	\$136,680,652	\$91,974,052
2014 Accelerated	34	47	\$108,410,084	\$65,388,035
2013 Accelerated	25	45	\$94,650,790	\$54,662,551
2012 Accelerated	24	36	\$63,009,653	\$38,267,952

In 2017, given the budget impact from the number of SOIs filed for the ARP, the MSBA was only able to consider SOIs with systems of 30 years or more. The MSBA staff's recommendation to invite systems of 30 years or more resulted in the invitation of 36 schools from the otherwise qualifying 69 schools for which SOIs were received.

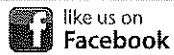
In 2018, the budget for the ARP was approximately \$50 million in grants. The qualifying age requirement for roofs/doors was changed from 20 years to 30 years prior to the SOI opening. The MSBA staff's final recommendation to invite roofs and boilers of 25 years or more resulted in the invitation of 34 schools from the otherwise qualifying 51 schools for which SOIs were received.

In 2019, the budget for the ARP was approximately \$50 million in grants. As in 2018, the qualifying age requirement for roofs/doors was 30 years for windows/doors and 20 years for roofs and boilers. Due to the volume of qualifying applications, the qualifying age requirement for roofs was increased to 27 years while all windows/doors were removed from consideration. The qualifying age for boilers remained at 20 years. The MSBA staff's final recommendation to invite roofs of 27 years or more and boilers of 20 years or more resulted in the invitation of 42 schools from the otherwise qualifying 79 schools for which SOIs were received.

In 2020, the budget for the ARP will be approximately \$50 million in grants. The qualifying age requirements will be 30 years for windows/doors and 25 years for roofs and boilers. Dependent upon the



(/building/SOIs)



(<http://www.facebook.com/pages/Boston-MA/Massachusetts-School-Building-Authority/182569508660>)



(https://twitter.com/Mass_SBA)

quantity of the ARP SOIs received, the MSBA may need to again limit the number of invitations to meet its budget, which may require further changes to the qualifying age of each system.

Based on the qualifications for the ARP, a district should not file an SOI for consideration in the ARP if:

- the roof is less than twenty-five years old (installed in or after 1996);
- the boiler is less than twenty-five years old (installed in or after 1996);
- the windows/doors are less than thirty years old (installed in or after 1991);
- the proposed project cost is projected as less than \$250,000;
- the school is judged by the district to be over-crowded;
- the district is considering the facility for potential consolidation;
- the primary use of the building is for non-educational purposes;
- the school provides for pre-kindergarten students only;
- the SOI itself seeks construction beyond roofs, windows/doors, or boilers;
- the SOI itself seeks boiler construction, excluding heating fuel storage and/or delivery, beyond the physical limits of the existing boiler room(s);
- a facility condition not identified in the SOI remains unresolved from a previous MSBA SOI review;
- the district plans a future construction project for MSBA participation going beyond roofs, windows/doors, and boilers for the school; or,
- the district is reviewing facility deficiencies to further identify its needs and priorities.

If a project does qualify for the ARP, the scope of the project may not be fully reimbursable. Scope that may be required to complete the project but will not be eligible for reimbursement includes:

- Building systems in spaces deemed ineligible per MSBA Regulations (swimming pools, hockey rinks, field houses and other such systems)
- Americans with Disabilities Act ("ADA") upgrades necessitated when the estimated cost of the repair project exceeds 30% of the assessed value of the building
- Building systems beyond ARP scope (extended floor or ceiling replacements, fire protection systems, photovoltaic panels and other such systems)
- Partial replacement of building systems with years of service less than what has been invited to the 2020 ARP
- Installation of canopies and vestibules
- Replacement of underground storage tanks or gas lines up to the boiler room
- Replacement of rooftop heating, ventilation and air conditioning units
- Masonry restoration including cleaning and sealing beyond the invited project scope
- Site work associated with sub-grade roof drainage
- Temporary repairs to building systems

The Funding Cap

The Commonwealth irrevocably dedicated a 1% statewide sales tax, known as the School Modernization Trust fund ("SMART Fund"), to the MSBA's capital program. The sales tax collection informs the amount of the annual funding cap to which the MSBA can obligate funds for projects. The enabling legislation limits increases or decreases annually thereafter by the lesser of four and one half percent (4.5%) of the limit for the prior fiscal year or the percentage increase or decrease of the dedicated sales tax revenue amount over the prior fiscal year.

The SOI Due Diligence Process

The SOI process involves the district filing an electronic version of an SOI with the MSBA. MSBA staff is readily available to address concerns, questions, and issues during the filing period. Once the filing period has closed, MSBA staff commences the due diligence process for all SOIs.

This four-phase process includes:

- Review SOI submissions for completeness;
- Review SOI submissions and accompanying documents for content;
- Conduct staff study visits, if required; and,
- Recommend SOIs for invitation into the ARP.

During this process, the MSBA may seek to obtain additional or clarifying information from districts. As the MSBA reviews the entire cohort of SOIs received, it will determine the appropriate level of due diligence that will be required for each SOI and will notify districts of next steps accordingly.

Review SOI submission for completeness:

Once the SOI system has closed, MSBA staff review each submission to check that all of the required materials have been received. The MSBA works with districts throughout the filing period to ensure that the SOI is complete.

For all SOI submissions, the district must provide:

- An electronic version of the SOI with the required electronic signatures; there are two separate certifications in each SOI where district officials need to sign;
- An electronic version of the Closed Schools Certification with the required electronic signatures;
- Hard copies of the required local vote documentation that is detailed in the SOI; and
- Any supporting materials required to be submitted with the SOI.

Districts are expected to submit materials and have them post-marked on or before the due date for the ARP submission deadline. The district and the MSBA should discuss in advance of the filing date any extenuating circumstances or requests for exceptions to receipt of the hard copy material.

Review each SOI submission and accompanying documents for content:

Once an SOI is determined to be complete, MSBA staff review the information and any additional documents submitted by the district. MSBA staff then compile the data necessary to assess which SOIs filed in that calendar year may qualify for the ARP. Evaluating the qualifying factors relies on many

different data sources. MSBA staff use the SOI, the MSBA project management system, the MSBA's 2016 School Survey, as well as information from the Department of Elementary and Secondary Education ("DESE") website. Many factors can impact the assessment of an SOI, such as overcrowding, building condition, general environment and program deficiencies. As such, it is important to assemble as much data as possible so that staff may gain a thorough understanding of the issues identified in the SOI. An analysis of the qualifying factors produces a group of SOIs for further consideration. Depending on the volume of qualifying SOIs, the MSBA may have to introduce additional or more limiting factors to maintain the 2020 ARP budget. Further review of SOIs may or may not require a staff study visit.

Conduct Staff Study Visits, if required:

If MSBA staff determine that a staff study visit is needed to complete the due diligence process, MSBA staff will visit the facility identified in the SOI. The staff study visit lasts approximately one hour and is an opportunity for the MSBA to further understand the issues identified in the district's SOI. MSBA staff request that the district have someone familiar with the facilities and systems present for the visit. The district is requested to provide a copy of the SOI floor plans (emergency/evacuation plans are sufficient) ahead of the MSBA's visit.

The staff study visit starts with a meeting to review the SOI and the MSBA process, and then to hear district concerns. The discussion is followed by a tour of the main areas of the school, as well as typical general classrooms and specialty spaces. If the district's SOI includes the replacement of the roof, then access to the roof should be provided to MSBA staff.

Dependent upon the number of staff study visits that are required, this phase can take approximately 4 to 6 weeks, with visits typically scheduled from March through April.

Recommend SOIs for Invitation into the Accelerated Repair Program:

Once the content review and staff study visits have been completed, MSBA staff once again review the factors, noted above, that can impact the assessment of the SOIs. As stated above, due to the statutory cap, the MSBA may be constrained to limit the number of ARP projects in a given year. Among the factors that MSBA may consider should it be required to limit the number of ARP projects, are the degree of the disrepair of the systems to be replaced and the frequency with which issues associated with the disrepair arise.

MSBA staff next provide their findings to the Chief Executive Officer, Deputy Chief Executive Officer/Executive Director, and the MSBA's Facilities Assessment Subcommittee. Then, MSBA staff present the recommended SOIs to the Board of Directors for a vote to receive an invitation into the ARP.



