

Estabrook School  
117 Grove Street  
Lexington, MA 02420  
781-861-2520

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Dear Estabrook Families,

Welcome to Estabrook School! This handbook is designed to provide you with pertinent information regarding your child's education. Although much of the information remains the same as in previous years, some has changed. Please review it now, and save it for later reference. For your convenience, we have alphabetized the handbook this year. We ask that all families sign the attached signature sheet indicating that you have read and discussed some important sections of this handbook.

Estabrook School is a vibrant school community, with dedicated and enthusiastic staff and involved and caring parents working together for our children. We encourage your involvement and appreciate your support.

If you have any questions or need additional information about the school, please feel free to contact us at 781-861-2520.

Sincerely,

Joni Jay  
Principal

Michelle Zottoli  
Assistant Principal

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# LEXINGTON PUBLIC SCHOOLS

## Core Purposes (Draft)

### A. Academic excellence for all children

For example:

- Set high standards in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and our practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

### B. Respectful and caring relationships

For example:

- Use open and honest communication
- Help others
- Use effective teamwork
- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

### C. A culture of reflection, conversation, collaboration and commitment to continuous improvement

For example:

- Reflection – analyze our individual and collective practices
- Conversation – generate and evaluate ideas and practice with colleagues
- Collaboration – work with colleagues to achieve individual, group, school, or system goals
- Commitment to continuous improvement – act on multiple sources of data to improve practice

**We work to make these Core Purposes a reality.**

## Core Values

**Individuality and Diversity.** A diverse population definition comprises individuals with different backgrounds, needs, interests, and aspirations. Schools in Lexington should be structured to afford children and adults with opportunities to explore and express their individuality and to appreciate the individuality of others. Hence, learning experiences should address the gifts, talents, and special needs of every student and teachers should practice diverse methodologies in an effort to challenge students of all ability levels. Academic excellence can be achieved only when all students know their teachers hold high yet realistic (and explicitly stated) expectations for them: their teachers can best communicate these expectations when they are able to know and understand the individual learners within the diverse student population. Valuing individuality does not mean promoting selfishness, but rather helping all members of the school community learn to respect human differences.

**Shared Responsibility.** In order to flourish in today's society, students must learn to work together to explore ideas and solve problems. Schools are the public institutions best suited to help children understand the power of community, collaboration, and communication. It is our responsibility to engage students in experiences that nurture these habits and also to model these behaviors. Consequently, parents, teachers, and administrators should communicate openly and honestly so that children can benefit from the partnerships that will evolve when the defensiveness that sometimes hampers relationships can be confronted and overcome. The spirit of collegiality, cooperative learning, community service, citizenship, and common enterprise should be promoted for children and adults throughout the school system.

**Continuous Improvement.** Regardless of the current level of attainment, school programs, as well as student and professional performance, should always be improving. An environment that fosters experimentation, persistent innovation, risk-taking and continuing growth leads to a healthy school culture that in turn produces a positive place in which to teach and learn. Students and faculty should be lifelong learners who develop the habit of inquiry. We should try new approaches to problem solving and understand that some experiments will not work. Alternative assessments to measure the effectiveness of the educational program are essential to provide students with the best possible feedback so that they can continuously improve their performance in school. Likewise, a strong system for the supervision and evaluation of staff, combined with a solid professional development program, will lead to more effective teaching and learning. Feedback loops and constant communication among students, parents, teachers, and administrators are necessary to help guide all improvement efforts.

## **ANIMALS**

Lexington regulations prohibit dogs and cats from being in the school building and dogs are prohibited from being on school property. It is against Massachusetts's law to capture or have as pets any wild animals, birds, ducks, or reptiles. Reptiles may be carriers of Salmonella and birds can transmit Psittacosis. In addition, there are many children with allergies or sensitivities to animal dander. Therefore, it has been our practice to not allow animals to be brought to Estabrook School except by outside educational programs that have been pre-approved by the Superintendent or Principal.

## **AFTER SCHOOL CHILD CARE - LEXTENDED DAY**

The Lextended Day Program is private tuition supported, organization that provides after school child care for Lexington elementary school age children. The Program operates independently of the school but leases space from the school so that children don't have to be transported to a different location. No distinction is made on the basis of race, religion, cultural heritage or handicaps or on the political beliefs or marital status of a child's parents. Its purpose is to provide a safe, supportive environment for children who require care during the period between school dismissal and 6:00 p.m.

### **Hours of Operation**

In general, the Lextended Day Program follows the school calendar. It operates during the school year from 3:15 - 6:00 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and from 12:15 - 6:00 p.m. on Thursdays. The Extended Kindergarten Program operates from 12:15 until 3:30 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays. The program will be prepared to operate as soon as children are dismissed on all days scheduled for early dismissal. Milk and snacks are provided for the 3:15 - 6:00 p.m. blocks. Kindergarten children and all children enrolled on Thursdays or other noon dismissal days must bring a lunch.

When picking up Kindergarteners from Lextended Day between the hours of 12:30 and 3:05, please sign-in in the main office before going to the Lextended Day rooms.

### **Information/Messages**

Call Program Director Irene Denty at (781) 862-8318 for information about tuition rates, schedules, transportation, or policies. Call Barbara Staffier, Estabrook Site Coordinator; at (781) 861-1103 to report absences, reserve extra blocks of time or to leave a message for direct care staff at Estabrook. Please be aware that Estabrook's staff and principal do not have information about Lextended Day.

## **AFTER SCHOOL ACTIVITES / Use of School Space**

Some activities will take place after school hours under the supervision of the PTA or other Parent/Staff run programs. All uses of the school must be cleared with the office in advance so that adequate support can be organized and scheduling conflicts avoided. All individuals, committees or groups who wish to use school space should complete the appropriate form, which can be obtained in the school office. Some activities may require custodial fees.

Please make sure that if you are planning to attend an activity (such as Math Night, Halloween Party, Spaghetti Supper) that your children observe the same safety and conduct rules that apply during school hours. Children should be directly supervised by their own parents or an adult designee at all times and may not be dropped off without parents or left unsupervised. Parents are especially cautioned to ensure that children stay in the activity's designated area, that they do not run or yell in the building or go into the dangerous parking areas and driveways.

## **ATTENDANCE & ABSENCES**

### **Tardy**

A child not in the classroom at 8:45 a.m. according to the school office clock is considered tardy. If children arrive after 8:45 a.m. they must sign in at the office before they join their classes. We strongly urge families to have children in their classrooms no later than 8:35, so that they can prepare their materials and become oriented for the day. Parents of students who are repeatedly late to school will be contacted by the principal. Records of the number of late arrivals are maintained by the school system.

### **Absences**

Whenever your child is absent from school, please call the office before 8:30 am on or before the day of the

absence and leave a message with your child's full name, the reason for the absence, anticipated date(s) of absence, and the teacher's name.

We will check teachers' absence lists against parent calls. If your child has been marked absent but you did not call him/her in, we will contact you or, if necessary, your emergency contact. If we cannot locate you or your child, we will call the police for assistance.

It is NOT necessary to send in a note once your child has returned to school unless requested by the classroom teacher or unless your child has been absent more than a total of 1 week.

State law requires attendance at school. Families are strongly urged to take family vacations during the school vacation times. "Making up" work can never fully replace the interactive classroom experience. A significant number of absences can seriously impede a child's ability to make progress. Parents of students with a significant number of absences or late arrivals (tardies) will be contacted in writing by the principal and such absences are documented in the students' records. Student absences will be one factor considered when making placement decisions each year.

## **BICYCLES, SKATES, SCOOTERS & SKATEBOARDS**

Children in third grade and up may ride bicycles to school when their parents consider them able to ride their bicycles safely and to negotiate the roads between home and school. Parents are required to authorize each child in writing by signing the Bicycle Release at the beginning of the year. Students must wear helmets and parents are responsible for ensuring that students follow a safe path and observe safety rules. Bicycles are to be parked ONLY in the bicycle racks provided in front and in back of the school. The school accepts no responsibility for bicycles brought to school. Bicycles are to be brought directly to the bicycle racks and left there for the entire school day. There is absolutely no bicycle riding on the school property when school is in session. Students should *walk* bikes down the hill from school for safety reasons.

We suggest that, if your child brings a bicycle to school, it is equipped with a sturdy lock and chain. Also, register bicycles at the police station. Registration serves at least two purposes: (1) A deterrent to theft and (2) it places on file the serial number of a bicycle and can help you to prove ownership if a bicycle is stolen and later recovered.

Roller skates, in-line skates, scooters and skateboards may not be used at school. If brought to school for after school activities, they must be carried when on school property.

## **BIRTHDAY CELEBRATIONS**

Families who wish to celebrate children's birthdays may consider several "food free" options. Simple and meaningful celebrations have included: a special story read by the child's parent, sharing of a craft activity or game that is a favorite of the child, a gift of a book or game for the class in the child's honor, sharing of family pictures and mementos, small "tokens" for each child that represent something important to the birthday child (e.g. a sea shell), etc. The district policy now requires that parties and celebrations be food free.

If a child's birthday does not fall on a school day, the child and teacher may choose another day to celebrate.

To avoid hurt feelings, children should not bring birthday invitations, cards or presents to school. Birthday party invitations should not be handed out in class unless all children in the class are invited.

All students will be invited to celebrate their birthdays with the principal at a monthly birthday lunch. Students bring or purchase their own lunch and the children choose a small "prize." Students with summer birth dates will celebrate their half birthdays.

## **CHILD ABUSE AND NEGLECT**

See the LPS Elementary handbook at <http://lps.lexingtonma.org/about/LPSElementaryhandbook/P17.html>

## **CONTACTING A STAFF MEMBER**

Teachers are responsible for students from 8:30 - 3:30. We ask that families not understand that teachers are unavailable during this time even for a "quick question." If you stop by or call, the office will check to see if the

teacher is able to talk with you. If a staff member is available to talk with you when you telephone, he or she will do so. If not, a message will be left with the staff member to contact you. You can expect a prompt reply to either your phone call or to a note sent to school.

### Notes

Students can deliver notes from their parents regarding change of dismissal times, expected absences or short questions/issues as necessary. This allows the staff to easily keep track of the change and/or get back to the parents via a note home or a phone call when they are not in class.

### Telephone Calls

The school telephone number is (781) 861-2520. Please be aware that when a telephone message is left for a Staff Member there is no visible indication that there is a message. Staff may not check messages until the end of the day and teacher "free times" for returning phone calls are limited.

There is a directory published by the PTA each year with all of the Staff's extensions, email addresses, and class listings.

### Email

Staff members may also be reached via email. Since staff may not have access to their email until the end of the day, please allow them time to respond to your questions.

### School Newsletter, Website and Bulletin Board

Families are kept informed of events and issues at school via two regular publications: the monthly *PTA Newsletter*, *Estabrook News* and the weekly *Estabrook Update*. In addition, families may find important and interesting information about the school on our website at <http://estabrook.ci.lexington.ma.us>. The website includes this handbook, school calendar and forms that are available for downloading and printing at home. A parent bulletin board is also maintained in the lobby with input from parent committees, PTA etc.

Timely notices are also sent via our listserv. The listserv will provide information about unexpected emergency closings. Families who wish to subscribe or unsubscribe from this list, send an email to: [majordomo@silver.ci.lexington.ma.us](mailto:majordomo@silver.ci.lexington.ma.us).

To subscribe, send it from the email address that you want to subscribe. In the body of the message, put only the following two lines:

subscribe estabrook-announcements  
end

To unsubscribe, send it from the email address that is subscribed. In the body of the message put the following two lines:

unsubscribe estabrook-announcements  
end

This listed is managed and content owned by the Estabrook PTA as a community information service. If you have any questions about this list, you can respond from the list server, or you can send a message directly to: [owner-estabrook-announcements@silver.ci.lexington.ma.us](mailto:owner-estabrook-announcements@silver.ci.lexington.ma.us).

