

# Lynn Public Schools Employee Handbook



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# Introduction

Welcome! The Lynn Public Schools (LPS) considers its employees to be one of its most valuable resources. The goal of this Employee Handbook is to provide you with information about matters significant to your employment in the Lynn Public School District. This handbook also includes embedded links to state and federal regulations and district policies that are pertinent to all personnel and students within the LPS academic community.

The LPS School Committee has policies in place that inform decision-making. To find the School Committee policy manual, please go to:

<https://z2policy.ctspublish.com/masc/browse/lynnset/welcome/root>

The Lynn Public Schools recognize the importance of each employee and the critical role in making our schools responsive to the needs of the students and parents of the City of Lynn. The administration would like to stress that your efforts, intelligence, and enthusiasm continue to make Lynn's Public Schools an outstanding school system.

We set high standards for our students and staff, and we are committed to making your experience successful and fulfilling. We encourage individual growth and realization of personal goals while meeting your responsibilities in a positive and professional manner.

The information in this handbook provides a wide variety of information designed to serve as your first ready reference guide as an employee of the district. You may use this information to gain a greater understanding of your job, district policy, employee benefits, processes, and due process.

This handbook is provided for your personal use as a reference and as a summary of the district's personnel policies, work expectations, and benefits. It is designed to familiarize you with this information and provide alternate resources to consult for additional information.

This handbook does not constitute a contract and makes no guarantees of employment, compensation, or benefits. The Superintendent and/or School Committee reserve the right to make changes in the policies and practices at any time and at their sole discretion, and to interpret and administer the policies considering changing circumstances and events.

This handbook is under on-going review and will evolve as circumstances require changes.

If you have questions regarding the information contained in this handbook, please contact Human Resources at (781) 593-1680 x3101.

## Notice

Massachusetts General Laws, Chapter 71, Section 37H

The school committee of every city, town, or district shall publish its regulations pertaining to the conduct of teachers or students that have been adopted. Copies of the expectations or regulations shall be provided to any person upon request, and without cost, by the Principal or Headmaster of a school

within each town or district. Such expectations or regulations shall not become effective until filed with the Commissioner of Education accompanied by a certification by the committee that copies of the expectations or regulations are available as previously set forth.

Please be advised that any supplementary handbook information shall be treated as part of the handbook and, where appropriate, shall replace information already included within this book. It shall be the responsibility of individuals to be thoroughly familiar with such supplement material, if such is circulated, and to retain it as reference throughout the school year.

## Disclaimer

The laws, school committee policies, and school expectations stated in this handbook are intended to ensure the safe, orderly, and educationally sound operations of the schools in the Lynn Public School District. In addition to these written provisions, there may be times where, to further ensure the safe, orderly, and educationally sound operation of these schools, the school administration may enforce a standard of conduct upon students and employees of the District that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or school committee policy not written in this handbook. If a new law is passed, it supersedes current expectations.

**This handbook is not intended, nor does it perform, as a contract between the school district and the employees.**

Employees covered under collective bargaining agreements should consult those collective bargaining agreements for detailed information, including information regarding certain working conditions and benefits. Copies of the contracts are available from union representatives. If there is any conflict between the policies contained herein and the collective bargaining agreement, the collective bargaining agreement will supersede.

Nothing in this handbook is intended to infringe on employees' rights under M.G.L. c. 150E.

## Equal Employment Opportunity

It is the policy of the Lynn Public Schools not to discriminate on the basis of race, color, national origin, creed/religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, marital status, homelessness, special need, proficiency in the English language or academic achievement or any other consideration made unlawful by any federal, state or local laws or regulations, including Title VI and VII of Civil Rights Act of 1964, Title IX of the 1972 Amendments to the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination in Employment Act, and M.G.L. Ch. 76:5, M.G.L., Ch.151

Inquiries regarding the application of the Lynn Public Schools' policy against discrimination may be referred to the Lynn Public Schools Title IX Coordinator, or the Assistant Secretary for Civil Rights, U.S Department of Education, Washington, D.C. 20202, or the Regional Director, U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, Boston, Massachusetts 02109, Telephone: (617) 289-0011, Facsimile: (617) 289-0150, Email: OCR.Boston@ed.gov. The Lynn Public Schools Title IX

Coordinator is Charles Gallo, Compliance Officer, Lynn Public Schools, 37 Friend Street 4<sup>th</sup> Floor, Lynn, MA 01902, 781-477-7220 Ext. 3177, [GalloC@LynnSchools.org](mailto:GalloC@LynnSchools.org).

## LPS Vision and Core Values

Drawing upon the strength of our community, our families, our students, and our partners, Lynn Public Schools commits to fulfilling the intellectual, physical, and social-emotional potential of all of our students. We work together so our students learn to thrive, advance, and impact the greater community and the world.

The Lynn Public Schools is committed to our Core Values:

- Inclusiveness
- Shared Responsibility
- Collaborative Relationships
- High Expectations
- Inspiring Life-Long Learning



## Fundamental Principles

The fundamental principles upon which this Code of Ethics is predicated are as follows:

- *Citizenship* – Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.
- *Cooperation* – Working together toward goals as basic as human survival in an increasingly interdependent world.
- *Fairness* – Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.
- *Honesty* – Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.

- *Integrity* – Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.
- *Kindness* – Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.
- *Pursuit of Excellence* – Doing your best with the talents you have, striving toward a goal, and not giving up.
- *Respect* – Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
- *Responsibility* – Thinking before you act and being accountable for your actions, paying attention to others and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

Each employee agrees and pledges:

1. To abide by this Code of Ethics, making the well-being of the students and the honest performance of professional duties core guiding principles.
2. To obey local, state and national laws, codes and regulations.
3. To support the principles of due process to protect the civil and human rights of all individuals.
4. To treat all persons with respect and to strive to be fair in all matters.
5. To take responsibility and be accountable for their actions.
6. To avoid conflicts of interest or any appearance of impropriety.
7. To cooperate with others to protect and advance the District and its students.
8. To be efficient and effective in the delivery of job duties.

## Union Contracts

These are PDFs of the last contracts printed. It does not include any MOAs after the printing of the contract.

### **Teacher Contract:**

[https://www.lynnteachersunion.org/sites/default/files/article\\_pdf\\_files/2022-07/lynn\\_teacher\\_contract\\_2022-25\\_0.pdf](https://www.lynnteachersunion.org/sites/default/files/article_pdf_files/2022-07/lynn_teacher_contract_2022-25_0.pdf)

### **Therapist Contract:**

[https://www.lynnteachersunion.org/sites/default/files/article\\_pdf\\_files/2022-07/therapist\\_contrat\\_2022-25.pdf](https://www.lynnteachersunion.org/sites/default/files/article_pdf_files/2022-07/therapist_contrat_2022-25.pdf)

### **Campus Monitors:**

[Local 42 Monitors Contract 2013-2016.pdf](#)

### **LSAA:**

[LSAA Collective Bargaining Agreement 2021-2022 and 2022-2025 FINAL 10-13-22.pdf](#)



**Vice Principals:**

[Vice Principal's Contract 2021-2022 and 2022-2025 FINAL 3-22-23 \(002\).pdf](#)

**Nurses:**

[Nurse Contract 2013-2016.pdf](#)

**Clerical Staff and Cafeteria Workers:**

[1736 Contract - 2004-06.pdf](#)

**Paraprofessional Contract:**

[https://www.lynnteachersunion.org/sites/default/files/article\\_pdf\\_files/2022-07/lynn\\_paraprofessional\\_contract\\_2022-25.pdf](https://www.lynnteachersunion.org/sites/default/files/article_pdf_files/2022-07/lynn_paraprofessional_contract_2022-25.pdf)

## Human Resources

### Locations and Hours of Operation

The Human Resources Office is located at the Administrative Offices, 100 Bennett Street, Lynn, MA 01905 and is open Monday through Thursday, 7:45 a.m. to 3:45 p.m. and Friday 7:45 a.m. to 2:45 p.m. During school vacations and summer, the office is open Monday through Thursday, 7:45 a.m. to 2:45 p.m. and Friday 7:45 a.m. to 12:45 p.m.

### General Employment Expectations

All employees are expected to demonstrate a professional, cooperative, knowledgeable, and courteous demeanor in all interactions with students, caregivers, colleagues, and members of the community. It is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner consistent with job descriptions.

Employees are expected to have regular attendance, arrive at work on time, and adhere to designated starting and ending times for work, lunch, etc. Employees should be conscious of district telephones, supplies and equipment and services (including internet access) that are for professional use only. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services, including electronic access, may result in termination. Employees should not use personal cell phones to contact students and students should not have staff member's cell phone numbers.

### New Employee Checklist/Paperwork

Upon acceptance of a job offer and prior to beginning work, all new employees must arrange to visit the Human Resources Office to ensure that documentation necessary for employment has been submitted.

Employees must provide proof of eligibility to work in the US by completing the Employment Eligibility Verification, I-9 form.

Depending on the nature of your position within the district, official education transcripts may be required and verification of employment.