[PRIVACY POLICY \(/INDEX.PHP/PRIVACYINFO\)](#) |
[SITE MAP \(/INDEX.PHP/SITEMAP\)](#)

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SECTION II

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Littleton

District Contact Steven Mark TEL: (978) 540-2500

Name of School Shaker Lane Elementary

Submission Date 2/28/2020

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Littleton

District Contact Steven Mark TEL: (978) 540-2500

Name of School Shaker Lane Elementary

Submission Date 2/28/2020

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☒ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Shaker Lane Elementary

Is this part of a larger facilities plan? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? No

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? No

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does not Apply

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

Town Budget, which includes School Operating budget was voted and approved at the Annual Town Meeting on May 6, 2019. The next scheduled annual Town Meeting is scheduled for May 4, 2020. The Town holds annual fall Town Meetings in early November of each year, for articles and town business to be presented and approved at this time. Funds for a Shaker Lane Feasibility Study are tentatively included in the May 2020 Town Meeting warrant articles for town discussion and approval votes.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The original main building was constructed in 1959, with a small addition in 1962 when classroom space was added. In 1998 there was a building renovation and addition. Spaces, including the gymnasium, core hallways and the south classrooms were renovated. In 1997-1998, the north end of the building was added onto consisting of the main office suite, library, cafeteria and a six classroom kindergarten wing was added. The School property supports 2 softball fields which are operated through the town, playgrounds and hard surface play as well as the associative pedestrian sidewalks, driveways and parking spaces supporting the school.

The 1959/62 building is steel frame with load bearing CMU. The upper floors have concrete-topped metal decks are supported by steel beams and open web steel joints. The primary roofs are classified as a "flat" roof, sloped to internal drains which discharge to an underground storm drainage system. The roof is constructed of metal decks which are supported by steel beams and open web steel joists. Corridor and Stair walls are CMU and the exterior of the building is brick veneer. The roofs are finished with a single ply EPDM membrane, with some areas adhered with stone ballast.

The 1997/1998 addition is similarly steel frame construction with some load bearing CMU. This wing added in 97/98 is all single story, with roof structure metal decks supported by steel beams and open web steel joints. The roof is a "flat" roof, sloped to internal drains which discharge to an underground storm drainage system. Corridor and Stair walls are CMU and the exterior of the building is brick veneer.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

70000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Shaker Lane Elementary School is located on the west side of Littleton, MA, serving as one of two elementary schools for the Town. It is located at 35 Shaker Lane with access to the site from an extension road running between Roxbury Drive and Rosewood Road. According to the Town of Littleton Assessor's Maps, the total property consists of 31.1 acres. The Site consists of the School building and associative parking, play areas and infrastructure; 2 softball fields owned by the School but maintained through the Town and undeveloped, forested area. The only other structure on the site is the Pump House for the Septic system. There are underground tanks associated with the Septic System buried on the north side of the building, the leaching field is located on School owned property off site, at the end of University Drive, which is a dead end street, to the South of the School Site. Pedestrian and Vehicular access to the school continues to be a safety concern. The current layout does not allow for a clear separation of bus traffic, parent drop-off areas and pedestrian routes. Additionally, there are two parent drop off areas, one for the Pre-school program and one for the students from grades 1 and 2 for those students whose parents drive them to school.

The Site elements, access to the school, playground area and parking have several items of non-compliance with ADA (Americans with Disabilities Act) and the MAAB (Mass Architectural Access Board).

The school has been experiencing issues with odor emanating from the Septic system, but despite significant diagnostics the source has not been identified.

There are no provisions or amenities for outdoor learning which is an important part of the school curriculum that is currently lacking.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

35 Shaker Lane, Littleton, MA. Shaker Lane is on West side of the Town of Littleton, set between MA Rt 119 and Goldsmith Street.

School is Located near residential neighborhoods. All Students in Littleton grades Pre-K through grade 2 attend the Shaker Lane School.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The Building envelope of the original building 1959 and addition in 1962 is a Concrete Masonry Unit (CMU) back-up wall with exterior brick veneer. The window system in the original building are in working condition, many needing re-caulking, screen replacement, and only open a small portion of the entire window for fresh air circulation. Most of the windows were replaced in the 1998 renovation addition. It is assumed that the exterior walls of the 1959/1962 building have no insulation. The building envelope of the 1998 addition are also CMU back-up walls with exterior masonry veneer. Original Construction documents (1959/1962) are not available nor has any invasive investigation been completed thus the insulative value of these walls is unknown. The soffits are concealed and are finished with stucco or panel strips. Building sealants (caulking) are located between dissimilar materials, at joints, and around window and storefront systems and door openings. The exterior finishes are in good to fair condition. Isolated re-pointing and re-caulking will be required. The sealant and expansion joints are dry, cracked and separated from the surfaces. Review for replacement value and options is required. The primary roofs are classified as "Flat" roofs. The roofs are finished with a single ply of EPDM membrane. Some of the roofs are adhered with stone ballast. The roofs are insulated with rigid insulation board. While the roofing systems and their associative flashing are in good to fair condition (having been replaced in 1998) and well maintained, they are out of warranty and at the end of their life cycle. The School department utilizes an on-going maintenance contract with a roofing vendor to address ongoing issues. 11 of 13 exterior building doors have recently been replaced with new, weather tight doors.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1998

Description of Last Major Repair or Replacement:

Unknown what was done for any exterior wall repair to the original school during the 1998 renovation,

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 35000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Mix of Tar and Gravel and EPDM membrane with minimal roofing insulation between the roofing materials and roof decking.

Age of Section (number of years since the Roof was installed or replaced) 22

Description of repairs, if applicable, in the last three years. Include year of repair:

Minor repairs for small leaks, nicks and tears in the EPDM membrane as needed. No major work has been done on the roof since the 1998 renovation project.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 110

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

double pane windows. Replaced in 1998

Age of Section (number of years since the Windows were installed or replaced) 22

Description of repairs, if applicable, in the last three years. Include year of repair:

No major repairs performed with in last three years. Minor repair work as needed to closures, window latches, etc. as needed and handled with inhouse maintenance staff.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

Heating hot water is provided by two (2) sectional cast iron boilers as manufactured by H.B. Smith installed in 1998. Each boiler is fitted with a natural gas burner as manufactured by Power Flame. Although the boilers are in good condition, they are not considered high efficiency by current standards.

The school has a combination of pneumatic and DDC controls. Only the most recently installed classroom unit ventilators feature DDC controls while the remainder is pneumatically controlled. The pneumatic control system is outdated and does not allow for efficient operation of the school.

The HVAC needs of the classrooms are met by classroom unit ventilators of various vintages with the oldest being installed in the late 1960's. Over the last eleven years, the school has replaced some of the unit ventilators at a rate of two or three a year. Currently there are three original unit ventilators remaining. The condition of the units ranges from fair to good with the older units approaching the end of their useful service life. The recently replaced unit ventilators feature DDC controls while the units installed in 1998 still feature pneumatic controls.

The school also has some rooftop units, which were installed in 1998. These units are beginning to show signs of age and are approaching the end of their service life.

Overall, the building lacks adequate air conditioning, which is becoming an issue as school use increases.

Plumbing systems are showing their age, including valves, fittings and appurtenances. Also, lead has been measured in the water, which has been mitigated by the installation of a filtration system. This lead is likely due to older piping systems that used higher lead content solder.

There is no fire suppression system with this school.

The electrical systems in this school appear to have been updated during the 1998 addition project and are considered to be in good condition. The school has a 1600 amp, 208 3-phase service. This size leaves very little capacity for growth or the addition of air conditioning equipment. Also, the school has a very limited number of electric panels and those panels currently have no spare breaker spaces available.

The school also has a 45kW emergency generator that due to its small size is fully loaded. The generator currently provides power to kitchen equipment, heating system, corridor lighting and limited outlets. This generator is undersized by current standards and has outlived its service life.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 22

Description of repairs, if applicable, in the last three years. Include year of repair:

No major repairs in last three years to boilers. We have a maintenance contract on these boilers, and they are serviced and check 4 times per year. Although the systems have been properly maintained and there have been some updates, for the most part, the mechanical, electrical and plumbing systems have reached the end of their useful service life. The pneumatic automatic temperature control system is outdated and does not allow efficient, flexible operation of the HVAC systems. Although the boilers appear to be in good condition, they are considered inefficient by current standards. The classroom unit ventilators vary in vintage, manufacturer, and control type, which will make maintenance and obtainment of spare parts difficult in the future. Furthermore, classroom unit ventilators in general suffer from nuisance freeze ups and drafts in the winter and typically generate noise and draft complaints by teachers and students. The electrical service has no additional capacity. The emergency generator has reached the end of its service life and is undersized to meet the needs of a modern school.