### Communicating Concerns/Questions

When you have questions or need information pertaining to your child, the first step is to contact the staff member who is closest to the situation and who can provide you with information or work with you on a solution. If additional assistance is needed after speaking with the teacher, families may contact the principal. When you contact the principal, you will be asked if you have first consulted with the teacher or staff member closest to the situation.

Following is the language from the 2004-5 teachers' contract regarding communicating concerns:

*The Lexington Public Schools' core value of shared responsibility requires teachers and parents to work together for the good of all students. The following process has been developed to reinforce this core value.*

A. *Parent and teacher communications contribute to student achievement. Teachers are interested in concerns of parents and want to address those concerns in an open and professional manner. Questions related to classroom issues should be referred directly to the teacher. Most problems are resolved when parents take this initial step.*

B. *Supervisors and administrators will listen to questions and concerns related to classroom issues and will provide policy-related information. The supervisor/administrator will arrange and/or facilitate a parent/teacher meeting if such dialogue has not already begun. Should the parent refuse to meet with the teacher, the supervisor/administrator will communicate the complaint to the teacher. If the complainant requests anonymity, no*

disciplinary action or performance plan may result solely from such a complaint. The supervisor/administrator may, however, investigate the matter further.

C. Parents who feel that an issue is unresolved after having consulted with the teacher should contact the individual listed in the “referral” column.

Whenever you have a concern, please direct your first contact to the individual listed under “Initial Contact” and then to the individual listed under “Referral”.

Nature of Concern	Category	Initial Contact	Referral
School Committee Policy	School Related	Principal	Superintendent
Placement	Academic Grouping Homeroom	Teacher Teacher	Principal Principal
Pupil Progress	Grades Social Development  Tutoring System Wide Testing	Teacher Counselor  Counselor Counselor	Principal Principal/ Psychologist/ Coordinator of Guidance Principal Principal/Director of Education
Discipline	Classroom Lunch Playground/Recess Attendance/Tardiness	Teacher Teacher Teacher Teacher	Principal Principal Principal Principal
Curriculum	Content Special Subject	Teacher Teaching Specialist	Curriculum Coordinator/ Principal Curriculum Coordinator/ Principal
Special Needs	Referrals  Tutoring Early Childhood Screening (3 & 4 year olds) Transportation  IEP	Teacher/ Counselor/ Psychologist Special Needs Teacher Supervisor of Pre-K  Administrator of Special Education Special Needs Liaison	Principal/ Administrator of Special Education Principal Administrator of Special Education Director of Business and Finance SPED Supervisor/ Administrator
METCO	Tutoring Initial Placement Transportation	Teacher Principal METCO Coordinator	METCO Tutor/ Tutoring Supervisor METCO Coordinator METCO, Inc.
Preschool	Kindergarten Screening	Counselor	Principal
Foreign Language	Program	FLES Teacher	Coordinator of Foreign Languages
Pupil Records	Content/Availability	Counselor/ Principal	Coordinator of Guidance
Before/After School Sports	Program	Physical Education Specialist	Coordinator of Physical Education
Instrumental Music	In School Lessons After School Lessons	Instrumental Music Specialist Coordinator of Music	Coordinator of Music
Transfers	Out-of-Neighborhood School	Principals	Director of Business and Finance
Guidance Services	Guidance Methods/ Delivery of Services	Counselor	Principal/ Coordinator of Guidance
Classroom Instruction	Teaching Methods Delivery of Curriculum	Teacher Teacher	Principal Coordinator/ Elementary Specialist
Health/ Medical	Injury/Illness	School Nurse	Principal/ Coordinator of School Health Services.

### Feedback & Dialogue

Estabrook provides a variety of vehicles for parents to engage in dialogue about the schools and provide constructive feedback. The School Site Council surveys parents regularly in order to identify priorities for school goals. The Site Council forms committees of parents and staff members to work together on identified goals, such as the AntiBias Committee and the Health and Safety Committee. Issues of interest to parents are discussed at PTA meetings as well.

### DISMISSAL OF STUDENTS

#### Early Dismissal

If your child will be leaving before the end of the scheduled school day, please send a note to the homeroom teacher that morning. When you arrive at the office, the office staff will call your child’s room to notify your child and teacher. If you must pick up your child unexpectedly, please stop by the office for assistance. You must sign out your child when picking them up outside of the normal dismissal routine.

#### Guidelines for Dismissal from School by the School Nurse

The following conditions are considered reason for dismissal from school by the school nurse per the School Physician.

- 1) Temperature of 100 degrees or greater.

- 2) Vomiting or diarrhea.
- 3) Rash suspicious of infectious disease.
- 4) Presence of lice or nits.
- 5) Suspected conjunctivitis based on nursing assessment.
- 6) Positive Strep culture that has not been under treatment with antibiotics for 24 hours.
- 7) Inability of a child to move safely about in school due to an injury that has not had medical evaluation and intervention.
- 8) Any injury, illness or condition that requires, in the school nurse's judgment further management by a parent/guardian or primary care provider.

In the event of an illness or an accident occurring during school time, parents or their designated substitute will be notified by phone. When dismissal is indicated, parents are required to make the necessary transportation arrangements. The school is not equipped or staffed to care for children over an extended period of time who are not well enough to remain in class and who need to go home. It is important that parents maintain updated records of emergency phone numbers in the school office.

### **Changing Dismissal Routine**

A Routine Dismissal Plan form is sent home early in the year to be returned to school. This plan is used to help clarify plans in case of confusion. If your child's normal dismissal routine is to be altered on a particular day, please send a note to the classroom teacher describing the date of the change and who will meet your child at school, if someone is to do so, and that person's phone number. Convenient *Change in Dismissal Forms* are sent home periodically and they are always available at the office or on the web. Parents may want to photocopy additional copies. If a child does not have such a note and we cannot locate the parent, the child will be instructed to follow the normal dismissal routine.

**In case of an emergency or unexpected change** (e.g. you are stuck in traffic and are arranging for someone else to pick up your child), **please call the office and speak to someone directly.** For the children's safety, we can only take changes in dismissal plans from parents or guardians. In addition, we may need to call you back at the phone number you have provided us to confirm parent or guardian identity. We realize that sometimes all lines are busy, but we ask that you **not leave a message** about dismissal after 1:30 or so; we may not be able to get to all messages before 3:15. Please note: There are only four telephone lines into the building. Arrangements for play dates should be made at home and a note sent in by the parent.

### **DIVERSITY POLICY STATEMENT**

Estabrook School adheres to the Diversity Policy of the Lexington Public Schools that reads as follows:

*It is the policy of the Lexington Public Schools to assure equal employment opportunity for all persons, regardless of race, color, gender, age, national origin ancestry, religion, creed, height, weight, economic background, marital status, sexual orientation or disability.*

*It is also the policy of the Lexington Public Schools to employ individuals capable of performing the defined duties of positions, to impose valid requirements for hiring and promotion and to administer all personnel actions and system resources without regard to any non-job related factors.*

*It is the goal of the Lexington Public Schools to achieve significant representation of members of minorities and other under represented groups at all levels of employment. This policy mandates aggressive, proactive measures to recruit, employ, and promote members of all under represented groups. For purposes of this policy, significant representation means representation that reflects the composition of the total student population of this school system.*

*In assessing candidates it is the policy of the Lexington Public School to hire the best candidates available by taking into consideration a range of factors including, but not limited to education, credentials, employment experience, life experience, as well as the fact that members of minorities and other under represented groups bring diversity to the school system. This policy in no way mandates or approves the adoption of hiring quotas.*

*The Superintendent of Schools shall have overall responsibility for the Diversity Policy and shall devise a plan for the implementation of this policy. The Superintendent shall submit an annual report to the School Committee in the fall of each year detailing steps taken and progress achieved in implementing this policy. The report shall include but not be limited to statistical profiles disclosing for each category of staff, the extent of representation of under represented groups.*

*The purpose of this policy is to accomplish the following:*

1. To give all students and staff an opportunity to relate to and learn with persons from minorities and other under represented groups and thereby to increase their knowledge and enhance intercultural understanding.
2. To provide adult role models representative of a diverse student body.
3. To create an environment that includes all types of people, that encourages open communication about differences, that promotes appreciation of each person's uniqueness and that empowers each individual to do his or her best.
4. To ensure equal opportunities for employment, promotion and transfer of all persons.

*This policy shall provide a guide for future contractual negotiations.*

LEXINGTON PUBLIC SCHOOLS, June 1995

### **Nondiscrimination Statement**

*Lexington Public Schools does not discriminate in admission to, access to treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964(Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act).*

*To file a complaint alleging discrimination or harassment by Lexington Public Schools on the basis of race, color, national origin, sex, disability, or age, or to make inquiry concerning the application of Title 4 VI, Title IX, Section 504, the ADA, the Age Discrimination Act, and their respective implementing regulations, please contact:*

***Carol Ann Gregory, Director of Personnel and Administration  
Lexington Public Schools  
1557 Massachusetts Avenue  
Lexington, Massachusetts 02420  
Telephone (781) 861-2556***

*Inquires concerning the applicability of the aforementioned Federal Laws and regulations to Lexington Public Schools also may be referred to the U.S. Department of Education, Office of Civil Rights (OCR) JW McCormack POCB Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695.*

## **DROP OFF & PICK UP FROM SCHOOL**

### **Traffic Flow/Parking**

We have a safety problem along the school roadway when cars are parked on the hill or in the traffic circle in front of the school. To ensure the safety of children, adults, and vehicles and to permit the flow of two-way traffic in designated areas, please observe all of the traffic flow and parking signs along the school roadway.

The upper part of the traffic circle is designated for buses, handicapped and emergency vehicles. Parking, Dropping Off, Picking Up or Stopping for any reason in this circle in front of the school between the hours of 7:30 a.m. and 4:00 p.m. during the school year is not permitted. Families should park in the lot near the back covered porch or in the front lot. Parking, Dropping Off, Picking Up or Stopping is not allowed on the hill, in the driveway next to the school, along the edge of the school or in any unmarked location.

The lower part of the traffic circle is designated for two-way traffic because, once the children have started to board the buses, the red blinking lights go on and all traffic along the upper part of the traffic circle must come to a halt. It is a violation of state law to pass a bus (from either direction) while its lights are flashing.

All traffic is to enter and exit via Grove Street, since, because of safety reasons, the Robinson Road entrance is closed by a locked gate. A crossing guard is on duty to assist children in crossing the street safely at the Grove Street entrance. The crossing guard is not responsible for directing traffic so please be courteous to people entering and exiting the driveway.

### **Drop Off & Pick Up Procedures**

In the morning, when driving to school, we ask you to proceed into the parking lot, discharge children near the greeting staff member and cones, circle through the parking lot, and exit via the school roadway. Do not drop off children on the hill, in front of the building, in the parking lot, on right side of the school, or at any other location.

On rainy or poor weather days, students may be dropped off at the covered porch door and will proceed through the hall to the designated location. An adult will always be available between 8:15 and 8:45 to greet your child(ren) either beyond the basketball hoops or on the porch.

At dismissal, children in grades 1-5 should come to the covered porch by the gym, the front lobby or the back patio and meet you there. Several staff members supervise the patio. Kindergarten students are picked up on the front patio. On Thursdays, students with kindergarten siblings are asked to go with the kindergartner to the front porch for dismissal. The adults meeting the children are requested to WALK TO THE PORCH/PATIO AND ESCORT THE CHILDREN IN THEIR CARE TO THEIR CARS. Students will not be allowed to go to cars on their own. It is definitely in the children's safety interests to have adults get out of their cars and provide additional pairs of eyes, ears, and hands for them as they leave the school. Also, please do not park along the porch, or along the roadway leading to the porch. Two-way traffic is impeded and visibility is greatly reduced. Cars may not park in line at the porch as this blocks traffic to the lots. You must park in a space if you are waiting for your child. Take that extra minute or two after school, park in the parking lot or on the basketball court, and come to the porch and personally escort children to your car.