Every new employee of the Lynn Public Schools is required to:

- (1) complete an IRS W-4 (tax withholding) form.
- (2) enroll in a retirement system or plan.
- (3) complete a CORI (criminal history background check) authorization form.
- (4) submit to a fingerprint-based background check as required by DESE.
- (5) complete an I-9 form as required by the U.S. Immigration and Naturalization service.
- (6) if being employed in a position requiring a license or certificate from the Mass. Department of Elementary & Secondary Education (DESE): complete statement of the individual's certification or licensure status and provide a copy of the certificate or license, as appropriate; and
- (7) complete such other paperwork as may be required by the Human Resources Office.

*Only upon completion of legally required paperwork and background checks will an employee be able to begin working and subsequently receive a paycheck.*

## Background and Reference Checks/CORI

- **Background and Reference Checks:**

1. Every person applying for a position as an employee or volunteer in the Lynn Public Schools will supply references who will attest to the sound character of the applicant. The Principal or the Human Resources Office will review the employment history of each applicant recommended for employment. An employment history check will be conducted on each applicant and will include, but not be limited to, telephone contact with former employers.

- **Criminal Offender Record Information (CORI):**

- It is the policy of the Lynn Public Schools to fulfill the mandate of Chapter 385 of the Acts of 2002, An Act Further Protecting Children, namely, that the Lynn Public Schools conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children. "Direct and unmonitored contact with children" means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.
- CORI checks are conducted on all employees, substitutes, cooperative education employees, sub-contractors, tutors, and regular volunteers. The Human Resources office will be responsible for conducting these at the time of the job offer, and all offers of employment are contingent upon satisfactory results as determined by the employer. All criminal record checks will be done on a voluntary basis with the prior written

approval of the applicant. However, failure to comply with the request for a criminal record check will disqualify an applicant from further consideration for employment.

- The Lynn Public Schools will fulfill the obligations of the CORI law in a manner that is consistent both with the obligations of the law and with negotiated agreements. CORI checks will be conducted every three years, or more often with reasonable cause.

## Finger Printing

In September 2013, Governor Patrick signed into law Chapter 77 of the Acts of 2013, “an Act Relative to Background Checks”. The new law expands on what we as public schools already do with Criminal Offender Record Information (CORI) checks. Specifically, it requires a fingerprint-based state and national criminal record check for all school employees. The Statewide Applicant Fingerprint Identification Services (SAFIS) has been created for this purpose. The vendor selected by the state to perform the fingerprint-based checks is MorphoTrust USA IndentoGo.

Register for an appointment at [Massachusetts | Identogo](#) or call (866) 349-8130.

The district’s eight digit DESE organizational code is **01630000**.

- **\$55** for staff who have a DESE license
- **\$35** for those who do not have a DESE license.
- You may pay with a credit card while online.
- Please print the confirmation page and note the identification you will need to bring with you to the fingerprinting center.

If you have been fingerprinted for another school district in Massachusetts, please contact that district and request a Letter of Suitability to [HumanResources@lynnschools.org](mailto:HumanResources@lynnschools.org).

## Physical/Drug Testing

The Lynn Public Schools requires new hires to be scheduled for a physical and drug test with Quadrant Health Strategies, Inc.

Employment with the Lynn Public Schools is contingent upon the satisfactory completion of the physical and drug test performed by Quadrant Health Strategies, Inc.

Call Human Resources at 781-593-1680 to schedule an appointment.

Quadrant Health Strategies, Inc. is located at:  
500 Cummins Center, Suite 4350  
Beverly, MA 01915  
[Quadrant Health Strategies, Inc.](#)

## Identification Badges, Laptop Devices and Room Keys

New hires must obtain their identification badge and lanyard from the Lynn Public Schools Security Office located at 100 Bennett Street, Lynn, MA 01905 in advance of their first day of work. At such time as any employee resigns, retires, is terminated, or otherwise separates from the district, they shall immediately return their identification badge and lanyard to the school principal or building administrator.

The district may additionally issue a laptop or similar device, which new hires may be required to pick up at their school, or centrally from the IT Department. At such time as any employee resigns, retires, is terminated, or otherwise separates from the district, they shall immediately return their device to the school principal or building administrator.

Any necessary room or building keys will be issued by the school principal or building administrator. In the case of staff who do not work during the summer months, keys must annually be returned to the school principal or building administrator at the end of each school year. At such time as any employee resigns, retires, is terminated, or otherwise separates from the district, they shall immediately return their keys.

## Payroll Office

Locations and Hours of Operation:

The Payroll Office of the Lynn Public Schools is located at the Administrative Offices, 100 Bennett Street, Lynn, MA 01905 and is open Monday through Thursday, 7:45 a.m. to 3:45 p.m. and Friday 7:45 a.m. to 2:45 p.m. During school vacations and summer, the office is open Monday through Thursday, 7:45 a.m. to 2:45 p.m. and Friday 7:45 a.m. to 12:45 p.m.

## Payroll Dates

Employees of Lynn Public Schools are paid on a weekly basis. Paychecks are issued on Thursdays after the completion of the work week.

Ten-month employees who work 180/190 days are paid over 42 weeks of the school year.

Twelve-month employees are paid 52 weeks.

For ten months new hire employees - teachers, therapists, nurses, and administrators, per their union contract, can opt-in to the 52-week lump sum option in the Spring of the current school year to go in effect the following school year.

When opting into the 52-week lump sum option, staff are paid at the 52<sup>nd</sup> rate of pay over the 42 weeks of the school year, and then a 43<sup>rd</sup> paycheck with 10 weeks lumped into one paycheck. Each week of the 10 weeks is paid individually with federal and state taxes deducted, then rolled into one paycheck.

## Teacher Salary Estimator

The Teacher Salary Estimator is a tool for prospective teachers interested in Lynn Public Schools. Here, a full annual salary may be calculated, including two important additional annual benefits the system offers: (1) Payment for two full days of Staff Development and (2) five days of sick buyback.

This tool is for estimation purposes only. It is not a binding agreement. Final salary determination is dependent upon the receipt of verification of employment and OFFICIAL transcripts. Such documentation is to be filed in the Office of Human Resources within thirty (30) days of the first day of employment. [Lynn Teacher Salary Estimator \(smartedu.net\)](http://smartedu.net)

## Online Systems of Management

1. *Employee Self Service* is a secure portal that allows employees to access and update some of their personal information through internet access. Employees can:
  - View payroll information such as paycheck history
  - W2 information
  - W4 election details
  - Make address changes
  - Update/change/add bank accounts and direct deposit amounts
  - Elect Benefits as a new hire or through open enrollment
  - Make changes to their benefits due to a qualifying even

ESS can be accessed on [www.lynnschools.org](http://www.lynnschools.org) website on the Human Resources page, under Employee Self Service or click on this link [Login \(munisselfservice.com\)](http://munisselfservice.com) .

To log on:

- Username is your first initial, last name and last four digits of your Social Security Number (JSmith1234).
- The initial password is the last four digits of your Social Security number.

**Username: JSmith1234**

**Password: 1234**

**ESS Mobile Service URL**



Download the mobile application and scan the ESS mobile Service URL

## 2. *Absence and Management System*

Lynn Public Schools utilizes Tyler Technologies' Absence and Management System (ReadySub) for teachers, paraprofessionals and substitutes.

ReadySub is a state-of-the-art employee absence management and substitute placement system. As an employee you can post absences, upload lesson plans and notes, assign and request substitutes, receive email and optional text notifications, select favorite substitutes, track your absences and receive announcements from administrators.

Once your account has been activated, ReadySub will send you a welcome email with your username, password, and a link to login. If you have not received an email, check with your school administrator regarding the status of your account.

Website: <https://app.readysub.com/account/login>

Please see the "getting started" guides for ReadySub:

[ReadySub Quick Start Guide Employee.01.pdf](#)

[ReadySub Quick Start Guide Substitute.pdf](#)

[ReadySub Organization Employee User Guide Version 3.3.01.pdf](#)

[ReadySub Organization Substitute User Guide Version 3.3.pdf](#)

## 3. *Part-Time Worksheet System (PTWS)* is a three-step approval process for staff members to submit part-time worksheets for hours worked above and beyond their contractual hours or stipend payments, including but not limited to:

- Extra-Curricular activities
- Mentoring
- Summer Learning

***Offsite work must have prior approval before starting and submitting for payment.***

Website: [Lynn Public Schools / OAS \(smartedu.net\)](#)

PTWS Instructions: [https://cfweb3.smartedu.net/lynn/oas/FPDlogin\\_fr.cfm](https://cfweb3.smartedu.net/lynn/oas/FPDlogin_fr.cfm)

Online PTWS FAQs:  [Online PTWS FAQs.pdf](#)

## Benefits

Your benefits are an important part of your overall compensation. The City of Lynn and Lynn Public Schools offer a wide range of benefits for staff, including, but not limited to, health, dental and vision. New Hires must make a decision in the first 30 days of employment that will affect your health care, retirement security and take-home pay.

Please see the benefits guide link below to take time to read about your options, so that you can make informed choices during your first few weeks on the job. Then, make the most of your benefits to improve your health, your financial wellbeing and your peace of mind.

Active employees working a minimum of 20 hours per week are eligible for benefits.