Over a 9 year period, we have replaced 30 of the original (1959/62) classroom unit ventilator units. The new units are digital controlled units. The remaining units in the building, 3 original and units installed in 1998 renovation addition are pneumatic controlled units, and we maintain a large air compressor in the mechanical room to supply that compressed air.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2016

Description of Last Major Repair or Replacement:

The HVAC needs of the classrooms are met by classroom unit ventilators of various vintages with the oldest being installed in the 1959/1962 original construction projects. Over the last eleven years, the school has replaced some (approx 30 of 33) of the unit ventilators at a rate of two or three a year. Currently there are three original unit ventilators remaining. The condition of the units ranges from fair to good with the older units approaching the end of their useful service life. The recently replaced unit ventilators feature DDC controls. All of the units installed in 1998 feature pneumatic controls. There is a large compressor in the mechanical room to provide air for that pneumatic system. There are no plans to replace the 1998 pneumatic units at this time.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1998

Description of Last Major Repair or Replacement:

The electric service was upgraded in 1998 to 1600 amp, three phase service. The current backup generator is a 45kW emergency generator that due to its small size is fully loaded when called upon due to power outages. The generator currently provides power to kitchen equipment, heating system, corridor lighting and limited outlets. This generator is undersized by current standards and has outlived its service life. The backup generator is enclosed within the building Custodial Maintenance room, and is loud and can be heard through out the building when running. The generator is a natural gas unit that was installed in 1998. The generator unit is serviced by a licensed generator company 2 times per year.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

There is no fire protection sprinkler system in the Building. The building has fire and heat detectors located through out the building.

There are various MAAB and ADA Accessibility violations including toilet rooms, railing systems at stairs, signage, push pull clearances at some doors and plumbing fixtures in classrooms.

The 1959/1962 original building has CMU Corridor walls, Toilet Rooms and Stair enclosures. The floors are mostly VCT with area rugs in some of the classrooms and ACT Ceiling Tiles beneath the bar joist structure for ceilings. The lighting throughout is largely fluorescent and inefficient with poor light quality. . The electrical capacity and data infrastructure is inadequate to meet the current needs of the school. The walls in the classrooms are CMU and plaster with acoustical tile treatment on some walls. The finishes are in fair condition with many in need of replacement, restoration or refinishing. The casework, cabinets, counters and plumbing fixtures in all classrooms are in fair to poor condition. Many in need of replacement. Sinks and lead in water have been a big issue for the school and potable water for drinking is isolated to a few bottle filling station throughout the school. Many of the Classroom sinks are non-potable for drinking due to some lead content. in those classrooms, we have added inline water filters on those classroom drinking stations.

The 1998 addition is in better condition with most finishes similar to that of the original building, with most materials in good condition. Doors throughout are wood doors with hollow metal frames.

Classrooms have Unit Ventilators have been partially replaced over a 9 year period, at a rate of of approx 3 units per year due to failure and on-going maintenance concerns. Currently there are no plans to address the remaining original units not yet replaced, or are there plans to change or replace the 1998 installed units-ventilators. Flooring is VCT Tiles through out. Some offices, library and conference areas are carpets. Lighting was replaced in 1998, and consist of florescent lighting fixtures in classrooms, hallways and office areas. Ceilings are a combination of 2.x ceiling tiles, or original 9x9 inch acoustical ceiling tiles. In some areas, there are 2/x ceiling tiles installed on top of the original 9x9 tiles. We recently repainted the library, cafeteria and some hallways in the building.

The kitchen was renovated in 1998, but no additional space was provided. It is a small kitchen, old aging equipment, limited storage, no built in freezer or refrigerator units. Freezer and refrigerator units are located outside the kitchen area.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility

constraints, operational constraints, etc. (maximum of 5000 characters).

Shaker Lane currently has Pre-School through grades 2 at the School. There are approx 456 students, 80 staff, plus daily parent volunteers in the building. In the afternoon, there is an after school day care program that operates in the building. Some breakout and special education teaching are using hallways and re-purposed storage closets. ESL instruction happens in a closet which is out of compliance with comparability of facilities regulations on providing separate and equal spaces and facilities for some specific group, include special education students, English language learners, and other high needs students. Not enough breakout rooms for 1:1 and small group teaching/tutoring

These breakout rooms should be spread throughout the building, not all in one area

Summer Temperatures routinely exceeds 85 and 90 degrees on some early hot summer days prior to the summer break. Other issues include, no staff bathrooms on the second floor, limited staff bathrooms available on the first floor. Limited access to private conference areas for meetings with student learning teams, parents or special services teachers, speech, OT, PT, etc.. Hand railings in stairwells are of various heights. Classroom door handles need replacing to be in compliance with single motion, one handed operations. Current classroom door hardware are knobs, which require a grabbing and twisting motion. Program supplies storage is not adequate, and in some areas, closets without doors are in the hallways. ESL Programs are taking place in re-purposed closet spaces and are not in equity with spaces as compared to other school facilities and are not aligned with civil rights recommendations and guidelines.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Currently there are approx 456 students. There are currently 23 classrooms, approx 900 ft sq per classroom and other spaces have been designated as computer learning spaces. Other areas are being used for OT/PT/ELL instruction. One classroom each has been designated for music program and art programs. The cafeteria is a dual cafe/auditorium area, that has a small, low height stage area on one end. cafe is approx 2,400 sq ft. The current gym (the old cafeteria prior to 1998) is approx 2,000 sq ft and has VCT flooring, no access to drinking water within the gym space. The library area is approx 1,500 sq ft. Office spaces have been converted from old storage areas, and are not sufficient to meet student needs. The current gym has an old stage on the south end of the room which is used as educational materials storage, copier and workroom for teaching staff, excess furniture storage, and paper storage for the school. Closets have been re-purposed for educational spaces, breakout spaces and office space. There are times where students are being serviced in the hallways outside a classroom as there is no other space available. The layout of the educational space is not conducive to 2020 classroom instruction (wall space, learning/instructional areas). Classroom spaces do not allow for interactive technology devices such as tv's, smart board technology, interactive whiteboards, overhead projectors, speaker systems which impact student learning and work production. Spaces are not available for small group work. Spaces are not available or conducive for collaborative work, small groups, or project based learning.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The original 1959/1962 building consisted of 12 classroom,s cafeteria, office space, and a few support rooms and office spaces. In 1962, 10 additional classrooms were added. In 1998, 6 kindergarten classrooms, a new library space, cafeteria space, front office and lobby spaces were added. Many of the old storage closets have been converted on the 20 years, to create learning spaces for tutoring spaces, one to one spaces for reading, OT/PT services, counseling services, etc. the layout of the educational spaces are not conducive to 2020 classroom instruction (wall space, learning/instructional areas). Classroom spaces do not allow for interactive technology

devices such as smartboards, interactive whiteboards, overhead projectors, speaker systems which impact the student learning and work production.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

We have an HVAC Service Contract to service and maintain all HVAC units and rooftop units. All units are serviced four times per year, and repaired as needed. in 2019, we installed 4 frequency drives on the HVAC pumps to help control energy usage, and reduce wear and tear on the pumps by limited the times they are needed. We have an full time Maintenance Supervisor who monitor and checks the buildings daily for any service issues. We call in specific contractors as needed, plumbing, electrical, roofing, etc. to address any issues. The Roofs are examined at least once per year by a professional roofing contractor, and examined weekly by the maintenance supervisor during winter months to check for issues. We work with the Town Permanent Municipal Building Committee (PMBC) on large capital needs requests and items. Through the PMBC, we have repaved all exterior parking and play areas, replaced sidewalks. and have replaced 11 of 13 exterior door in 2017-2018. In October 2019, we replaced the handicapped lift that services both floors of the building. the domestic hot water heater was replaced in 2016. All classroom carpets have been replaced with VCT, and the front office carpet in being replaced in 2020. The Library carpet was replaced in 2016. We have added 8 mini split a/c units in classrooms to address student learning areas and increasing temperatures. We installed three mini split system in the cafeteria in 2019 to address over heating conditions in the cafeteria. We have replaced all parking lot lights and building exterior lighting fixtures with energy efficient LED lighting units. The Fire Service panel was replaced in 2015. Exterior door security and access controls were added in 2014 along with a video camera system to address security issues and building access, visitor control, and overall security concerns. All capital project spending or maintenance issues are address through PMBC or School Funds. There have been no debt override projects for the Shaker Lane School or votes needed for such projects since the 1998 addition/renovation project.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