The Routine Dismissal Plan filled out by each family provides a back up in case of confusion about dismissal plans. Some families have also found it helpful to write a child's dismissal plans on the back of a lunch box or on a card in the backpack. Changes should be made by note except in cases of emergency. Please include your child's name, teacher's name, the date and nature of the change, the adult picking up your child and your own phone number, as well as the phone number of the adult picking up your child. Remember that children will not be allowed to leave with another family unless the parent has sent a note in to give permission.

## **EMERGENCY OPERATIONS PLAN**

See the LPS Elementary Handbook at:

<http://lps.lexingtonma.org/about/LPSElementaryhandbook/P18.html>

## **EMERGENCY SCHOOL CLOSING**

It is a rare occurrence that school is canceled because of an emergency during the day, e.g., mid-day snows storm, no heat, etc., but when this happens every effort will be made to contact the parent or caretaker using their emergency contact information. It is very important that this information is kept current for the school to be able to reach you or your designated alternates during such an emergency.

We ask every parent to discuss with his/her child what to do in case of an emergency school closing. We ask you not to suggest that the child call you because our telephone lines are jammed on these days and very few calls can get in or go out.

### **Inclement Weather: School Delays and Cancellations**

In the case of inclement weather, the Superintendent shall exercise his/her best judgment as to whether or not school shall be kept open. The Superintendent will consider a delayed opening of either one or two hours as a response to inclement weather or other emergency conditions. A decision to open with a delay will be communicated to the public and to staff in the same manner as a no school announcement.

"No School" information is given out over radio stations WBZ, WHDH, WRKO, WBUR, WHUE, WCRB and TV channels 4, 5 & 7. In the event of inclement weather we suggest that you stay tuned to one station or channel after 6:00 a.m.

We strongly suggest that you sign up for our listserv, which will be used to provide information about emergency situations.

## **ENGLISH AS A SECOND LANGUAGE / TRANSLATION HELP**

Family members who speak another language and need translation help may contact the PTA or fill out a translation request form. We will make an effort to find someone who speaks the family language to help out.

Students who speak another language at home may be referred for English-as-a-Second Language tutoring by teachers or parents. Our English Language Learner tutor will assess students' speaking, reading, and writing to determine if the child is eligible for services. Our program begins with a focus on practical oral communication first.

## **ESTABUDDIES**

Fifth grade students may volunteer to serve as Estabuddies, whose job it is to help younger and new students feel comfortable and find their way around the school. Estabuddies are invited to come to training in the summer, though students who cannot attend may still participate with permission of the teacher sponsors. Estabuddies are responsible for meeting students at the bus and getting them to the proper locations on the playground and in the school in the morning. Estabuddies are generally assigned to the students in a given classroom. Estabuddies work either the "A" week or "B" week. Their class and week assignments are posted in the front lobby.

## **FAMILY VACATIONS & REQUESTS FOR HOMEWORK**

Massachusetts's law does not permit parents to violate compulsory attendance requirements for students. Classroom activities are central to the educational process and, when missed, can never be fully duplicated or entirely made up. We strongly discourage families' taking extended vacations during school time.

The Lexington Public School's policy is that teachers have no obligation to provide assignments, activities, materials, and other schoolwork for students who are absent from school because of family vacations or trips. Teachers also have no obligation to provide make-up work for students who return to school from a family vacation or trip.

## **FIELD TRIPS**

Field trips held on school days are extensions of the instructional program. Their purpose is to provide educational opportunities that cannot be offered within the building for acquiring skills, understanding and perspectives. The school makes every attempt to locate resources to pay for field trips, but typically, parents are asked to pay for all or part of the cost. Scholarships are always available, and at no time will any child be excluded because of inability to finance the trip. Please speak with the principal about scholarships. Parent volunteers are sometimes needed for field trips. Teachers will notify you if this is the case. The number of parent chaperones that can be accommodated on a given trip may be limited due to the nature of the trip or transportation arrangements. In many cases, there are a limited number of paid spaces for parents on a trip. If additional parents wish to attend and can be accommodated, they may need to pay their own admission and/or fees.

**For more information see the LPS Elementary Handbook at:**  
<http://lps.lexingtonma.org/about/LPSElementaryhandbook/P19.html>

## **GIFTS TO STAFF MEMBERS**

*Following is a letter from all of the elementary principals outlining laws and practices regarding gift giving.  
December 14, 2003  
Dear Families of Lexington Elementary Students,*

*At this time of year, some families have made it a tradition to give gifts to staff members to show their appreciation. The rewards of working with your children (and our regular salaries!) are the best compensation of all, and we always welcome your words of appreciation. However, for those of you who have considered giving a gift, we would like to inform you about laws and regulations affecting gift giving to school staff members.*

*School staff members are public employees, and as such are subject to the State's Conflict of Interest Law (General Law Chapter 268A) and State Ethics Committee rules. These state that we may not accept any gift that is of "substantial," that is, no more than \$50. This includes meals, tickets to events, services, or holiday gifts, among other things. This \$50 limit applies to groups of people with a common interest (for example, members of the same class). Therefore, families in the same class may not combine their resources to purchase a gift valued at \$50 or more. This law is in place to ensure that everyone served is treated equally and that no one has or might be perceived to have special advantages or influence. This applies even if the purpose of the gift is merely a "token of gratitude for a well-done job or is given out of desire to maintain the public employee's good will."*

*Besides the state law, there is sometimes discomfort about the appropriateness of gifts within the school context or the feeling that gifts might be expected. We want to make it clear that the best gift of all is your kind words of appreciation, and we in no way wish to make families feel that gift giving is an obligation. Neither do we wish to discourage giving a gift or saying thank you for those who wish to do so. If you do wish to give a gift, we do ask that you help us by considering one of the following options that comply with the law.*

If parents want to combine resources, you might ask to purchase something for the classroom (rather than the staff member), for example books for the classroom library or games. You might contribute to the Lexington Education Foundation in the staff member's name. As has been the practice in years past, the staff member receives a "star" notifying them of this gift. You or a group of parents might "pick an apple" from our Wishing Tree to provide something we have previously identified as a need (books for the classroom libraries are a pressing need right now). Donations to the school, classroom or LEF are tax deductible. Or, you might give a modest or homemade gift, such as homemade goodies.

We are very fortunate in Lexington to have such generous families, who support us in so many ways, whether through formal recognition days, volunteering, participating in school activities, or giving a few words of appreciation. We would very appreciate your assistance in this matter. If you have additional questions about this matter, please feel free to contact your building principal.

Sincerely,

Malcolm Astley, Principal, Bowman

Joni Jay, Principal, Estabrook

Nancy Peterson, Principal, Fiske

David Crump, Principal, Harrington

Barbara Manfredi, Principal, Bridge

Lynne Stinson, Principal, Hastings

## **HARASSMENT, POLICY PROHIBITING**

Date Approved by School Committee: 2/25/03

### *I. Background of Policy*

The Lexington Public Schools is committed to maintaining a school environment free of any harassment based on, but not limited to, age, color, disability, gender, national origin, race, religion or sexual orientation. Such harassment in the workplace or school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. Further, any retaliation against an individual who has complained about harassment or against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

### *II. Purpose and Scope*

Harassment is defined as any communication or conduct that is sufficiently serious to limit or deny the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his/ her duties. It includes, but is not limited to, any communication, written, spoken or otherwise, such as jokes, comments, innuendoes, notes; material placed on the internet or other electronic media such as email, web page, and voice mail; writing placed on school property, the display of pictures or symbols, graffiti, gestures, or other conduct that offends or shows disrespect to others based upon age, color, disability, gender, national origin, race, religion, or sexual orientation.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person; therefore, individuals should consider how their words and actions might be viewed by other individuals.

It should be noted that, while this policy sets forth the goal of the Lexington Public Schools to maintain a work and educational environment that is free of harassment based upon age, color, disability, gender, national origin, race, religion or sexual orientation, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, whether or not that conduct satisfies the definition of harassment.

### *Sexual Harassment*

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/ or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education, or
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student, or
3. Such conduct interferes with an individual's job duties, education, or participation in extracurricular activities, or
4. The conduct creates an intimidating, hostile or offensive work or school environment.

*The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work or educational environment that is hostile, offensive, intimidating or humiliating to individuals of either gender may also constitute sexual harassment. While it is not possible to list all circumstances that may constitute such harassment, examples may include references to sexual conduct, comments on an individual's body, unwelcome leers, and suggestive or insulting comments.*

### *III. Application Student Complaints*

*A student who believes that he/she is the victim of harassment should report the matter to a teacher, counselor, or administrator who in turn will notify a complaint manager in the school. As an alternative, a student may report directly to a complaint manager. Notice of each school's complaint managers will be posted in a prominent location in the school.*

*All employees of the Lexington Public Schools must respond to complaints by students of harassment by notifying the building principal or an appointed complaint manager. Employees are required to take every report of harassment seriously.*

*A student may also file a complaint alleging harassment by contacting:*

*Dr. Mary Sullivan Kelley  
Director of Special Education  
Diamond Middle School  
99 Hancock St.  
Lexington, MA 02420  
(781)861-2490*

*If a student does not wish to discuss the issue with a teacher, counselor, administrator, complaint manager, or the Director of Special Education, or if the student feels that the aforementioned people do not address the problem in an effective manner, the student should contact the Superintendent of Schools (781) 861-2550.*

*The Director of Human Resources, Director of Special Education, and Superintendent as listed above are also available to provide information about this policy and the Lexington Public Schools' complaint process.*

### *Investigation and Closure of a Complaint*

*The Lexington Public Schools urges all individuals in the school community to bring any complaint of harassment to the attention of school personnel so that they can resolve the issue. The Lexington Public Schools will promptly investigate every complaint, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. If it determines that harassment has occurred, Lexington Public Schools will take appropriate action to end the harassment and to ensure that it is not repeated.*

*When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Coordinator for Title IX; Coordinator for Section 504 of the Rehabilitation Act and for M. G. L. Chapter 76 Section 5 (commonly known as Chapter 622).*

*Retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation is unlawful and will not be tolerated.*

### *Penalties*

*Persons who engage in harassment or retaliation will be subject to suspension, termination/ expulsion or other sanctions, subject to applicable school system policies and procedures, as well as applicable contractual requirements.*

*In certain cases, harassment of a student, and in particular, sexual harassment of a student, may constitute child abuse under Massachusetts law. Verbal sexual harassment of any child by anyone, including school district employees/ volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse. Such abuse must be reported immediately to the Department of Social Services in accordance with the requirements of M. G. L. c. 19, s. 51A. A matter reported under this section shall be screened to determine whether an investigation is pursuant to the Child Abuse and Neglect Policy, the Sexual Harassment Policy, or*

both. The Lexington Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

## References

State agencies that enforce laws prohibiting harassment or receive complaints there under include the Massachusetts Commission Against Discrimination (MCAD) , which is located at One Ashburton Place, Boston, MA 02108, telephone (617) 727- 3990, and the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023, telephone (781) 338-3300.

Federal agencies responsible for enforcing federal laws prohibiting harassment include the Equal Employment Opportunity Commission (EEOC) , One Congress Street, Boston, MA 02109, telephone (617) 565-3200, TDD Users (617) 565-3204; and the U. S. Department of Education, Office for Civil Rights (OCR) , J. W. McCormack POCH, Boston, MA 02109-4557, telephone (617) 223-9662, TDD Users (617)223-9695.

This policy may be found at:

<http://lps.lexingtonma.org/about/LPSElementaryhandbook/P21.html>

## HEALTH POLICIES

### Medication Policy

Only the school nurse may dispense medications at school. Students may never bring medications to school to self-administer. During off-site field trips, the school nurse may delegate the administration of medication only to the student's classroom teacher or the student's parents.