[https://cdns5-hosted2.civiclive.com/UserFiles/Servers/Server\\_109726/File/CityGovernment/Departments/Personnel/Employment%20Benefits/Guides/School/FY24%20LPS%20Benefits%20Guide%2010\\_2023.pdf](https://cdns5-hosted2.civiclive.com/UserFiles/Servers/Server_109726/File/CityGovernment/Departments/Personnel/Employment%20Benefits/Guides/School/FY24%20LPS%20Benefits%20Guide%2010_2023.pdf)

[https://cdns5-hosted2.civiclive.com/UserFiles/Servers/Server\\_109726/File/ESS%20New%20Hire%20-%20How%20to%20Enroll%20in%20Benefits.pdf](https://cdns5-hosted2.civiclive.com/UserFiles/Servers/Server_109726/File/ESS%20New%20Hire%20-%20How%20to%20Enroll%20in%20Benefits.pdf)

## 1. Employee Assistance Program (EAP)

Lynn Public Schools provides all employees with the benefit of an Employee Assistance Program (EAP). This is a **FREE** and **CONFIDENTIAL** service for you and members of your household.

Here is our Employee Assistance Program Flyer for your review: [Bridgewell EAP](#)

For more information on Recovery & Disability Services please visit the Bridgewell website: [Recovery & Disability Services Near Boston, MA | Bridgewell.](#)

Scan this QR Code from your mobile device to download to your home screen.



## 2. Retirement

The Lynn Public Schools offers retirement for all staff depending on the position held within the district.

### a. Massachusetts Teachers Retirement System (MTRS) [Members - MTRS \(state.ma.us\)](#)

Positions that require licensure such as teachers, clinicians, and administrators contribute to the Massachusetts Teachers Retirement System (MTRS).

- Enrollment with the MTRS is **MANDATORY** within 30 days of employment.
- You will receive an automated generated email from MTRS with an assignment sheet with your information and directions on how to complete the enrollment process.
- If you are **NEW** to MTRS you must **CREATE** an account with MTRS and then complete the enrollment process.
- If you have worked for another district, you can simply log into your account and complete the enrollment process.

b. City of Lynn Retirement System

The City of Lynn Retirement Board is located at:

Lynn City Hall  
3 City Hall Square  
Lynn, MA 01901

The mission of the Lynn Retirement Board is to serve the members of the City of Lynn Retirement System who include employees, retirees, and beneficiaries of the City of Lynn, the Lynn Housing Authority, and the Lynn Water and Sewer Commission.

Upon hire, newly hired employees apply for membership by completing the City of Lynn New Member Enrollment Form, as well as the Beneficiary Selection Form for Refund of Accumulated Deductions, and if applicable, the Beneficiary Selection Form.

You can visit the Retirement Board Website for more information: Lynn Retirement Board:

[https://www.lynnma.gov/community/municipal\\_meetings\\_page/retirement\\_board](https://www.lynnma.gov/community/municipal_meetings_page/retirement_board)

c. OBRA (SMART PLAN)

As a part-time, seasonal or temporary employee of the Commonwealth of Massachusetts or a part-time, seasonal or temporary employee of a participating Massachusetts local government employer, not eligible to participate in their employer's retirement program or covered under a section 218 agreement, you are required to participate in the Massachusetts Deferred Compensation SMART Plan (SMART Plan). The SMART Plan is an alternative to Social Security as permitted by the federal Omnibus Budget Reconciliation Act of 1990 (OBRA). OBRA, passed by the U.S. Congress, requires that beginning July 1, 1991, employees not eligible to participate in their employer's retirement program be placed in Social Security or another program meeting federal requirements. The SMART Plan meets those federal requirements.

As an OBRA employee, you must contribute at least 7.5% of your gross compensation per pay period to the SMART Plan. This contribution is deducted on a pre-tax basis, reducing your current taxable income. This means that you will not pay any tax on this money until it is distributed from your account. Your human resources or payroll center representative will provide you with an OBRA Mandatory Participation Agreement.

- d. Please complete and return the form to either your human resources or payroll center representative. Find more information about OBRA here:  
[https://lynnpublicschools.sharepoint.com/sites/ADBLD4share/\\_layouts/15/guestaccess.aspx?share=EYfx702iQuVOsAWydnN1hPoBnEKBLtUmAztTbtqGQ0UAeg&e=ygg9mk](https://lynnpublicschools.sharepoint.com/sites/ADBLD4share/_layouts/15/guestaccess.aspx?share=EYfx702iQuVOsAWydnN1hPoBnEKBLtUmAztTbtqGQ0UAeg&e=ygg9mk)



e. Tax Sheltered Annuities (TSA) -403(b) – Optional

A 403(b) plan, also known as a tax-sheltered annuity or TSA plan, is a retirement plan offered to public school employees. It is similar to a 401(k) plan, where employees save for retirement by contributing pre-tax to individual accounts.

*Elective Deferral Limit*

The amount you can defer (including pre-tax and Roth contributions) to all your plans (not including 457(b) plans) is \$22,500 in 2023.

*Age 50 catchups*

If you are age 50 or older by the end of the year, your individual limit is increased by \$7,500 in 2023 (the catch-up contribution amount). This means your individual limit increases from \$22,500 to \$30,000 in 2023, even if neither plan allows age-50 catch-up contributions (IRC Section 414(v) and Treas. Regs. 1.402(g)-2).

You can read more about 403(b) plans here:

[IRC 403\(b\) Tax-Sheltered Annuity Plans | Internal Revenue Service \(irs.gov\)](#)

The Lynn Public Schools use the following companies for 403(b):

AXA Equivest (Equitable - 403b)

- Paul Ziolowski - (781) 244-5118
- Marc Foley - (978) 697-0492

Lincoln Investments (Lincoln Investment - 403(b))

- Michael Hourigan – (781) 647-3050
- Kent Niebuhr – (781) 619-3399
- Horizon Financial – (781) 444-4141

Security Benefit (Security Benefit - 403(b))

- DiVirgilio Financial – (781) 592-5220
- Horizon Financial – (781) 444-4141

## Accruals

180/190-day employees receive the following:

- Fifteen (15) sick days per year. Unused sick days will roll over the next fiscal year.
- Four (4) personal days per year. Unused personal days will roll over to sick time the next fiscal year.

Employees who work all year receive the following:

- Eighteen (18) sick days per year. Unused sick days will roll over the next fiscal year.

- Five (5) or six (6) personal days per year based upon their union contract. Unused personal days will roll over to sick time the next fiscal year.

In addition, the following are provided:

#### Funeral Days

- Four (4) days funeral leave including the day of the funeral shall be granted upon the death of anyone in the immediate family, their mother-in-law or father-in-law, brother-in-law, sister-in-law, son-in-law and daughter-in-law, grandparents, grandchild, or anyone residing in the same household with the employee. The preceding shall also apply to step relatives.
- Funeral Leave of one (1) day shall be allowed on the death of an aunt, uncle, niece, nephew, or in-laws. Specific in-laws include aunt-in-law, uncle-in-law, niece-in-law, nephew-in-law, and grandparent-in-law if not living in the household.
- Additional days for out-of-state travel may be granted at the discretion of the Superintendent.
- Funeral Leave shall be used in full within 5 consecutive weekdays, unless the day of the funeral and/or burial itself takes place out of the 5-weekday time frame, in which case the employee is entitled to use their 4<sup>th</sup> day.

#### Graduation Days

- The employee shall be granted a leave of absence for one (1) school day with pay to attend commencement exercise at which they will be awarded a degree. Graduation day will include a day to attend a military, police and fire academy graduation ceremony for the employee as well.
- The employee shall be granted a leave of absence with pay for one (1) school day to attend commencement exercises excluding K-6 which their spouse, child, parent, and grandparent will be awarded a diploma or degree. Graduation day will include a day to attend a military, police and fire academy graduation ceremony.

#### Jury Duty Day(s)

- The employee shall be granted leave for jury duty.

### Leave of Absences

#### 1. FMLA (Family Medical Leave Act)

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

#### **Twelve workweeks of leave in a 12-month period for:**

- the birth of a child and to care for the newborn child within one year of birth.
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement.
- to care for the employee's spouse, child, or parent who has a serious health condition.

- a serious health condition that makes the employee unable to perform the essential functions of their job.
- any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on “covered active duty;” or

**Twenty-six work weeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember’s spouse, son, daughter, parent, or next of kin (military caregiver leave).**

FMLA leave **may be unpaid or used at the same time as employer-provided paid leave (their own sick time)**. Employees must be restored to the same or virtually identical position when they return to work after FMLA leave.

**Eligible employees:** Employees are eligible if they:

- Work for a covered employer for at least 12 months,
- Have at least 1,250 hours of service with the employer during the 12 months before their FMLA leave starts, and
- Work at a location where the employer has at least 50 employees within 75 miles.

**Covered employers:** Covered employers under the FMLA include:

- Private-sector employers who employ 50 or more employees in 20 or more workweeks in either the current calendar year or previous calendar year,
- Public agencies, including Federal, State, and local government employers, regardless of the number of employees, and
- Local educational agencies, including public school boards, public elementary and secondary schools, and private elementary and secondary schools, regardless of the number of employees.