The School is in need of modernization in regards to HVAC boilers and unit-ventilator systems. There is a need to have additional insulation added to the building, especially the roofing system to help prevent excessive heat on the second floor during summer months in June when the temperature in the second floor classrooms can reach in the high eighties and low ninety degrees during school hours. Studies and review of window systems need to be performed to evaluate the long term life of these window systems, and whether newer system would help with building temperatures and energy efficiency. Review and study of educational spaces would be warranted to determine optimal configurations of classroom and learning spaces to optimize learning environment and areas for all students. Teaching and learning is impacted significantly by the lack of breakout spaces, collaboration areas, diversity in educational spaces and spaces appropriate for supporting the social and emotional needs of these youngest of students in the district. Replacement of HVAC rooftop units also needs to be reviewed, as these units are at or past estimated useful life and need to be replaced for the long term viability of the building. Replacement of these units with newer, efficient units would help save operating costs.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

We have added some limited air conditioning units to some classrooms, and have procedures in place such as closing blinds during the day to prevent additional solar heating of classrooms, moving of students out of classrooms to cooler available spaces within the building, etc. to help students during these hot summer days. The boilers, while running and currently operating, are not energy efficient boilers. Spaces need to be added or reconfigured to provide breakout areas for 1:1 spaces, ESL instruction, and OT/PT Services. Heating is a constant issue in the building where many classrooms fluctuate throughout the day. Each winter there are multiple classrooms that experience heat loss due to the age of the system and internal piping system, resulting in the necessity to relocate students from their normal classroom to other locations in the building.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Some students are given intervention services in the hallway due to lack of adequate and sufficient available office space. This results in a limited sustainable attention for students which further impacts their growth trajectory. Traffic in the hallways is a constant interruption of this instruction time. Due to the small room configurations, students are not able to gather productively in areas within the classroom to have collaborative discussions. The limitations of adequate and appropriate spaces has a direct impact on students interpersonal relationships with other students, staff members, specialists who are working with these students. Building and space issues are resulting in some teaching takes place in the hallways of the school which are not private, and have many interruptions to that teaching time. There is Limited staff bathrooms on first floor, no staff bathrooms on second floor. The result is that teachers need longer times to access facilities as a result of the location of the staff bathroom facilities therefore having direct impact on time with students in the classrooms.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Providing adequate spaces for students to meet and collaborative with staff, other students, peers, and teaching specialists will enhance their educational program and experiences allowing them to meet district and state educational goals and program requirements. Having appropriate heating and cooling systems, modern lighting systems, and modernized learning spaces will provide students optimal learning environments where they can focus on instructional materials, programs and teaching staff.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Griffith & Vary, Inc

Wayne Mattson, PE

Consulting Engineers

12 Kendrick Road

Wareham, MA

The date of the inspection:

A summary of the findings (maximum of 5000 characters):

Heating hot water is provided by two (2) sectional cast iron boilers as manufactured by H.B. Smith installed in 1998. Each boiler is fitted with a natural gas burner as manufactured by Power Flame. Although the boilers are in good condition, they are not considered high efficiency by current standards.

The school has a combination of pneumatic and DDC controls. Only the most recently installed classroom unit ventilators feature DDC controls while the remainder is pneumatically controlled. The pneumatic control system is outdated and does not allow for efficient operation of the school.

The HVAC needs of the classrooms are met by classroom unit ventilators of various vintages with the oldest being installed in the late 1959/1962 building projects. Over the last eleven years, the school has replaced some of the unit ventilators at a rate of two or three a year. Currently there are three original unit ventilators remaining. The condition of the units ranges from fair to good with the older units approaching the end of their useful service life. The recently replaced unit ventilators feature DDC controls while the units installed in 1998 still feature pneumatic controls.

The school also has some rooftop units, which were installed in 1998. These units are beginning to show signs of age and are approaching the end of their service life.

Overall, the building lacks adequate air conditioning, which is becoming an issue as school use increases.

Plumbing systems are showing their age, including valves, fittings and appurtenances. Also, lead has been measured in the water, which has been mitigated by the installation of a filtration system. This lead is likely due to older piping systems that used higher lead content solder.

There is no fire suppression system with this school.

The electrical systems in this school appear to have been updated during the 1998 addition project and are considered to be in good condition. The school has a 1600 amp, 208 3-phase service. This size leaves very little capacity for growth or the addition of air conditioning equipment. Also, the school has a very limited number of electric panels and those panels currently have no spare breaker spaces available.

The school also has a 45kW emergency generator that due to its small size is fully loaded. The generator currently provides power to kitchen equipment, heating system, corridor lighting and limited outlets. This generator is undersized by current standards and has outlived its service life.

Question 1:

Although the systems have been properly maintained and there have been some updates, for the most part, the mechanical, electrical and plumbing systems have reached the end of their useful service life. The pneumatic automatic temperature control system is outdated and does not allow efficient, flexible operation of the HVAC systems. Although the boilers appear to be in good condition, they are considered inefficient by current standards. The classroom unit ventilators vary in vintage, manufacturer, and control type, which will make maintenance and obtainment of spare parts difficult in the future. Furthermore, classroom unit ventilators in general suffer from nuisance freeze ups, maintenance trips in the winter and typically generate noise and draft complaints by teachers and students. The electrical service has no additional capacity. The emergency generator has reached the end of its service life and is undersized to meet the needs of a modern school.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

Providing adequate spaces for students to meet and collaborate with staff, other students, peers, and teaching specialists will enhance their educational program and experiences allowing them to meet district and state educational goals and program requirements. Having appropriate heating and cooling systems, modern lighting systems, and modernized learning spaces will provide students optimal learning environments where they can focus on instructional materials, programs and teaching staff.

Privacy and equity issues are lacking at the Shaker Lane School, with many small group meetings in non-private areas or areas with other student groups meeting. Spaces in the library are used, but may run concurrently with other library program that are offered to other students.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

We have added some local mini-split air-conditioning systems in some of classrooms needed to meet students needs, and to maintain some level of managed air temperature spaces for students. We have upgraded some lighting, and allow as much natural light into the classrooms as possible. On hot days, when the shades are closed, the room lighting fixtures are used. We have reconfigured spaces into educational teaching spaces where possible to provide as many 1:1 instructional spaces, and small group collaborative areas as possible. We have added temporary office type partitions to some classrooms to help to provide semi-private areas for some students with teaching staff to work in.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Equity and adequacy issues are in conflict with instructional areas which support and provide student learning. Many times the spaces become conflicted spaces or spaces that are used by more than one group needing access to the space. Small group learning areas designed to deal with at risk students need private areas. We have reconfigured as many small spaces as are available, and have used old storage closets for some of these spaces. Building staff coordinates the use and scheduling of these spaces to maximize utilization of these spaces. In some classrooms we have added temporary office partition type walls to create a more private space, however, they are not completely private. Small office space, and equity issues continue to be a problem with in the Shaker Lane School. Small group learning spaces are needed to meet educational goals and maintain privacy issues.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

[City Council/Board of Aldermen,

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town]*, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

[Name of School] located at

[Address] which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

; *[Insert a description of the priority(s) checked off on*

the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further specifically

acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
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(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

FACILITIES MANAGER

Position Purpose:

The Facilities Manager serves as Town and School's overseer of all buildings. The Facilities Manager plans, implements and evaluates building maintenance, security and care of all Town and School owned buildings consistent with the needs of the Town of Littleton. Plans and oversees all capital projects not assigned to the Permanent Municipal Building Committee (PMBC) and coordinates directly with architects, engineers and contractors. The Facilities Manager will work closely with various department heads to assist those individuals in maintaining their respective buildings.

Supervision:

Supervision Scope: Performs varied and responsible functions of a technical nature requiring considerable initiative and independent judgment in the planning, administration and execution in the management of public buildings. Works independently in formulating decisions regarding policies, procedures, operations and department plans for review and approval by either the Town Administrator for municipal buildings or Superintendent of Schools for school buildings.

Supervision Received: Works under the direction of the Town Administrator and Superintendent of Schools with considerable latitude for independent judgment and action within established policies and procedures and the requirements of federal, state and local law (as applicable), with minimal direct supervision. Performance will be evaluated annually in a joint review by the Town Administrator and Superintendent of Schools.