Under Massachusetts General Law (chapter 112 & 80B) a licensed nurse must have a medication order from a physician, dentist, nurse practitioner, or physician's assistant in order to administer any medication, whether it is a prescription drug or an over-the-counter medication. Medication orders must be renewed at the beginning of every school year.

The following Health Care Forms can be found at the Estabrook Website, <http://estabrook.ci.lexington.ma.us/EstalInfo/EstabrookUpdate.html>

- Interval Health History
- Immunization form – Kindergarten
- Immunization form – Grades 1-12
- Medication Permission Form
- Emergency Health Care Plan for Allergies
- Asthma Health Care Plan

### Emergency Medication

In the case of a suspected life threatening allergy to a stinging insect, food or latex exposure, that is unknown by past medical history, the School Physician Consultant has approved Standing Medication Orders for the administration of an EpiPen (adrenalin) and Liquid Benadryl by the school nurse. When an EpiPen is given, 911 will be called, and every effort will be made to immediately contact the parents/guardians.

Ipecac syrup will be available as an emergency measure in all Health Rooms. Directions for its use will come from the Poison Control Center when a call is initiated. Medical response will follow as above.

Any child with a known Life Threatening Allergy will have an Emergency Health Care Plan in place, and the plan will be followed per the physician's orders.

### Streptococcus Infections

The Group A Hemolytic Streptococcus germ, GABHS for short, causes Strep throat and scarlet fever. This germ spreads among humans on saliva and other oral secretions that enter the air in droplet form and invade through the nose and throat. It can also be spread on the hands if they are not washed properly.

The only way to confirm the diagnosis is by throat culture. If test is positive, a doctor prescribes a course of antibiotics. If left untreated, serious complications may develop, the most serious being rheumatic fever and GABHS toxic shock syndrome. Following initial treatment, it usually takes 36-48 hours for the throat to revert to a

negative test for GABHS germs.

CHILDREN SHOULD REMAIN HOME UNTIL A NEGATIVE CULTURE REPORT IS CONFIRMED OR UNTIL THEY HAVE BEEN TREATED WITH ANTIBIOTIC FOR 24 HOURS. This will avoid unnecessary exposure of other children and faculty to this contagious illness. The Board of Health lists streptococcus infections as a communicable disease.

### **Pediculosis (Head Lice)**

Head lice are commonly found on the heads of Lexington children and some adults and on the heads of children and some adults in neighboring communities. Pediculosis infestation has become a greater problem than in previous years and occurs throughout the year, whereas formerly, cases of it were usually discovered only in the fall and then eradicated.

We suggest that you examine your children's hair at the beginning of the school year, and periodically, throughout the year. If you detect head lice or nits, CONTACT THE SCHOOL NURSE so that we can give you further information and examine children in your children's classes. Also, notify the parents of your children's playmates so that they can check their hair.

It happens in the best of families! It is nothing to be ashamed of!

The following material was provided by the Board of Health to assist all of us in the control and elimination of pediculosis:

#### Causative Agent

The head louse usually stays on the head, attaching its eggs (nits) to the shaft of the hairs. Lice can reproduce quite rapidly since the eggs usually hatch within a week and the newly-hatched young reach maturity and can themselves produce eggs within two or three weeks. Lice lay their eggs on the hair shafts and are white or light gray in color. They look like dandruff but cannot be brushed or shaken off the hair.

#### Transmission

Lice are usually acquired by direct contact with an infested person or indirectly by contact with personal belongings, especially clothing or headgear. Long hairstyles, the use of and exchange of headbands, and the use and exchange of protective headgear in athletic programs create conditions for its spread.

#### Treatment and Control

Several types of shampoo to kill lice are on the market or you may consult your physician for treatment. Please follow directions carefully.

#### Procedure:

- a) Use shampoo as directed on label.
- b) Use Derbac comb (fine comb) to remove nits (eggs).
- c) Put on clean clothes after shampooing and bathing.
- d) Wash - using soap and very hot water - all clothing, towels, and bed linen used persons with head lice.
- e) Dry-clean all clothing (including hats and coats) that cannot be washed.
- f) All initially infested persons should be retreated in 8-10 days, and checked frequently thereafter.
- g) To prevent spread, articles that come in contact with the head, neck, or shoulders should not be shared. Example: combs, brushes, towels, hats, helmets, coats, etc.
- h) A child with nits or pediculosis is excluded from school until treated and may be readmitted to school only with either a doctor's note or inspection by the school nurse. All lice and nits must be eliminated before a child may return to school.

### **Communicable Diseases**

If your child has a communicable disease, please follow the rules and regulations of the Lexington Board of Health. Please report any communicable diseases to the school nurse so that outbreaks of illness can be contained and/or tracked and the school community can be alerted as necessary.

### **Hearing and Vision Testing**

Annual hearing and vision tests, as required by law, are administered according to the following schedule:

Grades K-3:	Hearing and Vision
Grades 4 and 5:	Vision only

In the event that special hearing or vision needs are detected, notices are sent to parents.

## **Physical Education Medical Excuses**

A parent may write an excuse from gym for a period of less than a week. For periods longer than one week, a written excuse from a doctor or other health professional must be provided.

## **Postural Screening**

All children in grade 5 participate in a state mandated postural screening program that serves to identify posture problems that may need medical attention. If problems are suspected, parents of those children are notified so that they may consult with their own physician.

## **Recess and Illness Policy**

The school physician and nurses' policy is that if children are well enough to attend school, they are well enough to go out during the recess period. Exceptions to this ruling would include children with doctor requests. Whether recess is held outdoors or indoors is at the discretion of the principal or designee.

## **School Nurse Hours**

There is a full time school nurse at Estabrook. In her absence, a substitute nurse will be available.

## **HOMEWORK POLICY – Currently Under Development**

During the 2003-04 School Year the Estabrook Site Council surveyed parents, children, and teachers regarding homework with the goal of clarifying homework expectations and providing input to the school committee on the policy. The current official School Committee policy is as follows:

*Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, home and school, can guide students as they develop their learning capacities by making possible experiences which foster learning.*

*Homework provides for practice of skills and application of principles based upon work begun in the classroom. It may enrich school experiences and promote a permanent interest in learning. Additionally, homework is to stimulate individual initiative, personal responsibility and self-direction.*

*Due to differences in age levels and modes of instruction between elementary and secondary schools, homework expectations will necessarily differ.*

*Listed below are the responsibilities of teachers, students, and parents with regard to homework.*

### **Teachers will:**

- *Assign homework that is meaningful and useful to individuals*
- *Provide appropriate and timely response to all homework assignments*
- *Provide a balance between long-range and short-term assignments*
- *Give assignments over weekends, which are no longer than a daily assignment*
- *Not assign homework during vacation periods and on legal and religious holidays*
- *Monitor long-term assignments in order to avoid last minute student efforts*
- *Give clear, concise directions; allow time for student questions; consider availability of materials; provide legible worksheet when used*
- *Inform parents of their role in supervising homework*
- *Ensure that students who are absent know how they may makeup homework*
- *Monitor the effectiveness of homework as reflected in student performance*

### **Students will:**

- *Hand in on time, neat, accurate, and meaningful products*
- *Plan time for completion of long-term assignments*
- *Determine and complete homework assigned during absence*

### **Parents will:**

- *Provide a suitable place for study*
  - *Help students develop routine home study habits*
  - *Ensure that absence does not interfere with makeup*
  - *Assist and correct but not do the actual work and notify the teacher if students experienced extreme difficulty*
- (Note: Estabrook teachers generally expect that parents check that homework is completed, but do not wish*

parents to “correct” the homework.)

- Be aware of long-term assignments and assist students in learning to budget their time accordingly
- Contact the teacher if he/she observes absence of homework

Because the time required of individuals to complete assignments varies, homework activities must, therefore, be planned to meet each student's individual learning profile. Although it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:

#### **Homework Assignments by Grade Level:**

Grade K and 1 - none regularly assigned (Note: The current math curriculum requires nightly Math Homelinks in gr 1.)

Grade 2 - fifteen minutes each night

Grade 3 and 4 - thirty minutes each night

Grade 5 - forty-five minutes each night

In addition, parents should continue to read to their children and encourage and support their children's recreational reading.

Homework is generally assigned two to four times a week, generally Mondays to Thursdays. No homework will be given on legal and religious holidays or during vacations.

Students in grades 2<sup>nd</sup> – 5<sup>th</sup> will receive a homework planner provided by the PTA. Any additional homework planners will be need to be purchased.

## **INTERNET: LPS GUIDELINES FOR STUDENT INTERNET USE**

The Lexington Public Schools offer Internet access at each school. The sole purpose of this Internet access is to support education and research by providing students and teachers with access to unique resources and an opportunity for collaborative work. All uses of Lexington's Internet access (like all other uses of Lexington's computer facilities) must be in support of and consistent with these educational objectives. All students who use Lexington's Internet access are expected to read these Guidelines and/or to take part in a discussion of the Guidelines with a teacher. Adherence to the Guidelines is a condition for a student's privilege of Internet access.

### **The Internet**

The Internet is a vast, global network, linking computers at universities, schools, laboratories, and other sites. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. In addition, many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for abuse. These Guidelines are intended to help ensure that students use this valuable resource in a safe and appropriate manner.

### **Students' Individual Responsibility**

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members are not expected to monitor student use at every moment. Every student is expected to take individual responsibility for his or her appropriate use of the Internet.

### **Levels of Student Access**

Two levels of Internet access are provided through the Lexington Public Schools:

1. Internet and World Wide Web. All students will have access to the Internet and World Wide Web, with teacher supervision, in classrooms, libraries, or laboratories. No individual account agreement is required. Before a student may access the Internet and Web, however, he or she must be familiar with these Guidelines.

Grades K-5: Before students in Grades K-5 will be authorized to access the Internet and World Wide Web, they will take part in a discussion of these Guidelines with their teacher. Teachers will be asked to sign a statement indicating that they have had such a discussion with their class.

Grades 6-12: Before students in Grades 6-12 will be authorized to access the Internet and World Wide Web, they will be asked to sign a statement stating that they have read the Guidelines and agree to adhere to them.

2. Individual e-mail accounts. Students may apply for individual e-mail accounts. Before an account will be provided, the application must be completed and signed by the student and, for all students under 18 years old, by the student's parent or guardian. (Not available at the elementary school level)

### **Internet Access Is a Privilege**

For both levels of access, Internet access through the Lexington Public Schools is a privilege, not a right. School officials may cancel a student's access if this privilege is abused. Inappropriate conduct on the Lexington Public Schools Internet access will also be subject to disciplinary action, in conformity with the Lexington Public Schools Policy on Student Conduct and Discipline (which is published in school handbooks) and the disciplinary policies of individual schools.

### **Administrators' Access to Student Files**

All student e-mail files and other Internet files and records may be accessed and examined by administrators for educational and administrative purposes, including the need to ensure that these Internet Guidelines are being adhered to. Administrators will also cooperate in providing access to student e-mail and Internet files and records to law enforcement authorities. Students should *not* assume that uses of the Lexington Public Schools Internet access will be private.

### **Personal Safety**

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate purposes or under false pretenses. The Lexington Public Schools cannot screen the Internet for such inappropriate uses. Therefore, students must be cautious and prudent about supplying personal information and arranging personal meetings. In particular, students should never arrange a personal meeting with a person who was met on-line without their parents' or guardians' knowledge and approval. Students should promptly inform their teacher or school administrator of any on-line communication that the students feel is threatening, harassing, or otherwise inappropriate.

### **System Security and Resource Limits**

Students are expected to follow procedures and guidelines that are issued in order to ensure the security of the Lexington Public Schools computer system and to respect its resource limits. These include any downloading guidelines and virus protection procedures that may be issued.

### **Network Etiquette**

Students are expected to learn and to abide by generally accepted rules of Internet network etiquette, as well as rules of school decorum. These include common courtesy, politeness, and the avoidance of vulgar language.