**The FMLA protects** leave for:

- The birth of a child or placement of a child with the employee for adoption or foster care,
- The care for a child, spouse, or parent who has a serious health condition,
- A serious health condition that makes the employee unable to work, and
- Reasons related to a family member’s service in the military, including
  - Qualifying exigencies leave – leave for certain reasons related to a family member’s foreign deployment, and
  - Military caregiver leave – leave when a family member is a current servicemember or recent veteran with a serious injury or illness.

## 2. Parental

Massachusetts law requires employers with six or more employees to provide eight weeks of unpaid leave for the purpose of giving birth or for the placement of a child under the age of 18 (or under the age of 23 if the child is mentally or physically disabled) for adoption.

Both women and men are eligible for parental leave.

The parental leave law is now gender neutral; the law applies to all new parents regardless of gender.

Parental leave applies after you have completed your initial probationary period (set by the terms of employment) but cannot exceed three months.

You must provide at least two weeks' notice of the anticipated date of departure and state your intention to return. However, the law permits you to provide notice as soon as practicable if the delay is for reasons beyond your control.

### 3. Sick Leave and Sick Bank

Sick Leave shall be granted in accordance with an employee's collective bargaining agreement or individual contract, and in accordance with applicable law. Sick leave will be prorated based on an employee's start date.

Employees covered by a collective bargaining agreement or individual employment contract should consult their contract for sick leave entitlements.

Any permanent full or part-time employee not covered by a governing contract should consult with their immediate supervisor and/or the Director of Human Resources regarding sick leave.

Employees unable to report to work should enter their sick leave absence as soon as possible in Absence Management so a substitute may be able to fill the vacancy (if needed).

The District may request that an employee submit medical documentation relating to a sick leave absence in accordance with provisions of the employee's contract. If no such contractual provisions apply, the District may request medical documentation after three (3) consecutive workday absences. In certain circumstances, employees may be eligible for sick leave time under applicable law, which shall control in those circumstances.

## Reasonable Accommodations for Individuals with Disabilities

In accordance with the requirements of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and applicable Massachusetts law (inclusive of M.G.L. c. 151B), the Lynn Public School District will provide reasonable accommodations for an employee who is legally entitled to such accommodations. Specific information about employees' rights under the ADA and Section 504, or about reasonable accommodations thereunder, may be obtained from the Human Resources Department.

All accommodations requests should be sent to the Human Resources Department and are to include a letter from employee requesting the reasonable accommodations along with a medical note.

## 90 Day Probation Period and Non-Renewal of Teachers without Professional Teacher Status (PTS)

For the purposes of this section, as defined in M.G.L. c.71 § 41, a teacher, school librarian, school adjustment counselor (in Lynn referred to as a “clinical supervisor”), school nurse, school social worker (in Lynn referred to as a “clinician”) or school psychologist who has served in the public schools of a school district for the three previous consecutive school years shall be considered a teacher.

Except as provided herein, section forty-two shall not apply to school principals, assistant principals or department heads, although nothing in this section shall deny to any principal, assistant principal or department head any professional teacher status to which they shall otherwise be entitled. A principal, assistant principal, department head or other supervisor who has served in that position in the public schools of the district for three consecutive years shall not be dismissed or demoted except for good cause.

1. *90 Day Probationary Period* – There is a 90-day probation period for new hires. During probation, the employee is hired, but if for any reason within the next 90 calendar days it does not work out, they are terminated.
2. *Non-renewal of Teachers without PTS* – M.G.L. c. 71 & 41 allows for a school district to dismiss a teacher without professional teacher status and must be notified in writing on or before June fifteenth whenever such person is not to be employed for the following school year.

[General Law - Part I, Title XII, Chapter 71, Section 41 \(malegislature.gov\)](http://malegislature.gov)

## Professional Licensure Information - DESE

To be eligible for employment by a school district in any position covered by [603 CMR 7.00](#), a person must have been granted a license by the Commissioner that is appropriate for the role. The role covered by each license is defined by the title and requirements of the license. Each person employed in a position which requires DESE licensure must ensure active licensure by advancing and renewing licenses as needed and appropriate. Provisional licenses are valid for 5 years of employment and then must be advanced. Initial licenses are valid for 5 years of employment and then must be advanced or extended. Professional licenses are valid for 5 calendar years and then must be renewed with 150 PDPs (an additional 30 PDPs for each secondary licensure area). This is the responsibility of the educator.

Massachusetts law requires school superintendents to report to the Commissioner of Education in writing whenever a licensed educator is dismissed, not renewed, or resigns after committing misconduct that might warrant revocation or other limitation of the educator’s license.

SEI Endorsement:

Attaining the SEI endorsement within the required time frame is the responsibility of the educator as follows:

- **Core Academic Teachers** (early childhood, elementary, teachers of students with moderate and severe disabilities, English, reading, language arts, mathematics, science, civics and government, economics, history, and geography)

- **Academic Administrators** (principal/assistant principal or supervisor/director only)
- **Vocational Educators** beginning July 1, 2021, educators applying for their first Professional Vocational license or certain Initial Vocational Administrator licenses (specifically Vocational Principal/Assistant Principal and Vocational Supervisor/Director) must obtain the SEI endorsement.

As of July 1, 2016, school districts must ensure that ELLs are assigned to core academic teachers who have obtained the SEI Endorsement or are required to obtain the Endorsement *within a year of the assignment*.

Starting July 1, 2021, school districts must ensure that ELLs in Chapter 74 Vocational programs are assigned to teachers who have obtained the SEI Endorsement. If an ELL is assigned to a teacher without the endorsement, the teacher is required to obtain the endorsement *within a year of assignment*.

**Waivers:**

A waiver indicates an educator does not have a certification in the content being taught and is valid until the end of the current school year. An educator must demonstrate progress toward earning a license in order for a waiver to be renewed for an additional year.

[How Continuous Progress is Calculated for an Additional Licensure Hardship Waiver - Office of Educator Licensure \(mass.edu\)](#)

**Website:** [Massachusetts Department of Elementary and Secondary Education](#)

**Office of Educator Licensure:** [Office of Educator Licensure - Massachusetts Department of Elementary and Secondary Education](#)

**Learning Standards:** [Current Curriculum Frameworks - Massachusetts Department of Elementary and Secondary Education](#)

**MTEL:** [Massachusetts Tests for Educator Licensure \(MTEL\) - Massachusetts Department of Elementary and Secondary Education](#)

**Education Evaluation:** [Educator Evaluation - Educator Effectiveness \(mass.edu\)](#)

**Mentoring Program**

**Required Induction Program: Year 1** – Academic and Vocational Teacher Licensure

According to the Department of Elementary and Secondary Education regulations, participation in an Induction Program is a requirement for advancing a license to the Professional level. All teachers must complete the Induction Program during their first year in the district.

The Induction program is a planned program of professional support for new teachers and provided by the school district, including orientation, mentoring, opportunities for classroom observation and conferencing, and peer group meetings (603 CMR 7.02).

### Required 50 Hour Advanced Mentoring - Academic Teacher Licensure

Recommended to complete in Year 2 and 3

Comprehensive induction and mentoring programs offer critical supports to the growth and development of novice teachers and help them make a stronger impact on students from day one in the classroom. These programs go beyond orientation and the first year of practice. Massachusetts requires beginning teachers to receive tailored learning opportunities beyond the initial induction year in order to receive a professional license. This is often referred to as the 50 hour mentoring requirement. (From [DESE: Induction and Mentoring Quick Resource](#))

In Lynn Public Schools, Advanced Mentoring consists of foundational professional development opportunities: Studying Skillful Teaching: Promoting Motivation, Learning, and Achievement; Classroom Management; Lesson Design; Trauma Informed Practice for Educators. Once all the courses have been completed, LPS will sign off on Advanced Mentoring for professional licensure.

### DESE Reporting

1. **License Holder's or Applicant's Obligation to Report** can be found in [603 CMR 7.15\(8\)\(h\)](#) and states: "Any license holder or applicant for a license who has been convicted of a crime in a court of law shall notify the Commissioner of such conviction in writing within ten days of the conviction. The term "convicted of a crime" shall include any guilty verdict, admission to or finding of sufficient facts, and any plea of guilty or nolo contendere, whether or not a sentence has been imposed. Any license holder or applicant for a license who is the subject of an enforcement action by the Massachusetts Ethics Commission shall notify the Commissioner of such action in writing within ten days of such action. Any license holder or applicant for a license who has surrendered an educator license or any other license or certificate to practice any profession or who has had any license or certificate revoked, suspended, or limited in any jurisdiction or by any agency shall notify the Commissioner of such action in writing within ten days of such action. Failure to do so shall be grounds on which the Commissioner may revoke the holder's license or deny an application for licensure."
2. **Administrators' Obligation to Report and Produce Documents** can be found in [603 CMR 7.15\(8\)\(g\)](#) and states: "Any administrator who has dismissed, declined to renew the employment of, or obtained the resignation of any educator for any of the reasons cited in 603 CMR 7.15 (8) (a) shall report in writing such resignation or dismissal and the reason therefore to the Commissioner within 30 days. This obligation to report also applies when an administrator acquires relevant information after an educator's dismissal, resignation, or non-renewal. Upon request, administrators shall provide the Department with all relevant information and documents requested in connection with an investigation. Failure to make the required reports or to provide requested information or documents shall be grounds on which the Commissioner may impose discipline on the administrator's license."