Supervision Given: For the Towns, supervises the Building Maintenance Custodian(s) and contractors. For the Schools, no initial direct supervision, but the position advises and consults with the Business Manager, Facilities Supervisor and Energy Manager. The position and supervisory responsibilities are expected to evolve over time as the position is integrated into Town and School operations.

Job Environment:

Some work may need to be performed outdoors at which time the incumbent may be exposed to weather extremes of heat and cold temperatures and inclement weather. From time to time may be required to traverse uneven terrain and is subject to the hazards associated with construction sites. Work environment is moderately noisy and at times very loud. Administrative work is performed in an office environment.

Operates an automobile, hand tools, computer, telephone, and standard office machines.

May be required to work outside of normal business hours and attend evening meetings, such as the Permanent Municipal Buildings Committee. Also, may be contacted at home at any time to respond to important situations and emergencies.

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March __, 2020

Has access to department-related confidential information such as personnel records and bid proposals, which requires the application of appropriate judgment, discretion and professional protocols

Errors in either technical application of recognized building procedures, or in the interpretation of related data could result in damage to property, endanger public safety, have financial and/or legal implications, and cause adverse public relations.

Essential Functions:

(The essential functions or duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.)

The Facilities Manager shall prepare and annually update a database of Town and School capital assets with regard to facilities, make presentations to the Town Administrator, Board of Selectmen, Superintendent of Schools, School Committee, Finance Committee and/or any other group as determined by the Town Administrator and/or Superintendent of Schools.

The Facilities Manager is responsible for preventative maintenance for all Town and School facilities. Maintains and updates a Town-wide and School-wide 10-year capital asset plan for all Town and School buildings; recommends a prioritized list of maintenance needs. Through a consultative process, prepares and monitors the annual departmental maintenance and capital budgets for the Town and Schools to include all building repairs, maintenance, improvements upgrades, projects and contracted services The Facilities Manager shall establish Building Management Systems (BMS) where such system are not in place and consider standardization of systems, where possible.

The Facilities Manager works cooperatively with the Permanent Municipal Buildings Committee (PMBC) on capital projects, bid documents, and construction including, alterations, rehabilitations, reconstruction, and repair projects assigned to them. For projects not assigned to the PMBC, the Facilities Manager plans and oversees all projects and coordinates with architects, engineers, and appropriate professional services to estimate scope of materials, costs and schedules for construction projects. In these cases, the Facilities Manager in consultation with the school department administration and town administration, oversees all requests for approval and payments for contracted services.

Utilizes technology software systems to automate and track inventory, preventative maintenance and work orders and determines remaining life expectancy. Ensures that all permits are obtained, and that inspections and maintenance are performed in a timely fashion. Determines the most effective way to deploy maintenance (i.e. employee labor vs. contracted services). The Facilities Director in conjunction with the PMBC shall also integrate energy savings components, seeking cost savings measures wherever possible and practical.

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Reviews all applications, construction documents, and permits for all Town and School projects. Develops all bid specifications, quote solicitations, analysis and investigation for Town and School construction projects. Works cooperatively with the Chief Procurement Officer or designee and follows all established procurement laws/policies.

Maintains an up-to-date electronic, and only when necessary paper, filing system of all engineering plans, surveys notes, and related materials and keeps an up-to-date list of all Town and School owned buildings. Ensures the list is up to date with the Town's insurance carrier.

Executes and manages project specific and annual vendor contracts required to fulfill facilities management duties adhering to public bidding laws (e.g. M.G.L. c. 30, s. 39M, c. 149, c. 7C, c. 30B) and/or other state regulations.

Acts as the Town and School's liaison with state and federal agencies, contractors and the public.

Acts as a liaison between town departments, contractors, engineers, architects, Town and School regulatory and licensing departments during the identification, specification, construction, close out and commissioning of projects. Meets regularly with department heads and/or their liaisons as needed to communicate the status of their projects.

Attends evening meetings as required by the Town Administrator and Superintendent of Schools.

Develops and maintains protocols and practices for buildings for preventative maintenance in compliance with federal and state requirements (e.g. OSHA, AHERA, etc.).

For Town, in accordance with employment policies provides direct supervision and oversight of the Building Maintenance Custodian(s); plan, organize and direct work assignments; manage performance. For Town and Schools, provide oversight to vendors, service providers and contractors related to facility operations.

Recommends methods and means of improving building operations with respect to energy efficiency, air quality, and health and safety.

The Facilities Manager serves as the Town and School Department's liaison to the Finance Committee in assigned areas of responsibility.

Performs similar or related work as required by the Town Administrator and Superintendent of Schools.

Recommended Minimum Qualifications:

Education, Training and Experience:

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Bachelor's Degree or appropriate equivalent in a related field. Minimum of five (5) years professional experience in construction administration, architecture, engineering, or government funded building modernization programs. Previous management experience required. Demonstrated experience with public bidding laws. Working knowledge of building codes and environmental health codes that may include asbestos, HVAC control, ADA requirements, etc.

Special Requirements:

Ten-hour OSHA certification within six months of appointment.

Massachusetts Certified Public Purchasing Officer (MCPPO) designation from the Commonwealth of Massachusetts Inspector General's Office required or obtainable within the timeframe specified as public procurement experience by MCPPO.

Valid Massachusetts motor vehicle license.

Knowledge, Ability and Skill:

Knowledge: Thorough knowledge of the principles and practices of building management, budget management, personnel management, intergovernmental relations, and grantmanship. An understanding of the materials and methods of building construction. A general knowledge of fire prevention, light, ventilation, egress, electrical, heating, refrigeration, and plumbing installations. A general knowledge of other equipment and materials essential for life safety, comfort and convenience of the occupants of a building or structure. Thorough understanding of field inspection practices.

Ability: Ability to read and understand architectural/engineering/civil plans, drawings and blue prints. Ability to communicate requirements firmly, tactfully, and impartially. Ability to establish and maintain effective and harmonious working relationships with town officials, the public, and members of the building community. Ability to communicate effectively in written and verbal form. Ability to prioritize multiple tasks and deal effectively with interruptions. Ability to operate computers and standard office equipment. Ability to deal effectively with difficult situations involving the general public. Ability to work independently or as a team.

Skills: Excellent public relations skills. Strong organizational and interpersonal skills. Strong verbal and written communication skills. Proficiency with Microsoft Suite: Outlook, OneDrive, Word, Excel, PowerPoint, Teams and Access.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Occasionally required to move about rough terrain, position self to view and inspect construction worksites; uses or operates objects, tools, or controls, and picks up objects and small equipment. Physical ability to access all areas of construction sites; ability to ascend/descend ladders and

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stairs. May lift and/or move objects weighing up to 30 pounds frequently and up to 50 pounds occasionally. Ability to detect odors, noise; and distinguish colors. Ability to drive motor vehicle.

(This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.)

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STUDENT GIFTS AND SOLICITATIONS

Class gifts that enrich the classroom are encouraged and are to be solicited at the parent level. Students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.

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

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

CROSS REF.:

GBEBC – Gifts to and Solicitations by Staff
KCD - Public Gifts and Donations in Schools

Adopted: September 1, 2005
Reviewed: April 25, 2013
Reviewed: 25 February 2016
Rescinded: 2 April 2020

PUBLIC COMPLAINS ABOUT THE CURRICULIM OR INSTRUCTIONAL MATERIALS

The School Committee, though it is ultimately responsible for all curriculum and instructional materials (including library books), recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the school system's educational philosophy and goals.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Committee has adopted.
2. The Committee will not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable.

In summary, the Committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their children; it will provide for the reevaluation of materials in school library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.

SOURCE: MASC

LEGAL REFS.: M.G.L. 76:5

Adopted: September 22, 2005

Reviewed: November 21, 2013

Rescinded: April 2, 2020

RELATIONS WITH BOOSTER ORGANIZATIONS

The School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

Generally, actions initiated by boosters provide the atmosphere and climate to foster and encourage community-school relationships.

Booster-proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the School Committee.