### **Unacceptable Uses**

The following uses of the Lexington Public Schools Internet access are unacceptable:

1. Posting private or personal information about another person.
2. Attempting to log in through another person's e-mail account or to access another person's files.
3. Accessing or transmitting obscene or pornographic material.
4. Posting chain letters or engaging in "spamming." ("Spamming" means sending annoying or unnecessary messages to large numbers of people).
5. Engaging in sexual harassment. The Lexington Public Schools Sexual Harassment Policy, which is included in the individual schools' handbooks, is applicable to Internet conduct.
6. Participating in any communications that facilitate the illegal sale or use of drugs or alcohol; that facilitate criminal gang activity; that threaten, intimidate, or harass any other person; or that violate any other laws.
7. Plagiarism. "Plagiarism" means the taking of material of created by others and presenting it as if it were one's own. The Lexington High School policy on "Plagiarism/cheating, which is included in the Lexington High School Student/Parent Handbook, is applicable to Lexington High School students' use of the Internet.
8. Infringing copyrights. Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright. For example, most software is protected by copyright and may not be copied without the permission of the copyright owner.
9. Participating in commercial activities that are not directly related to the educational purposes of the Lexington Public Schools.

### **Disclaimer of Liability**

The Lexington Public Schools disclaim all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of the student's Internet use, and for any other consequences of a student's Internet use.

## Changes in the Guidelines

The Lexington Public Schools reserve the right to change these Guidelines at any time.  
Adopted by the Lexington School Committee: January 7, 1997

### LPS Internet Rules for Elementary Students

1. I will not use the Internet without a teacher's permission and will only go to web sites that are related to schoolwork or approved by a teacher or librarian.
2. I will never give out personal information about family, classmates, or myself such as my name, address or telephone number.
3. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.
4. I will not use any Lexington Public School computer for sending or checking personal e-mail from an outside account. This includes free Internet e-mail sites such as Hot Mail, Yahoo, Juno, etc.
5. I will not respond to or send any messages that are threatening, harassing or otherwise inappropriate.
6. I will not participate in any chat sessions unless part of a class project and supervised by a teacher. I will not agree to meet with someone I "met" online. If a personal meeting is suggested, I will immediately inform my teacher.
7. I will not share passwords with anyone.
8. I will not enter contests or sign up to receive free information or material while using a Lexington Public School computer.
9. I will not download software from the Internet.

## LEXINGTON PUBLIC SCHOOL ELEMENTARY HANDBOOK

Policies and procedures of all Lexington Public elementary schools may be found in the LPS Elementary Handbook at: <http://ps.lexingtonma.org/about/LPSElementaryhandbook/P1.htm>

Following are the topics in the LPS document: Excerpts of some have been included in Estabrook's handbook. Those that appear only in the above-mentioned district handbook are marked with an \*.

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## **LIBRARY USAGE**

Estabrook students are encouraged to borrow books and other materials from the school library throughout the school year. Overdue notices will be sent home via the student's backpacks. If books are not returned the student's will be billed for replacement books.

## **LIFE THREATENING ALLERGIES POLICY (EXCERPTS)**

**For the complete policy see the LPS Elementary handbook at:**

[http://lps.lexingtonma.org/about/SC-LifeThreateningAllergies\(REV\).pdf](http://lps.lexingtonma.org/about/SC-LifeThreateningAllergies(REV).pdf)

*Date Approved by School Committee: June 21, 2005*

### **I. BACKGROUND**

- The prevalence of reported food allergies has continued to increase significantly over the last several years. It is reported that the incidence of peanut allergy over the last five years has doubled in children. In 2003, it was reported that there were approximately 2 million school-age children with food allergies. Those with a diagnosed food allergy are at significant risk of anaphylaxis, a life-threatening allergic reaction. In a study by the Massachusetts Department of Public Health there were 374 reported cases of anaphylactic reactions requiring the use of an EpiPen in the schools of the Commonwealth between September 2001 and May 2005.*
- In October 2002, the Massachusetts Department of Education joined the American Academy of Allergy, Asthma, and Immunology (AAAAI) in recommending that all schools have in place a system to identify children with life-threatening allergies (LTA) and be prepared in the school workplace to deal with life-threatening allergic reactions. Education of all staff in life-threatening allergy awareness is the cornerstone of this initiative.*

### **II. PURPOSE AND SCOPE**

- In order to minimize the incidence of life-threatening allergic reactions, the Lexington Public Schools (LPS) will maintain a system-wide response plan to address life-threatening reactions and maintain an Individual Health Care Plan (IHCP) for any student whose parent/guardian, primary care physician or board certified allergist has informed the principal of a school in writing that the student has a life-threatening allergy.*

### **III. IMPLEMENTATION OF THE LIFE-THREATENING ALLERGY POLICY**

*The Lexington Public Schools (LPS) will:*

**A.** *Provide life-threatening allergy awareness education and EpiPen training for all LPS employees based on Department of Public Health (DPH) and Department of Education (DOE) recommendations, including but not limited to:*

- 1. the significance of LTAs and a discussion on the most common food, stinging insect, latex, and medication allergies,*
- 2. how to create a safe environment for students with LTAs,*
- 3. the signs and symptoms of anaphylaxis,*
- 4. what an EpiPen is and how to use it, and*
- 5. how to activate the Emergency Response System (ERS), i.e., nurse and 911 Emergency Medical Services (EMS), to deal with an actual, suspected, or potential anaphylactic reaction.*

**B.** *At the elementary school level during the school day, all schools will require that any parties and celebrations be food free. The use of food for curriculum instruction or special luncheons during the school day will be restricted to approval by the principal. The use of food as a reward in any classroom will be eliminated.*

*C. The principal or designee in each school will implement a “No Food or Utensil Sharing” practice, with particular focus at the elementary school level.*

*D. Each elementary school, as reasonably appropriate, will provide a peanut free/tree-nut free table in the cafeteria. Reasonable efforts will be made for such table to become “free” of other allergens as deemed needed for an individual student through documentation from the student’s primary care physician or board certified allergist. At the middle and high schools appropriate accommodations will be made as needed.*

*E. The risk involved in allowing students of elementary and middle school age to make unsupervised food choices at bake sales is recognized; therefore, no bake sales will be permitted at elementary or middle schools during the school day. Bake sales conducted outside the school day are limited to those at which only adults are allowed to purchase products.*

*F. At the elementary school level, when a student’s medical need to be in an LTA-free environment is clearly documented by a board certified allergist, and clear directions from the allergist are provided, LPS will make reasonable efforts to create LTA-free classrooms for the student. LPS reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if it will authorize its implementation.*

*G. Each school’s Crisis Management Plan will include how to respond to an anaphylactic reaction (life-threatening allergic reaction). This plan will be reviewed annually by each building principal and will be part of all LTA-awareness training.*

*H. Each school will develop and maintain an Individual Health Care Plan (IHCP) for any student identified with a life-threatening allergy in collaboration with the student’s parent/guardian and primary care physician or board certified allergist.*

*I. The LPS will maintain records of any life-threatening allergic reaction, the use of an EpiPen, and the call for medical assistance by calling 911. LPS will report all such LTA reactions to the Massachusetts Department of Public Health (DPH), according to department regulations and protocol.*

*J. Because of the confidentiality of medical records, a student’s parent/guardian has the responsibility for notifying school bus drivers directly of any life threatening allergies of which the bus driver should be aware.*

*K. For any event outside of the regular school day which is neither sponsored by LPS nor part of the LPS curriculum, the sponsor of such event is responsible for assuring that appropriate provisions concerning LTA’s of participants are in place.*

## **LOST AND FOUND**

"Lost and Found" boxes are maintained in the corridor outside the art room. Parents are welcome to examine the school's lost and found for missing items. Typically the lost and found bins are emptied prior to school vacations – items not collected are donated to charities. It is important to label all outerwear and lunch boxes with your child's name or initials so that you can properly identify missing items.

Small items, such as, jewelry, keys, glasses, and coin purses are kept in the office. Many items of value remain unclaimed and are eventually given to a charitable organization periodically during the school year.

## **LUNCH PROGRAM AND SNACKS**

Hot lunches, with plain, chocolate or skim milk included, are available to all students who wish to purchase them. For those children who bring their lunches from home, milk is sold separately (one price for plain, chocolate or skim milk).

Menus are printed weekly in the Lexington Minuteman and also are distributed to students on a monthly basis from the school.

Lunch is paid for daily. The children have 45 minutes for a lunch and recess period. They are allowed to take as much time as necessary to eat lunch and then go directly to play. Teacher aides and other staff supervise the lunch and playground periods. Behavior conducive to good eating habits is expected in the lunchroom.

Children may bring a snack for the mid-morning recess. Except for the kindergarten, milk is not available for recess periods.

In the cafeteria, students are to eat only food from home or purchased in the cafeteria. Students may not give one another money or buy one another food. There is a “nut-free” table available to students with nut allergies.

Students in 1<sup>st</sup> – 4<sup>th</sup> Grade are required to eat with their classes to ensure that children are not losing time trying to find friends to join them. Students in the 5<sup>th</sup> grade may choose their seating providing that student behavior is appropriate.

Lunch costs \$2.50 and milk costs \$0.40. Students may pay with cash or a ticket, though tickets are preferred. For an additional \$1.00, students may buy an additional entrée (e.g. slice of pizza).

### **Prepaid Meal Tickets**

Meal Tickets are used to make the lunch line move faster – they actually reduce the time that the children must stand in line. They greatly simplify the lunch process and should be used whenever possible. Tickets are sold in sheets of 35; the price for a sheet of 35 meals for Estabrook students in 2005 is \$87.50. Updated price information can be found on the back of the menu that is sent home monthly with the students.

Sheets of tickets can be purchased at the Chartwells Office in the Lexington High School between 7:00-10:20am or 1:25 –3:00pm. They can also be purchased by mail by enclosing a stamped, self-addressed envelope and the proper amount in a check made out to Lexington School Lunch. The address is:

Chartwells Lexington School Lunch  
C/o Lexington High School  
251 Waltham Street  
Lexington, MA 02421  
(781) 861-2318 x 1180

If children forget their lunch tickets or only occasionally purchase lunch they may buy lunch with cash. Exact change is strongly encouraged to minimize the impact on the lunch line process.

“Oops! Forgot you lunch money?” forms should be completed by any child that may forget his/her lunch. These forms are available from the classroom teacher and also the lunch line cashier.

Students who have forgotten their lunch money or tickets should tell their teacher immediately, order a meal and complete the form. If students do not order a meal but then seek them at lunchtime, there may not be sufficient meals for all students. In this case, the meal provided will be limited to whatever is available (for example, grilled cheese). To be fair to all students, students who have not ordered a meal will not have a choice of food. Students may not change their minds after orders have been submitted in order ensure that children receive the choices they made.

### **Free and reduced breakfast and lunches**

Offered following federal income guidelines. Information about this program will be sent home at the beginning of the year, or you may contact the principal.

### **METCO PROGRAM**

The Metropolitan Council for Educational Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. It provides opportunities for urban students of color to attend school in suburban public school systems. It also provides suburban students and staff opportunities to interact with many minority students and to benefit from a culturally diverse learning environment. METCO provides additional resources to the schools and to our students throughout the year in order to facilitate learning and cultural experiences for everyone in the school system.

The Commonwealth of Massachusetts under the Racial Imbalance Act funds the METCO Program. Annually, each METCO community receives money from the State that pays for METCO staff, transportation of and special education services for our Boston resident students. METCO funding also pays a portion of the salaries for classroom teachers in Lexington. The Program budget has enabled us to afford multicultural programs for our schools, workshops and seminars for students and parents, and professional development opportunities for school staff.