*More Information regarding this topic can be found in the DESE Advisory: [Careful Hiring Practices and Reporting Misconduct to DESE, Reminder of State and Federal Requirements - Education Laws and Regulations \(mass.edu\)](#)*

## Guidelines for the Progression of Staff Discipline

This document shall be the guidelines for uniform practices and clear progression of severity when disciplining behaviors from staff that do not model our core values and professional expectations. This document includes general guidelines but are not without exceptions, depending on the nature of the allegations. This document is not intended, nor does it perform, as a contract between the school district and the employees. As part of this progression, it is highly recommended that the administrator works in collaboration with the applicable department administrators throughout the process. (clinicians, special education, specialist departments, MLE, etc.)

### I. Verbal Warning

A verbal warning may be issued when a staff member violates professional expectations for the first time. Supervising Deputy Superintendent can be utilized as a thought partner. Communication can occur in email, on the phone, or in a physical or virtual meeting.

Note: This step may be bypassed in the event of egregious and serious incidents.

- Contact Partner Deputy to discuss process.
- Face to face conversation with the offer of union representation.
- Set clear expectations of behavior moving forward.
- Memorialize conversation in a follow up email. This communication does not get documented in the staff personnel file but will be filed in the Administrator's file.
- Recommendations for support or professional learning to help address the area of concern.
- A follow up email must document the expectations of professional behavior moving forward.

### II. Letter of Concern

A letter of concern may be issued when a staff member violates professional expectations for the second time. The letter will be shared with the staff member, Deputy Superintendent, Superintendent, personnel file, and Union president.

Note: This step may be bypassed in the event of egregious and serious incidents.

- Contact Partner Deputy to discuss process.
- Face to face conversation with union representation.
- Set clear expectations of professional behavior moving forward.
- Recommendations for support or professional learning to help address the area of concern.
- Include a signature line for the recipient that they received the letter.
- File letter in school and Human Resources personnel file.



### III. Letter of Reprimand

A letter of reprimand may be issued when a staff member's unprofessional behavior persists despite the prior steps, or the violation is severe enough to warrant a letter of reprimand. The letter will be shared with the staff member, Deputy Superintendent, Superintendent, personnel file, and Union president.

- Contact Partner Deputy to discuss process.
- Face to face conversation with union representation.
- Letter sites what supports and interventions were previously provided to support improvement.
- Set clear expectations of Professional behavior moving forward.
- Include a signature line for the recipient that they received the letter.
- File letter in school and Human Resources personnel file.
- Upload into Teachpoint as evidence for Professional Responsibility

### IV. Letter of Investigation to Superintendent

The letter of investigation is in response to a report of unprofessional behavior that warrants an investigation. Depending on the report's severity, the investigation's outcome could result in a letter of suspend/dismiss from the superintendent. This process could result in an Investigatory Hearing with the superintendent or designee.

- Contact Partner Deputy to discuss process.
- If a 51A is reported for potential abuse (or neglect), contact the Compliance Office and partner Deputy Superintendent for guidance, and then potentially the superintendent's office to elicit a letter for administrative leave.
- If a potential Title IX investigation may be needed, contact the Compliance Office and partner Deputy Superintendent for guidance and then potentially the superintendent's office to elicit a letter for administrative leave.
- If a claim of harassment, bullying, theft, failure to meet contractual obligations, inaccurate reporting stipend/hourly rate, contact partner Deputy Superintendent.
- Send all investigation materials and findings to Superintendent's office for information and as documentation.

### V. Superintendent Letter to Suspend/Dismiss

The issuance of the Superintendent's Letter to Suspend/Dismiss is in the cases of egregious safety infractions. Some examples of incidents that bypass all other levels of graveness would be child abuse, inappropriate contact with minors in or outside of school, substance abuse and use in the workplace, and is not limited to these examples.

- This letter is issued by the Superintendent.
- All documentation, statements, and evidence must be shared with the Superintendent.
- The principal copy of the letter is to be filed in the staff member's file in the school.
- The HR copy of the letter will be filed in the personnel file.

## Identification Badges, Laptop Devices and Room Keys

At such time as any employee resigns, retires, is terminated, or otherwise separates from the district, they shall immediately return the following items to the school principal or building administrator:

- Identification badge and lanyard;
- LPS issued laptop/device;
- Room/building keys;
- Another other property of the Lynn Public Schools.

If such items are not returned immediately, the district may ask for them when the staff member picks up their final “live” check from the Administration Building.

## Digital Resources and Electronic Communications

### **Email Etiquette**

#### *Response Time*

All Lynn Public Schools staff should aim reply to received email messages as promptly as possible. Approximately 48 business hours or less is recommended, whenever feasible. If a reply will be lengthy or time-consuming, a courtesy email, letting the sender know their message was received and when to expect a reply, should be sent.

#### *Autoreply*

When an LPS staff member will be out, for whatever reason, they are asked to set an autoreply message to alert others of their time off. This automatic reply should include the time at which the sender should expect your return to the office and subsequent email.

### **Social Media and Access to Digital Resources Policies**

The LPS Social Media and Access to Digital Resources Policies are linked below. In particular, employees must avoid:

- Improper fraternization with students using social media or other personal or non-district approved technology. (Staff should not friend, follow, message, or comment to/with students on social media.)
- Sharing of information in any way that is not aligned to state and federal law and regulations, including but not limited to, FERPA or the Massachusetts Student Records Regulations.
- Sharing of details regarding personnel matters and disciplinary actions related to LPS staff or students, medical information about staff or students, and confidentiality information.

Policy on Social Media: <https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/IJNDD>

Access to Digital Resources Policy: <https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/IJND>

## Social Media and Access to Digital Resources Policies

The LPS District Issued Device Administrative Procedures are linked below.

[District Issued Device Administrative Procedures 2024-07-29.docx](#)

## **Professional Responsibilities**

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the Lynn School Committee, and the regulations designed to implement them.

In the area of personal conduct, the committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the committee and their implementing regulations and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

### **Reference:**

*LPS Staff Conduct Policy*

[https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/GBEB/z2Code\\_GBEB](https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/GBEB/z2Code_GBEB)

## Workplace Attire

Each person employed by the Lynn Public Schools has been hired to further the education of the children and young people of Lynn in conformity with the mission of the Lynn Public Schools. School employees do their work properly either by providing direct services to students or by performing tasks or functions that support direct instruction and related programs. Each person employed by Lynn Public Schools works in a public-school setting. Consequently, even if an employee's direct contact with students is infrequent and incidental, that person serves as a role model for the children and young people who attend Lynn's public schools. Moreover, every school system employee represents Lynn Public Schools to the public. Considering these facts, each Lynn Public Schools employee should dress for their work assignment in a manner that properly acknowledges that person is serving as a role model for children and young people and as a public employee working at the public's business. Although Lynn Public Schools currently has no formally adopted dress code for its employees, apparel should

nonetheless reflect the individual's role as a model to children and young people and as a representative to the public. Employee apparel should in all cases be consistent with the safety requirements of the employee's position.

The [CROWN](#) Act (Massachusetts bill H.4554 Chapter 117 enacted October 24, 2022) specifically prohibits public schools and related school organizations (including, but not limited to, school districts, public schools, and the Massachusetts Interscholastic Athletic Association) from adopting policies and codes that impair or prohibit hairstyles historically associated with race. Lynn Public Schools does not discriminate based on natural and protective hairstyles such as braids, locks, twists, and knots, and is committed to a respectful and open workplace regarding natural hair.

**School Nurses:** "The School Nurse shall wear professional clothing and a white jacket or scrubs of any color. Jeans are not acceptable. Nurses shall dress professionally and adhere to the standards set by the administration." Please see the Union Contract linked above for more information.

**Athletic-Related Positions:**

Employees who work in athletic-related positions may wear athletic-type clothing such as athletic footwear\*, jogging suits, sweat suits, warm-up suits, shorts (appropriate length) and sweatshirts, provided such clothing is neat, clean, and not torn or otherwise cut.

*\*Sneakers with marking soles, slippers, flip-flops, boots, wedges/platforms, or Crocs, unless medically required as demonstrated by a doctor's statement, are considered unacceptable footwear for Athletic-Related Positions.*

## Leaving a Classroom Unattended

Teachers must ensure at all times that their assigned classrooms are not left unattended to ensure student safety.

If it is necessary to leave the room momentarily, you must notify the teacher in an adjacent room. Each teacher is to be in complete control of their class at all times.

If staff have to leave the room for an emergency, they should contact their immediate supervisor for coverage.

## Substance Use

1. Tobacco use by staff
  - a. M.G.L. c. 71, § 37H *"The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel."*
2. *School Zone Ordinance*  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXV/Chapter94C/Section32J>

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the workplace is prohibited. Violations of this prohibition will result in discharge or other appropriate action consistent with Lynn Public School System's disciplinary processes that may require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

Reporting to work under the influence of illegal drugs or alcohol is strictly prohibited by the Lynn Public School System and will result in immediate corrective action up to and including termination. The Lynn Public School System has the responsibility to protect its employees and students from the serious risks of substance abuse. The use of illegal drugs or alcohol affects job performance and creates an unsafe environment for employees.