SOURCE: MASC

Adopted: September 22, 2005
Reviewed: November 21, 2013
Rescinded: April 2, 2020

EDUCATIONAL PHILOSOPHY

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

CORE VALUES - In order to achieve our vision and mission, Littleton Public Schools administration, faculty, staff and students will model and advance the following values:

- Respect
- Integrity
- Responsibility
- Accountability

VISION – The vision is the guiding statement which the Littleton Public Schools use as the basis for all strategic planning, policy and budget decisions. The Littleton Public Schools will:

- Promote high academic standards for staff & students.
- Challenge all students to achieve their full potential.
- Prepare students to be life-long learners, critical thinkers enabling them to become contributing citizens.
- Maintain a commitment to continuous improvement of student achievement through the offering of school programs that are diverse & challenging.
- Communicate a clear set of standards regarding what students should know and be able to do at the end of each grade.
- Provide continued support to our staffs to enhance instructional strategies that promote student learning.
- Strive to meet each individual student's needs while taking into consideration that cognitive, social, physical, and emotional development varies.
- Promote a culture and climate that honors diversity, models respect, responsibility, integrity and accountability.
- Continue to encourage staff professional growth by providing the tools, support and resources to be successful.
- Provide support to teachers and administrators in the use of data to assess & inspire their own skills and effectiveness.
- Include the community as an active and contributing partner in the education and schooling of each child.
- Provide frequent communication between our schools and community regarding opportunities, accomplishments and progress of educational goals.
- Continue to foster a partnership of students, teachers, support staff, administrators, and the community, excelling at what they do and acting with strong conviction and deep commitment to bring about a higher quality of education within our schools.

BELIEFS:

- The purpose of education is to enable students to become self-reliant learners and productive, responsible citizens in a complex and challenging world.
- Everyone has the right to learn in a safe and secure environment.

- Education is the shared responsibility of our schools, students, their families and the community.
- All students can achieve at high levels and learn at different rates and in different ways.
- Teachers are the most important factor, within the school, in student achievement.
- All students have abilities and talents worthy of recognition.
- Student achievement is not solely the result of student ability.
- Literacy and numeracy are the foundations upon which learning is built.

SOURCE: Littleton Policy

Adopted: May 12, 2016

Reviewed: 2 April 2020

SCHOOL DISTRICT WELLNESS PROGRAM

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

Wellness Committee

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

Nutrition Guidelines

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

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

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program kindergarten through grade 12. The school district will provide physical education training aligned with the standards established by the Dept. of

Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

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

Physical Education Activities

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

Social and Emotional Well-being

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

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

Other Wellness Promotion Activities

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

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

Evaluation

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

meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

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

Department of Public Health. 105 CMR 215: Standards for School Wellness
Advisory Committees

Adopted: June 8, 2006
Revised: April 25, 2013
Revised: May 12, 2016
Reviewed: April 2, 2020

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern. The School Committee will be guided during the negotiations process by the district's strategic goals.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

SOURCE: MASC Policy

Adopted: June 8, 1995
Revised: October 9, 2003
Reviewed: June 6, 2013
Reviewed: April 2, 2020

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws.

Basic to all employer/employee negotiations is the concept of “bargaining in good faith.” It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC

LEGAL REF.: M.G.L. 150E: et seq.

Adopted: June 8, 1995
Revised: October 9, 2003
Reviewed: June 6, 2013
Reviewed: April 2, 2020

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. At times, because of the expertise and time required for negotiations, the School Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreement on wages, hours, and other terms and conditions of employment will be developed.

The School Committee may appoint a negotiator(s). The scope of the negotiator's authority will be determined at the time of the appointment.

SOURCE: MASC

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

Adopted: June 8, 1995
Revised: October 9, 2003
Reviewed: June 6, 2013
Reviewed: April 2, 2020

Absence to observe Religious Holyday

The Littleton Public Schools serves children from different religious backgrounds. The Littleton School Committee maintains a deep and sincere respect for religious diversity throughout the community. The Committee recognizes there are conflicts between observing important religious holydays and mandates relative to days of instruction within the school year. As such, it shall be the policy of the Littleton School Committee that:

1. Littleton School District shall close schools for Yom Kippur and Good Friday.
2. For other religious holydays, students shall be allowed an excused absence on a day chosen by the student's parent/ legal guardian in order to participate in his or her religious observances of that day.

So that students who use an excused absence to participate in religious observances of his or her choice on a normally scheduled school day are not penalized in any manner for missed schoolwork of the day, such students:

1. Shall be allowed to participate in their religious observances without detriment to their education or grades.
2. Shall not be held accountable for tests, quizzes and homework and other one-time events (field trips, athletic events, music performances, theater plays, and productions, audition, and back to school functions), on such days.
3. Shall be allowed to make up tests, quizzes, homework, and other one-time events within a period agreed to by the student's teacher and the parent/ legal guardian. If the parent/ legal guardian and teacher cannot come to an agreement, the matter shall be referred to the principal who will determine the make-up period.
4. Long-term assignments shall not be due the day of, nor the day following such a holyday.

Further:

1. Any pupil absent from school because of a religious holyday shall not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence.
2. Students whose conscientious observation of a religious holyday conflicts with participation in a school-scheduled event such as try-outs, athletic contest, theatricals, or concerts, shall not be required to participate nor penalized for their non-participation.

3. Any absence because of a religious holyday shall be recorded in the school register, or in any group or class attendance record, as an excused absence.
4. Such absence shall NOT be recorded on any transcript, application, employment form, or any similar form.

To facilitate teachers' ability to plan for circumstances set forth above, the student/ parent/ legal guardian must present to the principal a written excuse signed by a parent/ legal guardian as soon as feasible, but in no case any later than five school days in advance.

This policy should not prevent coaches and/ or advisors from holding practices or scheduling contests for events on holydays in which school is in session.

Adopted: November 19, 2009
Reviewed: November 15, 2012
Reviewed: February 25, 2016
Reviewed: April 2, 2020

STUDENT RIGHTS AND RESPONSIBILITIES

The school committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights -- including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the school committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the school committee to make, and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through individual school handbooks that are distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

Adopted: June 10, 2004
 Reviewed: November 15, 2012
 Reviewed: 25 February 2016
 Reviewed: 2 April 2020

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class, or school organizations and school government organizations, such as student councils may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Advisory Committee

As required by state law, the committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The Chairperson of the student advisory committee shall be an ex-officio non-voting member of the school committee without the right to attend executive sessions unless such right is expressly granted by the school committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committee to the School Committee

Adopted: June 8, 1995
Reviewed: June 10, 2004
Reviewed: November 15, 2012
Reviewed: 25 February 2016
Reviewed: 2 April 2020

STUDENT CONDUCT

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed 1, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

1 Except for offenses referenced in the note at the end of this policy.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

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

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a

long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. 71:37H; 71:73H ½; 76:17; 603 CMR 53.00

Adopted:	March 15, 1973
Revised:	June 8, 1995
Revised:	July 13, 2004
Revised:	January 5, 2013
Revised:	June 5, 2014
Revised:	May 12, 2016
Reviewed:	April 2, 2020

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The decision as to what constitutes “disorder or disruption” rests with the individual building administration. Each student handbook will contain a statement about student dress code.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as dress and appearance meet the requirements set forth above.

Source: MASC

Legal Refs: MGL c71:83

Adopted: June 8, 1995
Revised: June 10, 2004
Reviewed: November 15, 2012
Reviewed: May 12, 2016
Reviewed: April 2, 2020

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. Upon boarding a bus, students have entered school property and all school rules and regulations are in effect. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC Policy

Adopted:	January 1996
Revised:	June 10, 2004
Reviewed:	November 15, 2012
Reviewed:	February 25, 2016
Reviewed:	April 2, 2020

STUDENT PUBLICATIONS

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

SOURCE: MASC Policy

LEGAL REF.: M.G.L. 71:82

Adopted: November 16, 1995
Revised: July 13, 2004
Revised: November 15, 2012
Revised: February 25, 2016
Reviewed: April 2, 2020

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC

LEGAL REF.: MGL 269:17,18,19

Adopted: April 16, 1986
Revised: July 13, 2004
Revised: November 15, 2012
Revised: February 25, 2016
Reviewed: April 2, 2020

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
Reviewed: 2 April 2020

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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 February 2018

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

Reviewed: April 2, 2020

PREGNANT STUDENTS

The Littleton Public Schools wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The Littleton Public Schools does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS: MGL 71:84
 Title IX: 20 U.S.C. § 1681
 34 CFR § 106.40(b)

Adopted: March 13, 2008
Revised: January 3, 2013
Reviewed: 25 February 2016
Reviewed: 2 April 2020

INTERSCHOLASTIC ATHLETICS

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

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

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

The purpose of the middle school athletic program is to develop and enhance teamwork skills and good sportsmanship, to encourage life-long fitness and physical well being, and to provide additional opportunities for students to develop their self-esteem. School administrators will encourage maximum participation in middle school athletics and will create roster sizes that are optimal for maximizing the player development, exercise, fitness, instruction, competition, safety and proper oversight. Determining factors for creating and maintaining rosters will include academic achievement, sportsmanship, teamwork, ability, commitment and experience.