METCO exists in thirty-seven suburban communities across the State. Lexington was one of the first communities to enter into the METCO urban/suburban partnership when it first began in 1966. Lexington is the third largest METCO community, enrolling 288 students in the school system. Boston resident students are usually placed into our METCO Program at the elementary school level. Occasionally, placements are made at the middle school level where space exists. Our students are members of their school community at all schools in Lexington.

The METCO Family Friends Program is another supportive aspect of the METCO partnership wherein Lexington families volunteer to become "partners" with Boston families. When a child enters one of our schools via the METCO Program, she/he is paired with a volunteer Lexington family (preferably a family with a child in the same classroom or grade level as the Boston child.) The "Family Friends Program" provides opportunities for Lexington and Boston children and their parents to broaden relationships through the sharing of family, cultural and social experiences in their respective communities. At the elementary level, family friend students participate in "METCO

FRIENDS VISITING DAYS" which are scheduled in advance on specified Thursday afternoons. Overnight visitations may occur (individually arranged, if desired) both in Lexington and in Boston. Open and regular communication between families in Lexington and Boston is encouraged throughout the year to help nurture the mutual development of relationships.

The METCO Program is committed to educational excellence for all children. METCO provides support services to students, staff and parents around educational, cultural and social issues. In addition, the Program strives to provide opportunities for Lexington and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication. *If you have any questions about the METCO Program, please call the building Principal or the Lexington METCO Director.*

### **Mentoring Program**

Estabrook has a strong mentoring program to provide support to students belonging to groups historically at risk of academic underachievement. Students of African American and Latino heritage are eligible, as are students eligible for free and reduced lunch and some disabled students. Teachers identify students who may benefit from the program. The purpose of this program is to provide extra support to aid the academic achievement of students in groups where there has been a historically significant achievement gap in the United States and in Lexington. Each year staff members volunteer to serve as mentors to eligible students and the mentor group determines together which students would most benefit from the program. Mentors typically meet with students for 30 minutes a week to focus on academic goal setting, strategizing, and celebrating of successes. Parents must give written permission for students to participate in the program.

### **NEW PARENT Q&A**

A list of typical new parent frequently asked questions are addressed in this handbook as well as on the Estabrook Website at <http://estabrook.ci.lexington.ma.us/EstalInfo/faq.html>

Topics include:

- What is the policy if my child is absent or late?
- How do I sign my child up for the bus?
- What if we have a change in our dismissal plan?
- What is the procedure for checking in at the building?
- How do I find out about the curriculum?
- How do I find out about the Extended Day Program?
- How do I deliver items to my child?
- How do I purchase an Estabrook School Directory?
- How do I drop off/pick up if I transport by car?
- What are the general traffic and parking guidelines?
- How can I give feedback to the school?
- What are the school hours?
- What about lunch, snack & recess? How do I buy lunch tickets?
- How do you deal with Medications & health issues?
- When are the METCO Family Friends Visiting dates?
- What is the procedure for bringing food or treats for my child's class?
- What if my child arrives late or needs to be dismissed early?
- Is there a school newsletter or website?
- How do I register my child?
- What if my child needs a special service?
- How do I contact the teacher or principal?
- How do I arrange a tour or initial meeting at the school?
- What opportunities are there for volunteering and involvement?
- What about walking, riding bikes or skating to school?

### **OFFICE HOURS**

The office is open from 8 a.m. until 4 p.m. when school is in session. You may leave a message on our voice mail if you are calling at another time, and we will return your call as soon as possible. Summer hours are posted on the door and the website.

### **PARENT-TEACHER ASSOCIATION**

The Estabrook PTA is a local chapter member of the State and National Congress of Parents and Teachers. The focus of the Estabrook PTA is to 1) foster cooperation among teachers, school and civic officials, parents, and other citizens of the Estabrook School District, 2) to encourage understanding of the instructional program, and 3) to promote the intellectual, physical, and general welfare of the children of the school. The organization is non-

commercial, non-sectarian, and non-partisan. It does not seek to direct the administrative activities of the school or control its policies. Any adult residing within the district or any staff member is eligible to become a member.

Each year the PTA publishes a directory. Parents are encouraged to have their own contact information included in the directory to facilitate communication with the school as well as between classmates. This directory can be purchased from the PTA. It will be made available free of charge to all Free and Reduced Fee Lunch Students.

## **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION (EXCERPTS)**

For the complete policy see the LPS Elementary handbook at:  
<http://lps.lexingtonma.org/about/ParentNoteSexEd.pdf>

Date approved by the School Committee: July 17, 1997

*The Lexington Public Schools afford parents or guardians the flexibility to exempt their children from that portion of the curriculum that specifically involves human sexual education or human sexuality issues. Parents must request the exemption in writing to the school principal.*

Note: The Massachusetts Department of Education, which is responsible for administering Section 32A, has explained that activities and materials designed to promote tolerance and respect for individuals, including recognition of differences in sexual orientation “without further instruction on the physical and sexual implications” do not trigger the notice and opt out provisions of Section 32A. Dr. Ash, Superintendent

## **PHOTOGRAPHING STUDENTS AND STAFF**

The principal must approval all photographs or recordings of the staff, the students, and the school.

## **PLACEMENT IN CLASSES**

Following is a letter, which describes our class placement policies and practices.

*Dear Estabrook Families,*

*It is time for us to look forward to next year and plan our learning community. At the classroom level, our goal is to bring students together who will work as a learning team, who can cooperate, challenge, and complement one another. We believe that all teachers will make appropriate accommodations to meet individual student's needs and that each child can adapt to and benefit from the strengths and gifts of different teachers and getting to know new peers.*

*I would like to summarize the placement process, as well as assure you that it will be implemented fairly and with individual attention to each child. This year all of the Lexington principals met to discuss our placement protocols, and I can confirm that all of the schools use a very similar process.*

*The process we use at Estabrook is very time consuming and thoughtfully done. Classroom teachers meet by grade level teams and together build class lists. Specialists, special needs teachers and previous years' teachers review groupings using their unique perspective which often spans several years of knowing a child. At these meetings we consider many factors as we work for balanced classes including: gender, achievement, learning styles, independence, grouping of special needs students so that services can be optimally provided, student behavioral and interaction issues, and racial & cultural diversity. We strive for working partnerships, while encouraging children to stretch to appreciate new peers. Teachers understand and are attentive to even subtle differences in children and advocate for their students.*

*Once groupings are developed, I make the final placement decisions in consultation with the faculty. I am responsible for balance, the whole picture, everyone's equity, and providing for unique circumstances. Class placements will be mailed at the beginning of July (in late August for kindergartners). Please understand that I may need to change placements/groupings over the summer due to major changes in enrollment or staff. Only in extremely unusual circumstances will I change placements once they are made and only after I have consulted with the entire placement team and the placement has been tried for 6 weeks.*

*Placement is primarily a school process and responsibility. Parents frequently acknowledge how well teachers know their children. Despite this understanding by classroom teachers, there may be information that you feel would be helpful for us to know, such as peer relationships or a specific learning issue. If so, you may complete the attached form and return it in a sealed envelope to me no later than Wednesday, May 12 in order to be*

considered. This form should be the exception, not the rule. Please be assured that your child's teachers and I care about and advocate for every child.

It is important that we proceed in a respectful manner, considering each child while understanding that the needs of all must be balanced. We will be unable to consider any request that identifies a teacher. Only if a sibling has had a prior first-hand experience with a teacher will consideration be given to another teacher. In addition, parents of incoming kindergarten students may specify if one particular teacher might help the student transition to the school (e.g. the sibling had the teacher).

If you feel there is a **single most important learning need that the current teacher does not know you may communicate it below**. Examples of important needs might be: a shy child who needs help being assertive, a child from another country/culture who might benefit from contact with someone of a similar background, a child who thrives on a great deal of challenge, or a child who does better with structure and predictability. In order to get to know your child and facilitate next year's transition, in the fall each teacher will be soliciting detailed information about your child as a person and learner as well as your goals and dreams for your child.

One of our goals is to provide ONE good working partnership for each child (which may not necessarily mean a good friend). If requesting peers, please understand that the more names you list, the more likely that we can arrange a placement with ONE of those children. Also let us know if there is an unusual peer relationship that has been negative over a significant period of time. If you wish your child's input to be considered, please include it with your own below. We cannot make any guarantees about placements with particular peers.

Overall, I have found all of the parents at Estabrook to be very sensitive, understanding and cooperative with this process and I feel our school is so successful because of the mutual trust we have in each other. The staff and I appreciate your cooperation and support as we begin this process.

Sincerely,  
Joni Jay

## **POLICE CROSSING GUARD**

A Crossing Guard is on duty daily at the foot of the school driveway to assist children crossing Grove Street. When there are kindergarten children who are "walkers," the guard will be on duty every day from 12:05-12:45 p.m.

The hours are:

8:00	- 8:45 a.m.	(Daily)
3:00	- 3:45 p.m.	(M.T.W.F.)
12:05	- 12:45 p.m.	(Thursday)

The Guard is not responsible for directing vehicles in and out of the driveway, so please be courteous to other drivers.

NOTE: Drop off time is 8:15am. The guard crosses students at 8:00am who have an activity before school.

## **POSTERS, FLYERS AND NOTICES**

The posting of notices and posters in Estabrook will be permitted when the organizations are local, charitable in nature, non-commercial, and directly related to the school or town. Please be aware that by law the school is unable to post or send home notices promoting a particular organization unless all other groups are also allowed access to the school community. All postings, flyers, and notices must be approved by the Principal, including those approved by the Superintendent.

Notices are generally distributed on Friday. Please bring any notices to be sent out well before the Friday distribution date, so that any necessary changes can be made and approval given. The PTA has one bulletin board and will approve materials that are posted there.

## **PUPIL PROGRESS REPORTS/PARENT - TEACHER CONFERENCES**

Pupil progress reports for children in grades 1-5 are sent home three times a year - in December, March, and June - and for kindergarten children, twice a year - in December and June. Parent conferences are held twice a year (fall/spring) and are scheduled on early release days.

## **REGULAR EDUCATION SERVICES FOR STUDENTS WITH SPECIFIC CHALLENGES/NEEDS**

Estabrook offers a range of support services to meet student needs within regular education. The classroom teacher is the first person to consult if there is a need. The teacher can suggest resources in the school which may be helpful. For students with academic challenges, students may receive assistance from the

Literacy/Reading Specialists in grades K-5 and the Title 1 Math Specialist in Grade 1 & 2. Students with emotional, social, or behavioral challenges may receive support from the school counselor. The school psychologist is also available for consultation. Teachers have access to curriculum specialists in each area to help them adapt curriculum to meet student needs. The district recently published a reference guide for teachers on meeting the needs of gifted students. A complete explanation of services offered can be found in our Regular Curriculum Accommodation Plan on our website.