Violation of the substance abuse policy includes reporting to work under the influence, or the use, possession, manufacture, purchase, transfer, or sale of a controlled or illegal substance on work/school premises. Upon suspicion that an employee may be abusing a substance, an investigation will be conducted, and corrective action will follow, if deemed appropriate.

## Signing In and Out of Campus

### ***Attending PD and LPS Events or Meetings for Work-Related Reasons***

LPS staff who are visiting an LPS building for work-related reasons such as attending professional development/trainings or attending LPS events or meetings for work-related reasons may enter the school building at any door that is accessible with their LPS badge.

Upon entry, if during the school day, they must proceed immediately to the sign in area and sign in using the system created and tracked in the main office (or other designated area).

If outside of school hours, LPS staff who are visiting an LPS building for work-related reasons such as attending professional development/trainings or attending LPS events or meetings for work-related reasons may be allowed to sign in at the professional development/training, event or meeting, as the case may be, rather than utilizing the system created and tracked in the main office (or other designated area).

### ***Attending LPS Meetings and other LPS Events for Personal Reasons***

LPS staff who are visiting an LPS building for non-work related reasons (such as attending a meeting as a family member or picking up their child for early dismissal) must sign in and out using the system created and tracked in the main office (or other designated area), as may exist from time to time.

LPS staff who are visiting an LPS building for non-work related reasons are considered visitors, and must follow applicable LPS policies and procedures, the same as any other visitor. That process is generally as follows:

1. Ring the bell and wait to be acknowledged for purpose of coming to the campus. An employee badge should not be used to gain access to a building to which that employee is not assigned.
2. Wait to be buzzed into the building.
3. When arriving to or leaving a school building, staff members must sign in and out using the system created and tracked in the main office (or other designated area), as may exist from time to time.

**Reference:**

LPS Visitors to the School Policy

[https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/KI/z2Code\\_KI](https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/KI/z2Code_KI)

## Child Abuse or Neglect: Mandated Reporting Information (51A)

### ***What is a Mandated Reporter?***

A mandated reporter is a person who, because of their profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. All staff of the Lynn Public Schools are considered Mandated Reporters.

### ***What Does This Mean?***

If, in their professional capacity, an LPS staff member has reasonable cause to believe that a child is suffering physical or emotional injury resulting from neglect or abuse, including sexual abuse, they shall immediately communicate with the Department of Children and Families (DCF) orally and, within 48 hours, shall file a written report with DCF detailing the suspected abuse or neglect.

### ***What about filing 51As on LPS staff members?***

The 51A law (linked below) obligates any who are in a caretaking capacity with minor children to be responsible for their safety, including school personnel. (As defined by the DCF Regulations linked below). If the school (or a mandated reporter at the school or within LPS) has reasonable cause to believe that a staff person has been negligent or abusive in the supervision or care of a student, the 51A law requires that the school file a 51A naming the staff person as the person who is suspected of being abusive or neglectful. There are penalties outlined within the law for knowingly not reporting suspected harm, or from willfully filing frivolous reports.

### ***What is the Process?***

[51A Process.pdf](#)

[51A Process - Spanish.pdf](#)

### ***What Could Staff be Asked?***

[DCF Questions at Screening.pdf](#)

[DCF Questions at Screening - Spanish.pdf](#)

### ***Please see the Legislation for More Information:***

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter119/Section51A>

### ***Please see the DCF Regulations at 110 CMR 2.00 for More Information:***

<https://www.mass.gov/doc/110-cmr-2-glossary/download>

## Workplace Safety & Safety of Students, Colleagues, & Public

### **Safety & Security**

Safety and Security is a high priority in the Lynn Public School system. As a school district, we are committed to doing everything reasonably possible to protect our students and staff against any threat that may arise while they are in our care.

Each school has its own Emergency Response Plan that describes district procedures if an emergency arises. It is very important to familiarize yourself with each and understand their terminology to best utilize them when needed.

### **AVOID, DENY, DEFEND**

The Lynn Public Schools will be using the AVOID, DENY, DEFEND methodology as their active emergency response practices. These practices are based on **situational awareness and recognizing what the best options are for you and those under your control in an event of an active emergency**. During an active emergency event, the practices of Avoid, Deny, Defend, allows for administration/teachers/and staff to make the **safest and best-informed decisions** for those under their control (Ex: classrooms, offices, outside areas of school).

If an active emergency event were to take place an announcement will be provided to inform of the school's initial response, these response mechanisms are listed below (Lockdown, Hold and Secure, Shelter-In-Place, Medical Hold). In the event that a **lockdown** is called please follow the **lockdown** procedure below. Understand that during an active emergency event that a lockdown, for your present situation, may not be the best option. If you are able to **safely avoid** and present a better alternative for yourself and those in your control, then do so. (Ex: exit the building **if safe to do so.**) Our efforts are to assist you in providing the safest and best options available to you and those in your control.

If an announcement is made for **Hold and Secure, Shelter-In-Place, or an Evacuation** please refer to the instructions below and wait for further announcement information. These situations are more controlled and specific, and your response would be uniform to all those in the building.

### **Lockdown**

A lockdown is initiated when there may be an immediate threat or hazard near or on the school campus.

Students and staff are moved to classrooms or remain in classrooms, if already there. Each teacher should have an A1 key (or Lockdown Key), which allows them to lock any classroom door from the inside.

Doors and windows should be locked. Shades, while not a priority, can be drawn. Students should sit away from the view of the doors or windows. All classroom activities cease, and everyone is silent until the incident concludes. During the lockdown, the office will be closed, and phones will not be answered.

The need for “lockdown drills” has grown due to the unique circumstances of the active shooter or assailant. Whether in a school, business or other public space, best practices now dictate having a lockdown protocol as the major component of an effective safety plan when escape is not possible.

### **Hold and Secure**

Hold and Secure means no one in or out of the building, with the exception of law enforcement or emergency personnel.

This procedure should be used when it is desirable to secure the school due to an elevated risk that is occurring off the school property but in close proximity to the campus.

It may also be initiated when there is an unsafe situation in an isolated area of the school campus and movement needs to be controlled until the situation has been resolved.

Students and staff are moved to classrooms or remain in classrooms, if already there.

However, if safe to do so, normal classroom activities may continue until an announcement is made that the incident has ended.

### **Shelter-in-Place**

A Shelter-in-Place is initiated when students and staff need to be inside the building for protection from outside dangers or for unsafe conditions in the immediate vicinity of the school, such as weather, flood, fire or police presence in the neighborhood.

It may also be initiated when there is an unsafe situation in an isolated area of the school campus and movement needs to be controlled until the situation has been resolved.

Students and staff are moved to classrooms or remain in classrooms, if already there. However, normal classroom activities continue until the incident concludes. Necessary movement can occur within a building, and the front office is unlocked and open for anyone seeking shelter.

### **Evacuation**

Evacuations are primarily initiated by a circumstance that determines that being outside a building would be a safer alternative than remaining inside during a particular event.

The purpose of an evacuation is to quickly get students and staff out of the building by a route designed to avoid contact with a potential threat, generally avoiding the location of a known threat inside the building, such as a fire, suspicious package, a threatening person in a specific confined area or a hazardous material spill.

Evacuations are conducted in the same manner as those presented in Fire Drills when reasonably possible and safe to do so.

Staff should always have their class roster and daily attendance with them during an evacuation. They should report any missing students immediately to the school administration.



## **Medical Hold**

A Medical Hold is called when a person needs medical assistance. The purpose is to give responders uninterrupted access to the area and person in need, while also addressing the person's HIPPA concerns.

When a medical hold is called, staff and students should stay in place until further notification is relayed. Classes and activities may continue as usual. However, all hallways must remain clear. Exit and entry to and from the building should be limited and only done when necessary.

## **Identification**

Every LPS staff member receives an identification badge and lanyard. It is expected that every staff member wears their lanyard with their identification badge every day. Since identification badges give access to school buildings, it is important to report a missing badge immediately to the Security Office at the Administration Building.

Building visitors are required to report to the main office to check in. If you notice a person inside the school without an identification or a visitor badge, politely escort them to the main office.

LPS Employees are also required to report to the main office to check in. As stated above, the staff member must wear their lanyard and their identification badge while visiting in any building.

## **Entrances and Exits**

To ensure that only authorized people are inside the school, we all need to be vigilant about the school's exits and entrances. Exterior doors should **NEVER be left propped open**, allowing an unknown person to access the inside of the building. If you see a door propped open, close it and make the building administration aware of your findings. Remember that: **Inconvenience is NEVER an excuse for school safety.**

We also need to be aware of tailgating (also known as piggybacking). This is when an unauthorized person follows an authorized person into the building, avoiding the need to follow check-in protocol. If you notice a person tailgating, kindly escort them to the main office.

## **Safety Flipcharts (Emergency Procedures)**

Every classroom, office, and workspace of a school should have a copy of the Lynn Public Schools Classroom Emergency Procedures readily accessible and in plain view.