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

Source: MASC Policy

Legal Refs: M.G.L. 71:47; 71:54A
603 CMR 26.06

Adopted: November 16, 1995
Revised: November 15, 2001
Revised: November 16, 2006
Reviewed: April 25, 2013
Reviewed: February 25, 2016
Reviewed: April 2, 2020

CONCUSSION AND SPORTS INJURY

Sports-related head injuries and concussions can have serious consequences for students, including long term health and educational issues if they are not properly managed. Early recognition of a concussion is essential to maximize safe management. The Littleton Public Schools are committed to promote the safety and well-being of our students. As part of this commitment, we fully support the Massachusetts General Law and the Department of Public Health (DPH) regulations regarding procedures pertaining to sports-related head injuries occurring in extracurricular athletic activities.

All persons as specified in DPH 105 CMR 201.008 shall be required to annually participate in a mandatory prevention and recognition of sports-related head injury training program approved by DPH. Participation requirements for athletes and parent/guardians are as stated in DPH 105 CMR 201.009 and must be met.

The Superintendent shall designate the Athletic Director and Nurse Leader as the persons responsible for the implementation of these policies and protocols. Graduated reentry plans for return to full academic and extracurricular activities should be considered.

SOURCE: Fitchburg School District

LEGAL REFS:

MGL 111:222
105 CMR 201

Interim Adoption: December 15, 2011

Revised: 2 February 2012

Adopted: 16 February 2012

Reviewed: 12 May 2016

Reviewed: 2 April 2020

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

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

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

Physical restraint is prohibited when 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;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

LEGAL REFS: 603 CMR 46
 MGL 71:37G

Adopted: June 13, 2013
Revised: December 10, 2015
Reviewed: April 2, 2020

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including vision and hearing screening; postural screening; height and weight measurement for BMI), 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/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies.

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.

SOURCE: MASC (Revised locally)

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57;69;8A;
CROSS REF.: EBB, First Aid, EBC, Emergency Plan

Adopted: April 25, 2013
Reviewed: February 25, 2016
Reviewed: 2 April 2020

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.

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

SOURCE: MASC 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
Reviewed: April 2, 2020

STUDENT FEES, FINES AND CHARGES

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

A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment.

Students who are on free and reduced lunch are exempt from paying full fees. Such students shall not be identified in any conspicuous manner and shall participate in the same extracurricular program or event provided for all students without distinction. The Superintendent or his designee shall develop procedures to provide applications for such subsidization and to ensure that the required records and reports of recipients are kept confidential. However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

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

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

Adopted: 11 November 2001
Revised: January 3, 2013
Reviewed: February 25, 2016
Reviewed: April 2, 2020

SCHOOL-COMMUNITY RELATIONS GOALS

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

1. Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.
2. Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.
3. Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.
4. Community service efforts which enable the District's staff and students to express their commitment to the community.

SOURCE: MASC

Adopted: September 22, 2005
Revised: November 21, 2013
Reviewed: April 2, 2020

SCHOOL/PARENT RELATIONS GOALS

It is the general goal of the District to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is strongly encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC

Adopted: September 22, 2005

Reviewed: November 21, 2013

Reviewed: April 2, 2020

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee per district policy.

The School Committee will encourage community involvement through communication about the role of town boards and the elective process.

SOURCE: MASC

Adopted: September 22, 2005

Reviewed: November 21, 2013

Reviewed: April 2, 2020

PUBLIC GIFTS AND DONATIONS TO SCHOOLS

The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value and with a value less than \$5,000. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts greater than \$5,000 or that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

Legal References: M.G.L. c. 71:37A Acceptance of Gifts

Adopted: February 3, 2005
Revised: November 21, 2013
Reviewed: April 2, 2020

NEWS MEDIA RELATIONS/NEWS RELEASES

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school system.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee chairman will be the official spokesman for the Committee, except as this duty is delegated to the Superintendent.
2. In the case of emergency, the Superintendent will be the official spokesperson.
3. News releases that are of a system-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.
4. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the Principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the Principal.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

SOURCE: MASC

Adopted: September 22, 2005
Reviewed: 21 November 2013
Reviewed: April 2, 2020

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.

SOURCE: MASC October 2016

LEGAL REFS.: MG.L. 76.5

Adopted: September 22, 2005
Revised: November 21, 2013
Revised: January 10, 2019
Reviewed: April 2, 2020

PUBLIC SOLICITATIONS IN THE SCHOOLS

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without the Principal's permission.
2. No general or class distribution of commercial or fund-raising literature may take place without the Principal's permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

SOURCE: MASC

LEGAL REF.: M.G.L. 44:53A

CROSS REFS.:

GBEBC, Gifts to and Solicitations by Staff
JP, Student Gifts and Solicitations
KHB, Advertising in the Schools

Adopted: September 22, 2005

Reviewed: 21 November 2013

Reviewed: 2 April 2020

ADVERTISING IN SCHOOLS

School-business relationships based on sound principles and community input can contribute to high quality education. However, the school districts must also protect the welfare of students and the integrity of the learning environment. Therefore, when working together, schools, community organizations and businesses must ensure that educational values are not distorted in the process.

The School Committee will allow use of advertising consistent with the criteria specified below:

- a. Use of advertising is permitted in connection with courses of study which have specific lessons related to advertising. It will be up to each school principal to decide whether the lessons related to advertising are appropriate.
- b. Use of advertising is permitted in such supplementary classroom and library materials as newspapers, magazines, television, the Internet, and similar media where they are used in a class such as current events, or where they serve as an appropriate research tool.

The School Committee will allow advertising consistent with the criteria specified below:

- a. Paid advertising is permitted in yearbooks, school newspapers, theatrical productions, and event programs as long as such advertising meets the criteria listed below. The building principal is responsible to review all material.
- b. Non-school organizations that are approved to use school grounds and facilities may use temporary advertising that is consistent with the criteria of this policy. Non-school organizations must comply with the specific procedures and processes determined by the superintendent or the superintendent's designee.

Advertising must meet the following criteria:

- 1. Consistency with District and School Academic Standards and Goals. All corporate support or activity shall be consistent with State, District, and school academic standards and goals. Commercial involvement must also be structured to meet identified educational needs, not commercial motives.
- 2. Consistency with District Policies and Age-Appropriateness. All corporate support or activity must be consistent with District policies prohibiting discrimination on the basis of race, color, national origin, gender, gender identity, age, religion, sexual orientation, veteran status, limited English proficient, handicap, or homeless, and must be age-appropriate for the students involved.

3. Certain Corporate Support or Activity Prohibited. No corporate support or activity will be permitted in the District or in the schools that:
 - a. Promotes the use of illicit drugs, alcohol, tobacco, or firearms.
 - b. Promotes hostility, violence or disorder
 - c. Attacks or demeans any ethnic, racial, or religious group.
 - d. Is libelous.
 - e. Promotes any specific religion.
 - f. Promotes or opposes any particular political view, candidate or ballot question.
 - g. Inhibits the functioning of any school.
4. All corporate/business/organizational support may only cite the organization's name not specific products or services. Phrases such as "Your friends at", "Proudly supporting Littleton education", etc. may be used. The corporate/business/organizational review includes consideration of the primary products and services where usage of such product/service would violate policies of the district.
5. Sponsorship by individuals without attribution to a company, corporation, or service is allowed

The School Committee will on a case by case basis consider corporate/company identification and recognition for significant contributions (greater than \$5,000 value) to fund school facility/capital items. Proposals must first go through the superintendent for preliminary review, meet the criteria cited above, and meet a specific need of the district. Proposals without review by the superintendent shall not be presented to the School committee for final consideration.

Solicitation of Sales or use of the name of the school system to promote any product excluding testimonials approved by the Superintendent of Schools, will not be permitted by the Committee.
Source:

Local policy and Acton-Boxborough School District

Adopted: September 22, 2005
Revised: May 12, 2016
Reviewed: April 2, 2020

RELATIONS WITH POLICE AUTHORITIES

Cooperation with law enforcement agencies is essential for the protection of students, for maintaining a safe environment in the District schools, and for safeguarding all school property.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community and ensuring the rights of all concerned.