## **RELIGION**

Estabrook adheres to the Lexington Public Schools policy on religion as follows:

### **Policy**

*It is the policy of the Lexington Public Schools that religion generally, as well as specifically, may be included in any curriculum so long as the subject matter is presented objectively as part of a secular program of education.*

*Therefore, any time the subject of religion becomes a part of either the classroom or school program, through the determination of the instructor or the administration, the criteria for inclusion must be secular in nature and responsive to the feelings and perspectives of all. A distinction must be made between activities that acknowledge religion and related holidays and those that celebrate thereby elevating or emphasizing a particular tradition to the detriment of those for whom the occasion holds no special significance.*

### **Guidelines for Policy Implementation**

*The right of parents to excuse their children from school attendance for purposes of religious observance is understood, and such absence should entail no penalty, academic or otherwise. A calendar listing major religious holidays will be available to teachers at the beginning of the year. In keeping with Lexington policy teachers should consider this calendar when planning homework assignments and class activities. Test, major reviews, and other unique and unrepeatable educational events should not be scheduled on such days whenever possible.*

*Religious objects or symbols may be displayed as integral parts of a curriculum unit, but should not be presented in a manner that promotes or encourages any view concerning religion.*

*Music, art, literature, and drama related to religious holidays may be studied and performed in programs if they are of intrinsic artistic worth and are presented in an objective and neutral manner. The duration of such programs and activities, which should form part of a curriculum unit, should not exceed a period of time equivalent to the academic value of the program or activity.*

*Musical performances and programs during and immediately preceding winter and spring holiday seasons can create difficult circumstances in which specific religious beliefs receive undue attention. So that the potential for this situation is eliminated and that music is presented for its aesthetic and musical merit and not because of any associated significance with a specific religion, it is strongly recommended that such concerts and programs be offered at other times of the year.*

*No person shall be allowed to recruit students for a religious purpose or organization on school properties or at school sponsored activities.*

*Whenever possible, the Lexington Public Schools will offer opportunities for professional development to address the need for awareness and sensitivity when dealing with issues of religion and education religion.*

### **Religious Holidays**

*Parents have the right to determine when their children shall be absent from school because of religious observance. This right will not be limited by school authorities.*

*Students will not be penalized or deprived of make-up opportunities for such absences, or pressured to choose between school attendance and religious observance.*

*No homework will be assigned over a weekend upon which religious holidays occur.*

*No new work will be given or assigned on a day when many students may be absent due to religious observance.*

*No tests will be given on the day following a religious holiday when the nature of the observance may have an impact on the next school day. (For example, the Yom Kippur observance requires fasting, which may preclude effective preparation for a test immediately after the holiday.)*

## SCHOOL COMMITTEE

The Lexington School Committee consists of five members elected for staggered three-year terms. The committee meets on scheduled Tuesdays each month. The exact time and locations are posted on the web, at Town Hall and in the Minuteman. All meetings are open to the public and parents are encouraged to attend. A portion of each meeting is devoted to public participation, when any citizen may voice an opinion concerning any aspect of the school system. You may call 861-2552, which is a recorded message, if you wish information about forthcoming School Committee meetings and town-wide school events. Most meetings are held in the Selectmen's Meeting Room, Town Hall, 1625 Massachusetts Avenue, however, the first meetings of the school year are held at the town's schools, on a scheduled basis.

## SCHOOL INSURANCE

At the beginning of the school year parents will receive a notice concerning school insurance that is available to all students. This is a voluntary insurance program. Parents have the option of purchasing coverage during school hours or on a 24-hour basis.

The School Department purchases a blanket insurance policy for field trips that is a rider to the student accident insurance offered to all students at the beginning of the year. This is an excess policy that provides protection after you have used all other insurance policies such as Blue Cross - Blue Shield, Worker's Compensation, or other privately purchased insurance. This insurance covers all students, staff, and adult volunteer supervisors. It does not cover damage to private automobiles.

## SCHOOL SITE COUNCIL

The 1993 Education Reform Act mandates that each public school form a school council to assist the principal in site-based decision-making. The council, comprised of the principal, an equal number of parents and professional personnel, and other community members, is to be "broadly representative of the racial and ethnic diversity of the school building and community."

Councils are to assist the principal in adopting educational goals for the school, identifying the educational needs of the students, reviewing the building's annual budget, and formulating a school improvement plan. School improvement plans address areas such as: class size, enhancement of parent involvement, school safety and discipline, extra curricular activities, and other areas determined by the principal.

School councils provide teachers, parents and community members the opportunity to collaborate in creating vision, defining goals, and implementing programs. With this increased role in the decision-making process, the aforementioned members of the school community also assume more responsibility for the success of the school and its goals.

Parent members of the Council are selected through vote sponsored by the PTA. School Council meetings are posted and open to the public. Agendas are determined in advance, and minutes are kept of all meetings.

## SCHOLARSHIPS & FEE WAIVERS

Students who are eligible for free or reduced lunch may receive a partial or full scholarship for field trips, bus fees, and activity fees (e.g. Clubs) upon written request to the principal. Other families with unique financial circumstances may make a request in writing explaining the need. In these cases the principal may approve a partial fee waiver/scholarship. In this case the bus fee can be waived up to 50%.

## SCHOOL HOURS

### Grades 1 - 5

#### Monday, Tuesday, Wednesday, Friday

8:15 a.m. Early drop off time  
8:30 a.m. Enter classrooms  
8:45 a.m. Attendance is taken  
3:15-3:20 Dismissal

#### Thursday

8:15 a.m. Early drop off time  
8:30 a.m. Enter classrooms  
8:45 a.m. Attendance is taken  
12:15 p.m. Dismissal

### Kindergarten

#### Monday, Tuesday, Wednesday, Friday

8:15 a.m. Early drop off time

#### Thursday

8:15 a.m. Early drop off time

8:30 a.m. Enter classrooms  
 8:45 a.m. Attendance is taken  
 12:15 p.m. Dismissal

8:30 a.m. Enter classrooms  
 8:45 a.m. Attendance is taken  
 12:15 p.m. Dismissal

All children are dismissed at 12:15 p.m. on Thursdays in order that teachers may participate in town-wide meetings, curriculum committees, in-service workshops, planning sessions, staff meetings, team meetings, and parent conferences. Parents are encouraged to use this time for medical and dental appointments as well as other special appointments or classes.

**SCHOOL STORE**

Estabrook parents and 4<sup>th</sup> grade students run the school store. 4<sup>th</sup> Grade students may volunteer to work in the store and will be required to attend training at recess time. The store is open approximately once a month at the students' lunch recess time and sells a variety of school supplies such as pencils, pens, erasers, pads, rulers, etc. The primary purpose of the store is to give children the opportunity to learn about making purchases, making change, and working together, as well as to build school spirit. Any profits that the store may make will be used to purchase playground equipment for the school. Items for sale are displayed in the glass case at the front of the school prior to the store opening. Students should bring only a modest amount of money, as items generally run from 20 cents to \$1. We cannot be responsible for lost or stolen money or merchandise. Students receive a receipt of their purchases.

**SPECIAL EDUCATION SERVICES**

Special Education services are available to students with disabilities in the elementary, middle, and senior high schools. Before services can be provided, a student must have an evaluation to determine if he or she has a disability as defined by the Commonwealth of Massachusetts, and is "unable to progress effectively in regular education." Parents who are concerned about their child's performance are encouraged to speak with the classroom teacher. Classroom teachers have access to a multi-disciplinary Child Study team to assist them in meeting unique student needs. A number of services are available to meet diverse student needs as articulated in Estabrook's Curriculum Accommodation Plan, which is available on our website. The Child Study team may recommend a special education evaluation if other interventions have not been successful. If parents continue to have concerns that their child may have a disability, they may request an evaluation in the area(s) of suspected disability. Such a request should be addressed to the Principal with a copy to the Evaluation Team Leader. Parents considering requesting an evaluation are asked to contact the Principal to discuss their concerns and the process.

**STAFF SOLICITATIONS, POLICY REGARDING**

*No organization may solicit funds of staff members for students within the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the approval of the Superintendent. Nor shall staff members be made responsible, or assume responsibility for the collection of any money or distribution of any fund drive literature within the schools, without such activity having the Superintendent's approval. (LPS Policy: April 30, 1991)*

**STUDENT CONDUCT AND DISCIPLINE – under revision**

In 2005, the Estabrook students, parents, and staff decided on the "big" rules of the school based on our values as a community. The current policy is being drafted by the School Site Council and has not been finalized. Estabrook's complete policy consists of three strands: Strand I includes: THE SCHOOL RULES AND REGULATIONS for BUS STUDENTS. Strand II incorporates the POLICY on STUDENT CONDUCT and DISCIPLINE voted by the Lexington School Committee on July 25, 1994. Strand III incorporates the provisions of MASSACHUSETTS GENERAL LAWS Chapter 71, Section 37.

**STRAND I**

**Estabrook's School Rules**

<p><b>Estabrook's School Rules</b>          (The "Triple B's")</p> <ul style="list-style-type: none"> <li>• Be Safe</li> <li>• Be Responsible</li> </ul>	<p>At Estabrook we do not do the  <b>"Double D's"</b></p> <ul style="list-style-type: none"> <li>• Dangerous</li> <li>• Destructive</li> </ul>
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<ul style="list-style-type: none"> <li>• Be Respectful &amp; Kind</li> </ul>	
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Be safe: Stay in boundaries, walk inside, eat your own food, keep hands to self</li> <li>• Be responsible: Pick up your things, do your homework</li> <li>• Be respectful and kind: include others in games, walk quietly in the hall, use your words to solve problems</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Dangerous: Bringing a sharp object, pushing, walking near cars, throwing rocks or other items</li> <li>• Destructive: Writing on desk, calling names</li> </ul>

The ultimate decision about whether a specific action breaks our school’s code rests with the staff member, and ultimately with the principal. Consequences will be applied based on the frequency and severity of the action(s) at the discretion of the principal or the principal's designee. Following is a general outline of the steps that are most often taken.

**Type of Problem: Minor**

**Examples:** Throwing another’s ball out of game, problem with taking turns or sharing

**Components of Consequence:**

- A. Investigation; listening to involved parties.
- B. Problem solving discussion with staff member and/or administrator.
- C. Correction by adult (“What is the rule?”).
- D. Apology and solution agreed upon.

**Parent not usually contacted.**

**Type of Problem: Moderate**

**Examples:** Repeated minor problems, moderate physical contact (pushing, grabbing), inappropriate language, teasing & bullying (1st time), excluding, moderate destruction of property, refusal to do work (1st time).

**Components of Consequence:**

- A Listening/Investigation may also include others who were present.
- B Problem Solving Discussion often recorded on “Think Sheet” or in another form.
- C Correction by adult (“What is the rule?”).
- D Consequence may include but are not limited to:
  1. Timeout.
  2. Missing recess(es).
  3. Restriction from an activity or location.
  4. Prohibited item taken to office for parent pickup.
  5. Check-ins with principal.
  6. Child calls parent.
  7. Replace or repair property.
  8. Lose privilege.
  9. Attend one or more classes on problem solving or social skills.
  10. Service to school (e.g. cleaning).

**Parent Contact:** Think Sheet or Behavior Form home for parent signature

**Type of Problem: Major**

**Examples:** Repeated moderate problems, major fight, theft, physical assault of adult, defiance of adult direction, significantly dangerous behavior (e.g. attempting to leave school, throwing or knocking over furniture), inappropriate touching, repeated lying, repeated bullying.

**Components of Consequence:**

In addition to all components listed in Step 2, consequences may include:

- 1. Detention after school
- 2. In-school or out-of-school suspension
- 3. Expulsion

NOTE: By law all suspensions and expulsions are reported to the state

**Parent Contact:** By phone, documented in writing. For suspensions and expulsions, a meeting will be scheduled.

**Rules for Bus Students**

AT SCHOOL

- Come to the bus line only when bus is called, not before.
- Walk to the bus line.
- Stay in line.

- There are no giving or taking cuts. No "back cuts".
- If you leave the bus line to see an adult, you may have your original place upon returning.
- Use a quiet voice. Keep your hands and feet to yourself.
- Walk to the bus behind the adult leading the line.
- Keep on the sidewalk while walking to the bus.
- When you have questions about your bus, see your teacher, an aide, or the principal.

#### ON YOUR BUS

- Find a seat on the bus quickly.
- No saving seats.
- Do not block the aisle.
- 2-3 children permitted in a seat. No more.
- Stay seated while the bus is moving. Wait until it stops before getting up. Do not switch seats.
- Keep hands and all articles in the bus.
- Open windows only with permission of the driver.
- Respect the property of others. No throwing or grabbing others' things.
- Take good care of the bus.
- Use good language on the bus.
- Be respectful to your bus driver and follow all directions.

#### AT YOUR BUS STOP

- Be careful of traffic and observe common sense rules while waiting for the bus at the stop near your home.
- Get to your bus stop on time!