This red and white flipbook provides detailed information on how to respond to a range of emergency situations, including the ones addressed in this training. If you are unable to locate the one for your workspace, notify the main office so that you can get one for your classroom.

## **CAMERAS**

There are security cameras inside and outside all LPS buildings. They are everywhere except bathrooms, classrooms and offices.

All Principals, Vice Principals/Program Specialists and Campus Monitors have access to the cameras on their computers.

Officer Mackin and Nicole Constantino have access to the cameras in the school security office. The Lynn PD also has access to all of the cameras in three different locations in the PD. Signal Room/Dispatch, Youth Services Office and CID (Criminal Investigation Division).

If there is ever an active incident at a school an officer at LPD will be able to access the cameras, allowing for real time information to be provided to officers arriving on scene.

## **DRILLS**

ALL staff and students (ALL SCHOOLS, ALL GRADES) are involved in the drills. Emergency Response Drills are conducted twice a year by Officer Mackin and the LPD. Officer Mackin and each school's administrative team will evaluate the drill for their respective school and use these evaluations to enhance each school's emergency plans wherever needed.

Emergency Drills will be announced days prior to the drill taking place. Students, staff, and parents/guardians can and should be made aware these drills will be taking place. These prior announcements will be made in an effort to promote discussions regarding the options available following the AVOID, DENY, DEFEND methodology now being used in the Lynn Public School System.

A notification that an Emergency Drill has taken place will also be provided to parents once the drill is completed. These notifications will be to inform parents as well staff and to provide an opportunity once again for discussion regarding situational awareness as well as the AVOID, DENY, DEFEND methodology.

### **What is a lockdown?**

A lockdown is the confinement of people inside secured rooms for safety measures. It is used when a serious threat exists/has been reported to the school/ campus that requires students, staff and visitors to remain in a locked area for safety. A lockdown may be ordered by law enforcement, the school principal or at the request of any school staff who identify a potential threat.

### **What happens during a lockdown?**

All students, staff and visitors report immediately to the nearest classroom, gym or cafeteria. All doors are locked and secured. All cell phones are silenced. Everyone remains silent. Rooms remain locked until lockdown is lifted by appropriately assigned staff/ responding department.

### **Who is in charge during a lockdown?**

Once law enforcement arrives on site, they are in charge and the district must follow their directives. We work closely and collaboratively with the Lynn Police Department in the creation of our emergency planning and their responses to the threats to the Lynn Public Schools in an effort to keep our students and staff safe.

### **Can parents/guardians pick their student up during a lockdown?**

We understand that the first reaction of most parents/Guardians is to come to their child's school. Parents/Guardians arriving unadvised to the school may actually hinder the emergency response and could jeopardize not only their own safety but the safety of those at and responding to the school. Parents and guardians are asked to wait until they are advised that it is safe to pick up their student.

### **Can parents/guardians call the school during a lockdown?**

During a lockdown, staff are not able to answer incoming phone calls as they are following the same safety procedures as the students. During other emergency responses, callers may not be able to get through to the office because of an increase in the volume of calls or because staff are helping to ensure students and staff are safe. Parents/Guardians are asked to wait for messaging from the school/district and follow the instructions provided so as to ensure the best response for all involved.

### **What if a student calls or texts their parent/guardian during a lockdown?**

In the majority of scenarios, students and staff are advised to remain as quiet as possible and not use their phones. If a student contacts someone, encourage them to remain calm and to follow your directions and that of other staff.

### **How will parents and guardians know what is happening?**

The school/district will notify parents as soon as possible. This is why it is vitally important to monitor contact information and help ensure it is up to date with the LPS.

### **Should I believe everything I see or hear via social media during a lockdown?**

Emergency situations are fluid and always changing. Information you are getting from other sources such as the news media and personal Facebook pages may be inaccurate. Please wait for messaging from the school/district to provide the most accurate information/instructions available.

### **When will a lockdown end?**

Everyone will remain in lockdown mode until law enforcement has determined the threat no longer exists. Police will then go door to door unlocking classrooms and notifying students and staff that the lockdown has been lifted. After the lockdown ends, normal school activities may resume, or students may be released to their parents or other authorized adults according to the school's release procedures in the safety plan. This information will be properly transmitted to parents/guardians by the school/district. Please wait for this information as it will be the most accurate and informative way to create the safest environment for reunification.

## **Positive Interpersonal Relationships with Staff**

All employees are expected to demonstrate a professional, cooperative, ethical, knowledgeable, and courteous demeanor in all interactions with students, parents/guardians, colleagues and members of the community, as follows:

1. Demonstrates respect, understanding, and acceptance of each staff member as an individual, regardless of race, color, national origin, creed/religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, marital status, homelessness, special need, proficiency in the English language, academic achievement, or any other consideration made unlawful by any federal, state or local laws or regulations.
2. Interacts with other staff in a mutually respectful, empathetic, just manner.
3. Respects the individual's right to hold differing views.
4. Communicates appropriately in oral and written form.
5. Uses effective active listening skills.
6. Uses discretion and respect when speaking of colleagues.
7. Provides positive encouragement to other staff.
8. Works cooperatively with other colleagues in planning and implementing educational activities.
9. Shares ideas, materials, and methods with other staff.

## Interaction with Students

These guidelines are intended to maximize the safety and protection of students, as well as to protect staff members from allegations.

- All staff members are encouraged to form positive, trauma informed, professional relationships with students that are appropriate to their school roles.
- Demonstrate respect, understanding, and acceptance of each student as an individual, regardless of race, color, national origin, creed/religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, marital status, homelessness, special need, proficiency in the English language, academic achievement, or any other consideration made unlawful by any federal, state or local laws or regulations.
- Staff should engage in universal trauma sensitive practices to ensure a safe and supportive culturally responsive and respectful environment for all.
- Staff shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- Staff shall not intentionally violate or deny a student's legal rights.
- Staff members should not use personal cell phones to contact students and students should not have staff members' cell phone numbers. For certain situations parents can fill out a staff permission slip for students to connect through a communication application ([Communication Permission Slip.docx](#)).
- Staff should treat all students fairly and avoid situations that appear to show favoritism for an individual student or selected group of students.
- Staff members may invite students to activities outside of school provided that the activity stems from a school activity and the invitation is extended in general to all students in a class, rather than to a particular student(s). Examples: a class picnic, a class or club trip to a movie, an end of year barbecue.
- Ordinarily, staff should not invite individual students to activities outside of school, other than school sponsored activities.
- Within school, staff members should avoid meeting with individual students in locations that are not ordinarily and routinely accessible by other students and staff.
- All types of electronic communications with students should be limited to school functions and classroom activities.

### **Exceptions may include:**

1. Staff members who have family friendships or are related to a student
2. Staff members who have relationships with students through their roles in other organizations, e.g., Boy Scouts, Church, etc.
3. Staff not hired specifically for the purpose of transporting students should not transport students to and from school. With the prior approval of the principal, staff not specifically hired for student transportation purposes may transport students to a school sponsored event when other transportation is not available.

### **PHYSICAL CONTACT BETWEEN EMPLOYEES & STUDENTS AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTIONS**

*The use of physical contact or force to impose the staff members' will upon a student is strictly prohibited, except when such contact is reasonably necessary for the health and safety of the educator, other personnel, the student and/or other students. In those circumstances, only that amount of contact that is necessary to ensure such health and safety, may be used.*


- RESTRAINT OR OTHER PHYSICAL CONTACT SHOULD BE USED ONLY AS A LAST RESORT WHEN OTHER MEANS OF INTERVENTION ARE INSUFFICIENT AND ONLY BY A TRAINED SAFETY CARE SPECIALIST.
- Employees who observe physical contact between students and employees that they deem to be inappropriate are expected to report said observations to the principal as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected.
- Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, will result in disciplinary action, that may include dismissal.

### **STAFF ETHICS PROTOCOL**

Students need healthy, clearly defined relationships with adults to feel safe. Professional behavior, values, and responsibilities should always be professional, and professional boundaries must be maintained.

- Remember that any emails sent on a school computer can be retrieved. Emails can be considered public documents. Internet activity on a school computer can be tracked.
- Use caution with self-disclosure about your personal life. Healthy boundaries with students are important.
- Avoid being alone with students. One on one tutoring should be done in a common area. Leave your door open when conferencing whenever possible. Avoid letting students “hang out” in your room.
- Be advised to be consistent in your treatment of students.
- Use caution with sarcasm and humor that can be misinterpreted.
- Please see LPS training: [Professional Boundaries - English](#) [Professional Boundaries - Spanish](#)

### **Safety Planning for Students**

Current Student Safety Plan Utilized by the SEL Team:  [Student Safety Plan.pdf](#)

# Public Records

## Massachusetts Public Records Law

The Lynn Public Schools and its employees are subject to the Massachusetts Public Records Law and its accompanying regulations, found within Massachusetts General Laws Chapter 66, § 10 and 950 Code of Massachusetts Regulations 32.00. Under the law, any person or organization has the right to request and access public records through the Public Records Access Officer.