The School Committee also recognizes the potential enrichment that law enforcement agencies can make in the educational program.

Efforts should be made to develop and maintain a healthy attitude toward law enforcement agencies and personnel to promote better understanding and communication.

SOURCE: MASC

CROSS REF.:

Littleton Public Schools and Littleton Police Department Memorandum of Understanding

Adopted: September 22, 2005
Reviewed: November 21, 2013
Reviewed: April 2, 2020

Sexual Harassment

All persons associated with the Littleton public schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the [] School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: [Name, Office, Address, Phone Number]

The Committee will appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain their response to the complaint.

- c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 - d. On the basis of the grievance officer's perception of the situation they may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or their designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

Approved:	January 28, 1993
Revised:	October 28, 1999
Revised:	November 15, 2001
Reviewed:	February 26, 2009
Revised:	November 15, 2012
Revised:	November 12, 2015
Revised:	April 2, 2020

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Littleton School Committee.

SOURCE: MASC Policy

Adopted: December 15, 1994
Revised: July 12, 2000
Revised: 27 February 2014
Revised: 2 April 2020

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

For extra-curricular activities requiring District provided transportation, buses, vans or other vehicles operated by District employees or designated sub-contractors will be used. However, when buses, vans or other vehicles operated by District employees or designated sub-contractors are not available for extra-curricular activities requiring District provided transportation, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the school principal
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personnel liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

Adopted:	March 2, 1995
Reviewed:	September 30, 2000
Reviewed:	May 28, 2015
Revised:	2 April 2020

EQUAL EDUCATION OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC February 2019

LEGAL REFS.:

- Title VI, Civil Rights Act of 1964
- Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
- Executive Order 11246, as amended by E.O. 11375
- Title IX, Education Amendments of 1972
- M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
- DESE Regulation 603 CMR 26:00
- DESE Regulation 603 CMR 28:00

CROSS REF.: AC, Nondiscrimination

Adopted:	June 8, 1995
Reviewed:	June 10, 2004
Revised:	October 4, 2012
Reviewed:	February 25, 2016
Revised:	April 2, 2020

JEB

SCHOOL ENTRANCE AGE

To permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age prior to September 1st of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.

The admission of children whose birthdays fall after September 1st will be solely at the school's discretion.

2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

SOURCE: MASC February 2019

LEGAL REFS: MGL 69:1B
 DESE 603 CMR 8

Adopted: March 3, 1977
Reviewed: June 8, 1985
Reviewed: June 10, 2004
Revised: November 15, 2012
Revised: 2 April 2020

SCHOOL ADMISSIONS AND RESIDENCY

All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC Feb 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26

CROSS REFS.: JFBB, School Choice

Adopted: June 8, 1995
Amended: October 24, 2001
Revised: June 10, 2004
Revised: October 24, 2013
Reviewed: February 25, 2016
Revised: April 2, 2020

SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

Adopted:	June 8, 1995
Reviewed:	June 10, 2004
Revised:	October 4, 2012
Reviewed:	25 February 2016
Revised:	2 April 2020

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by not allowing them to miss school needlessly.

Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC February 2019

LEGAL REFS.: M.L.G. 76:1; 76:1B; 76:16; 76:18; 76:20

Adopted:	February 1973
Revised:	March 1, 1973
Revised:	October 10, 1985
Revised:	November 14, 1985
Revised:	June 8, 1995
Reviewed:	June 10, 2004
Reviewed:	October 24, 2013
Revised:	May 12, 2016
Revised:	April 2, 2020

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.

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
Reviewed: April 2, 2020

INTERROGATIONS AND SEARCHES

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school district to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or their designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC February 2019

Adopted: June 8, 1995
Reviewed: January 3, 2013
Revised: June 13, 2013
Reviewed: 25 February 2016
Revised: 2 April 2020

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 only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, 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. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District 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 procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC July 2018

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

Adopted: November 3, 2005
Reviewed: January 3, 2012
Revised: May 12, 2016
Revised: April 2, 2020

STUDENT RECORDS

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

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

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

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, P.L. 103-382,
M.G.L. 66:10 71:34A, B, D, E, H
DESE 603 CMR 23

Adopted: September 1, 2005
Revised: November 3, 2005
Revised: January 5, 2006
Revised: January 3, 2013
Reviewed: February 25, 2016
Revised: April 2, 2020

STUDENT PHOTOGRAPHS

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

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their 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.

Adopted: September 1, 2005

Reviewed: January 3, 2013

Reviewed: February 25, 2016

Revised: April 2, 2020

RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

The Littleton School Committee acknowledges the important role that parents/guardians, community and booster organizations (referred to as “parent organizations”) play in establishing and achieving common educational goals for students. Parent organizations often provide an important forum for communication. They may also engage in fundraising that may allow for funding of enrichment programs and other educational opportunities that may not be available through the annual school budget. Although these private organizations are independent and not ordinarily subject to the day-to-day management of the District, their affiliation with the District generally includes use of or reference to the District’s name, mascots, visual representations, identity and reputation. Thus, requiring these private organizations to adhere certain guidelines is both reasonable and appropriate.

In order to encourage strong communication, the Superintendent and professional staff administrative staff will:

1. Consult with and encourage parent organizations to share in school planning and in setting objectives and evaluating programs.
2. Help parent organizations understand the educational process and their role in promoting it.
3. Provide for parent organizations’ understanding of school operations.

In order to be considered a parent organization for the purpose of this policy, the organization must be officially recognized by the School Committee. In order to obtain recognition; an organization must first seek the approval of the Principal. If the Principal decides to recommend the organization for School Committee recognition, the Principal will submit organizational papers to the Superintendent for presentation to the School Committee. In order to be recognized, the parent organization must at a minimum:

1. Maintain 501C3 status and file appropriate paperwork with state authorities and submit proof of such status to school district administration.
2. Recognize and adhere to the requirement that spending on student activities must comply with federal law relating to equity among students based upon gender.
3. Maintain transparency in fund raising, including annually submitting to the School Committee, via the Superintendent an itemized listing of fundraising events, expenses and net proceeds. The format and content are based on the information requirements of IRS form 990 Schedule G Part 2, Fund Raising Events.
4. If fundraising for major projects (defined as greater than \$5000), make annual donations project designated school department account for the purpose of the designated project. Expenditures from said account shall be authorized by the School Committee for the identified purposes of the donation. All donations shall follow the School Committee’s established donation policy.
5. Conduct any fundraising activities primarily for the benefit of District programs
6. Ensure that any fundraising activities are conducted in a lawful manner consistent with the interest of our students and the good name and reputation of the District.

Once the School Committee recognizes a parent organization, the School Committee may withdraw that recognition in the event the organization does not adhere to the above criteria or for any other reason deemed in the best interest of the District

LEGAL REFS: Title IX, Education Amendments of 1972

SOURCE: MASC Oct 2016 with local additions

Adopted: September 22, 2005

Reviewed: November 21, 2013

Revised: April 2, 2020

Attachment for Policy KBE
Fundraising reporting for parent organizations

Information required is based on IRS form 990 Schedule G Part 2

		(a)Event 1	(b)Event 2	(n) (Insert as necessary)	Total All Events Add col (a) through last
		(Event Name)	(Event Name)	(Event Name)	
		(Event Type)	(Event Type)	(Event Name)	
1	Gross receipts				
2	Less Contributions				
3	Gross Income Line 1 – line 2				
4	Cash prizes				
5	Non cash prizes				
6	Rent/Facility costs				
7	Food and beverages				
8	Entertainment				
9	Other direct expenses				
10	Direct expense summary. Add lines 4 through 9 in column (d)				
11	Net income summary. Subtract line 10 from line 3, column (d)				

PUBLIC'S RIGHT TO KNOW

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

All commonly available public record documents of the School District shall be posted on the district's website. The length of time such records shall remain posted on the district website shall be in accordance with the Municipal Record Retention Manual. In addition, the official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Each building administrator is authorized to use all means available to keep parents/guardians and others in the particular school's community informed about the school's program and activities.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 4:7; 66:10; 30A18-25

Adopted: September 22, 2005
Revised: March 8, 2007
Revised: November 21, 2013
Revised: April 2, 2020

VISITORS TO THE SCHOOLS

The School Committee welcomes parents/guardians and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school district's mission and goals.

Visits by parents/guardians to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Request for classroom visitations by parents/guardians will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC October 2016

Adopted: September 22, 2005
Revised: November 21, 2013
Revised: April 2 2020