#### BEHAVIOR

Remember that riding the bus is a privilege! The procedure for handling behavior problems, including bad language, on school buses shall be as follows:

- First Offense - A letter shall be sent from the principal of the school the student attends to the parents advising the parents of the misbehavior.
- Second Offense - Bus privileges may be revoked for a two-week period and parents shall be so notified by the principal of the school the student attends.
- Third Offense - Transportation privileges may be taken away from the student for the remainder of the school year, and the parents shall be so notified by the principal of the school the student attends.

## **STRAND II**

### **LPS Policy on Student Conduct and Discipline**

VOTED on July 25, 1994

*The Lexington Public Schools strive to provide all students with a quality education in a safe school environment. Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment within the schools and may be subject to disciplinary action if they fail to do so. In imposing disciplinary action, school staff should consider the need to maintain or restore an orderly learning environment, the overall disciplinary record of the individual student, and the need to improve the student's behavior. Because effective discipline involves the participation of staff, parents or guardians, and students, school officials are required to contact parents or guardians of students under age 18 for offenses of this discipline policy that may result in students' suspension or expulsion.*

*A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a professional staff member. Retaliation in any form against a person who makes a complaint is forbidden. Staff members who are aware of disruptive students should take appropriate action, including immediately reporting matters, which cannot be appropriately handled in the classroom to the school administration.*

#### **School Rules**

*Each school principal, in conjunction with the school council, will prepare a student handbook setting forth the school rules and possible consequences of violation of such rules. In addition to addressing matters specific to the individual school, such rules should address students' possession of controlled substances (including drugs and alcohol) or dangerous weapons, use of force, theft, vandalism, knowingly making a false accusation, and violation of other students' civil rights. The school council shall review the student handbook each spring to consider changes to take effect the following September, but may also consider changes at other times.*

#### **Procedural Due Process**

*No student shall be disciplined without being afforded appropriate due process. Prior to discipline that does not involve exclusion from school or school-related activities, the student should be informed of the charges against*

him or her and given an opportunity to present his or her side of the story. For discipline involving exclusion, the following procedures will be followed.

#### **Short Term Suspension and Exclusion from School-Related Activities**

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days or exclusion from school-related activities: (1) oral or written notice of the charges against the student; (2) an oral or written explanation of the facts which form the basis for the accusation; and (3) an opportunity to present the student's side of the story. In the case of danger or a substantial disruption, this process will occur immediately after rather than before suspension.

#### **Expulsion or Long Term Suspension**

Prior to expulsion or suspension longer than ten days, the student shall receive (1) written notice of the charges against him or her; (2) written notice of the underlying facts which form the basis for the charges; (3) an opportunity for a hearing, including an opportunity to hear the evidence against him or her, to present witnesses and other evidence on his/her own behalf, and representation by a parent, attorney, and other adult.

In the case of a student who is charged with possessing a dangerous weapon or controlled substance at school or school-related events, assaulting educational staff, or who is lawfully charged with or convicted of a felony, the hearing shall be held before the principal, with appeal to the superintendent. The principal who serves as hearing officer may not conduct the investigation of student wrongdoing.

Except as specified in the paragraph above, hearings from long term suspension or expulsion will be held before the school committee.

#### **Special Education Laws**

The discipline of a student who has been identified as having special needs pursuant to Chapter 766 or the Individuals with Disabilities Education Act (IDEA) is subject to the requirements of the student's Individualized Education Plan. If it becomes apparent that a student identified as having special needs or referred for a special education evaluation may be excluded from school for a total of ten days in any school year (including both in-school and out-of-school suspensions), the student's special education TEAM must be convened prior to expulsion beyond the ten days and the requirements of Chapter 766 followed. (See Policy on Discipline of Students with Special Needs.)

The school principal shall comply with the requirements of Chapter 766 regulations in the case of regular education students. (Such Chapter 766 regulation currently states that the principal must consider referring for evaluation any regular education student who is suspended for more than five days during a school quarter and must inform the parent whether a referral is being made and of the parent's right to make such a referral.)

#### **Prohibition of the Use of Tobacco Products**

The use of any tobacco product is prohibited within school buildings or school facilities, on school grounds, or on school buses. A student who violates this provision may be suspended.

#### **Reporting Possible Crime to Police**

When school staff has a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school related events, such matters shall be reported to the police. Reportable crimes include, but are not limited to, possession of a controlled substance or dangerous weapon, assault, vandalism, stalking, and hazing.

### **STRAND III - Based on Massachusetts General Laws Chapter 71, Section 37**

#### **Suspension and Expulsion by School Principles**

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

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

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

*expulsion from the school or school district by the principal.*

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

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

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

*(e) When a student is expelled under the provisions of this section, no school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.*

**Suspension and Expulsion by School Principals when Students are charged with a Felony.**

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

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

*The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.*

*(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.*

*The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.*

*Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.*

*The department of education and the department of youth services shall, pursuant to a study and recommendations conducted by the MassJobs Council, assure that an educational opportunity is provided for a student whose admission to a school or right to educational services is regulated by the provisions of this act.*

*Said study shall contain a statistical analysis of the number of students who have been expelled and the services that are now provided, and recommendations for the provision of education to expelled students in the future. Said study shall be completed within five months and shall be submitted to the house and senate clerk and the house and senate chairmen of the joint committee on education, arts and humanities.*

### **Child Abuse and Neglect/Dangerous Weapons**

*The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, and inclusive, of chapter one hundred and nineteen.*

*In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.*

*Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.*

*A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.*

### **STUDENT COUNCIL**

Approximately once a month one student representative from each class meet with the principal to discuss issues of concern to students. Students in grades 1-4 are selected randomly from volunteers, with one boy and one girl serving from each class during the year. In order to ensure that children are able to learn to function as a group, each group of representatives meets for 1/2 of the year and then switches. Students in grade 5 conduct elections for two positions in each class, one to represent their own class and the other to represent a kindergarten class.

Meetings are held at lunch. The Student Council provides the principal with helpful information about student perspectives and provides the entire student body with an opportunity to participate in decision making that impacts them through a representative model. Children are often asked to vote on issues brought to them by their representatives, for example on which School Spirit Days they'd like, items desired for the school store, ideas for food choices in the lunch program, and solutions to playground issues.

### **TELEPHONE CALLS BY STUDENTS**

Children may use the office telephone in emergency situations only. They should use the pay telephone in the hall for all other phone calls. Phone calls should be made during student free time (e.g. recess). No Student cell phones beepers and/or pagers should be brought to school or used during school hours (including recess).

### **TRANSPORTATION POLICY - SCHOOL BUS**

*In keeping with the mandates of the Commonwealth of Massachusetts relative to the transportation of students to and from school, the Lexington Public Schools has established the following criteria for the implementation of the Lexington Public Schools' Transportation Policy:*

- 1. K-6 students living more than two miles from their school, as measured from the sidewalk or public way in front of or nearest to the homeowner's property, to the closest entrance door of the school to the homeowner's property, will be transported at Town expense.*
- 2. K-6 students who live two miles or less from their school and **ALL students in Grades 7-12 will NOT** be transported at Town expense. Those students wishing to ride the school bus must purchase a bus pass according to the fee schedule, payable in advance and for the entire year. (One-way tickets are not available.) The only exceptions to this regulation are for those students whose Individualized Education Plan (IEP) requires special transportation, and those students who receive free or reduced-price lunch.*

3. *Students will be picked up and dropped off at organized bus stops; door-to-door service is not available. Kindergarten students will be picked up at the regular bus stops but will be dropped off at their homes (except on Thursdays, when they will be dropped off at stops with the other students. Kindergarten students will be dropped off only if a receiving adult is visible to the bus driver. Students will not be required to walk more than three-fourths of a mile to a bus stop.*
4. *In the elementary and middle schools, as many as 65 students may be scheduled for a bus in accordance with maximum capacity of the bus.*
5. *Students who opt to purchase a pass later in the year (provided space is available on the bus) will be obligated to pay the full dollar amount. Partial payments and one-way tickets are not available. Contact the school office for a Student Transportation Request Form.*
6. *Parents in need of financial assistance in purchasing a bus pass should apply in writing to the building principal. If a determination cannot be made locally, the principal will consult with the Director of Business and Finance of the School Department.*
7. *Responsibility of*  
*escorting children across the street when sidewalks are only on one side and/or where the bus stop is on the opposite side of the street shall rest with the parents of the children involved.*
8. *Only children possessing bus passes may ride on a bus. Children are required to ride only the buses to which they are assigned.*

## **VALUABLE ITEMS/MONEY AT SCHOOL**

Students should not bring valuable, dangerous, or distracting items to school. We particularly discourage bringing quantities of cash, electronic games, cell phones, valuable jewelry, Pokemon or similar type cards and the like. If families wish to share a valuable item with the class, arrangements should be made ahead of time with the teacher and the parent should take the item home on the same day. If something is missing, it should be reported to the teacher and principal immediately on the same day, if possible. The school, however, cannot take responsibility for the loss or theft of such items.

With the exception of basic playground equipment such as balls or jump ropes, students should not bring toys or other distracting items to school. Students who bring such playground equipment are expected to follow the school rules regarding inclusion of others in games.

Students may never bring items such as pocketknives, toy guns, or any item that could harm or threaten another student. (NOTE: Bringing anything that may be construed as a weapon to school invokes special state disciplinary regulations.)

## **VISITING SCHOOL (PARENTS AND CHILDREN)**

Estabrook provides a number of opportunities for parents to visit in their children's classrooms, for example during project/presentation sharing, volunteer opportunities to help with activities, and Read Aloud Day. Parents who wish visit their children's classrooms are asked to discuss their needs and concerns with the teacher who will help parents find the best time and vehicle for participation. We are sorry, but child houseguests or relatives are not permitted to spend the day attending classes. In order to attend school all children must be enrolled.

For the children's safety, everyone in the Lexington Public Schools must have identification. Staff and District Employees have permanent badges. All parents and other visitors must report to the office upon entering the building, tell the office staff where/who they will be visiting, sign in, wear a visitor's badge, and sign out upon leaving. If you are not expected, we will call to see if the staff member is available to see you. Parents do NOT need to sign in between 8:30 and 8:45 in the morning when walking children to class, as there is supervision in the hallway at that time.

## **VOLUNTEERING/PARTICIPATION IN COMMUNITY**

There is no better way to learn about your school and to help your school than to share your time and talent with us. You may choose, for example, to volunteer as a library helper, to assist students with computers, be a member of the PTA Board, serve on a PTA committee, chaperone a field trip, share an activity with children in a classroom, or help in a classroom. The PTA sends home a list of opportunities at the beginning of the year, and special requests for volunteer also appear in our newsletter. Call the school for further information.

Volunteers are expected to maintain confidentiality of all students with whom they work. If a question or concern arises in course of volunteering, please contact the staff member closest to the problem first. The principal may be contacted if additional assistance is needed.

All staff and volunteers must have sign permission for a criminal background (CORI) check as required by the state.

Such a check must be completed before work in the schools may begin. These checks are good for three years and must then be renewed.

Families are encouraged to attend our All School Assemblies, held once or twice a month on Wednesdays at 9 a.m. Family members may wish to share a special talent, such as playing an instrument, singing, or dancing. If interested, please contact the principal or assistant principal.

**SIGNIFICANT TELEPHONE NUMBERS/ADDRESSES**

- Recorded Message for Lexington Public Schools Information.....(781) 861-2552
  
- Lexington Public Schools Central Office.....(781) 861-2550  
1557 Massachusetts Avenue, Lexington, MA 02420
  
- Estabrook School.....(781) 861-2520  
117 Grove Street, Lexington, MA 02420
  
- Estabrook Fax.....(781) 862-5610
  
- Lextended Day (RE: tuition, schedules, transportation or policies)... (781) 862-8318
  
- Lextended Day (RE: absences, reserve extra blocks,  
or to leave a message for direct care staff) .....(781) 861-1103
  
- Website (Estabrook).....<http://estabrook.ci.lexington.ma.us>
  
- C & W Bus Company.....(781) 862-4747