Massachusetts law broadly defines records as “all books, papers, maps, photographs, recorded tapes, financial statements, statistical tabulations, or other documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee.”<sup>1</sup> Massachusetts law further provides that “a presumption shall exist that each record... is public.”<sup>2</sup>

For the reasons above, all Lynn Public School staff members are advised to:

- Assume that any physical or electronic document or record that you create will, at some point, will be shared with members of the public; and
- Assume no privacy when creating documents or records, whether physical or electronic, including for example when using the Lynn Public Schools system/network, email and district-issued devices.

The above does not, however, mean that Lynn Public School staff members should freely share records, on the assumption that the records may be considered public. This is because exceptions to the public records law exist, including to protect certain private student and staff information. Whether a record may be considered public is a determination that is made by the Public Records Access Officer.

In the Lynn Public Schools, the Compliance Officer is designated as District’s Public Records Access Officer. Any public records requests, or questions about whether a given record is considered a public record, should be directed to the Lynn Public Schools Public Records Access Officer/Compliance Officer by calling 781-477-7220 Ext. 3177 or emailing [GalloC@lynnschools.org](mailto:GalloC@lynnschools.org)

### References:

Massachusetts Public Records Law (Massachusetts General Laws Chapter 66, § 10)

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleX/Chapter66/Section10>

Massachusetts Public Records Access Regulations (950 CMR 32.00)

<https://www.mass.gov/doc/950-cmr-32-public-records-access/download>

A Guide to the Massachusetts Public Records Law, Secretary of the Commonwealth, December 2022

<https://www.sec.state.ma.us/divisions/public-records/download/guide.pdf>

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<sup>1</sup> M.G.L. c. 4, § 7 clause Twenty-sixth

<sup>2</sup> M.G.L. c. 66, § 10A

# Student Records

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended and the right to have some control over the disclosure of personally identifiable information.

Generally, schools must have permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose records, without consent to the following parties:

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

### **References:**

*Authority:*

[20 U.S.C. 1232g](#)

*Source:*

[53 FR 11943](#)

## Mass Student Record Regulations

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

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

**References:**

*DESE:*

<https://www.doe.mass.edu/lawsregs/603cmr23.html?section=all>

*Regulatory Authority:*

[M.G.L. c. 71, § 34D](#)

## Confidentiality

Schools and Departments are generally prohibited, with limited exceptions, from releasing personally identifiable information from a student's record to a third party without the consent of the parent or eligible student. Lynn Public Schools is required under state regulations to respond to record requests within ten days. Record requests by non-custodial parents should be forwarded to the Keepers of Record, the Supervisors of Attendance. If a school receives a record request from an attorney, the request needs to be forwarded to the Keepers of the Records prior to responding.

## Student Records

All schools are responsible for maintaining cumulative folders of students. Elementary school clerks are responsible for forwarding cumulative folders for 5<sup>th</sup> grade students upon their roll over to the appropriate middle school. Middle school clerks are then responsible for forwarding the cumulative folder to the high school.

### **Contents of the Cumulative Folder**

- Elementary Transcript
- Middle School Transcript Label
- Report Card
- Massachusetts Transfer Card
- Any Standardized Testing, including MCAS and ACCESS
- Individual Student Success Plan



- 504 Plan or Current IEP, as applicable
- All Welcome Center Information

\*Health Records are added to the cumulative folder when a student leave the district.

**The EL or “Blue Folder” Contents are as follows:**

- Home Language Survey
- Results of identification and proficiency tests and evaluations
- Information about students’ previous school experiences, if available
- Progress reports, in the native language, if necessary
- Annual documentation of a parent’s consent to “opt-out” of ELE program, if applicable

The remainder are stored electronically (PowerSchool, Ellevation, etc). More information on this and maintaining these specific records can be found below in the MLE section of this Handbook.

**Maintaining Records**

Schools are responsible for maintaining cumulative records for five years (general education students) or seven years (Special Education) students, after the student has graduated or transferred out of the district.

Transcripts are to be maintained for sixty years.

**Requests for Student Records**

Lynn Public Schools is required under state regulations to respond to record requests within ten days. Record requests by non-custodial parents should be forwarded to the keepers of record, Supervisor of Attendance. If a school receives a record request from an attorney, the request needs to be forwarded to the Keepers of the Records prior to responding.

## **School Health and Nursing Services**

School Nursing is a specialized practice of professional nursing that fosters the growth, development, and educational achievement of students by promoting their health and wellness. School Nursing has evolved over the years to include complex medical, social and behavioral needs requiring an expertise level of care and collaboration. School nurses provide various health services for students. The Lynn Public School Nurses are registered nurses (RNs) who must complete the licensure requirements set by the Massachusetts Department of Elementary and Secondary Education (DESE).

The role of the school nurse includes:


- Being the liaison between home, school, and community resources
- Assessing and treating illness
- Managing chronic conditions
- Providing emergency care
- Attending health related meetings such as 504, IEP, attendance, wellness, etc.

- Developing and implementing individualized health care plans, emergency action plans and evacuation plans
- Administering medications, treatments, and immunizations
- Educating students and families
- Training school staff in health and wellness; life-threatening allergies and EpiPen administration; medication delegation; stop the bleed; and seizure precautions
- Being a resource for staff in student health-related matters
- Reviewing emergency response plans, running drills and maintaining emergency equipment
- Maintaining student health records and assuring student health requirements are up-to date
- Completing mandated health screenings: vision, hearing, height, weight, postural & SBIRT
- Providing support and referral resources for children and their families
- Preparing and submitting MA DPH reports

The goal of the Lynn Public School Nurses is for every student to be **healthy, safe, and ready to learn!**

For more information, visit our webpage: [Health Services - Lynn Public Schools \(lynnschools.org\)](http://lynnschools.org/Health_Services)

## Accident Reports

1. **Staff:** Any teacher or staff member who is injured in any way on school property or while on a school sponsored trip should complete and submit an [accident report](#) signed by their supervisor. The accident report should be filed with Human Resources within 24 hours of the injury if possible. If the staff member is unable to complete the accident report due to severe injury, Human Resources should be notified as soon as possible by their supervisor.
2. **Student:** Staff should complete a  [Student Accident Report SCHL.doc](#) for any student injury they witness on school property or while on a school sponsored trip. The staff member who observed the incident or was responsible for the student at the time of the incident should complete the form. If the student was assessed and treated by the school nurse, the nurse will complete the first aid portion of the form only. Student accident forms should be submitted to the Finance Office after the principal reviews and signs.

## Asthma Friendly Classrooms

Children spend a large part of their day at school. Parents, children, school personnel and physicians must work together to keep asthma from interfering with normal school activities.

School buildings may contain allergens and should be avoided. Triggers include:

- Cleaning products such as bleach or others with strong odor
  - utilize ISD approved products only
- Personal care products such as perfumes, cologne, body spray, hairspray, etc.
- Candles or incense
- Air fresheners including plug ins and deodorizers
- Strong smelling markers
- Dust or dust mites

For the following triggers, please contact your school administrator immediately:

- Insects or rodents
- Mold

Some students may have a life-threatening allergy (food, bee/insect, latex, etc.) which could trigger a severe asthma attack. In addition, during certain times of the year, environmental allergies, extreme heat or cold may cause a student to have an asthma attack. Staff may consider keeping windows closed if appropriate or having indoor recess/gym.

Please consult your school nurse to identify students with asthma or allergies in your classroom and discuss their health care plan for school.

## Confidentiality and Health

Staff may receive confidential health information on students to ensure a safe learning environment and provide educational services and/or accommodations in school. This information may be shared in meetings, written IEPs, 504 plans, or health plans. Staff should not share this confidential student health information with anyone not involved in the student's educational plan.

In addition, staff may receive sensitive health information on students that is related to acute illness, communicable diseases, behavioral health, or home/personal situations. Staff should not share or spread this information with those not directly involved in the care of the student. This type of information should only be shared on a need-to-know basis.

The school nurse will notify staff and the school community if they have been exposed to a communicable disease where further action is necessary per the *Lynn Health Department* and/or the *Massachusetts Department of Public Health*. Any communication regarding this, an uptick in illnesses, lice, etc. will come from the school nurse or nursing administrator.

## Field Trips, After-School, and Summer Programs

School staff will request a field trip according to the  [Lynn Public Schools Field Trip Approval Procedure SY23-24. Updated 8.28.23.pdf](#).

School nurses can delegate medication administration to unlicensed school staff for routine medication and EpiPens per the [LPS Policies and Procedures for the Administration of Medications](#). Since school nurses cannot be present on every field trip, it is important that school staff communicate and collaborate with the school nurse as early as possible to meet the medical needs of students for all field trips. There are certain emergency medications that only nurses can administer so a nurse must be present. School staff must give a minimum of 2 weeks' notice for any day field trip/off campus activity to allow the school nurse to review medical concerns, obtain necessary parent forms, train staff, and for nursing administration to secure a nurse for the field trip. Field trips that will be out of the state or overnight need a minimum of 30 days' notice.

This also applies to after-school and summer programs:

Staff running after-school programs should provide the school nurse with a list of students who are **invited** to attend. The school nurse will review the list and determine if any students attending require a nurse to be present per their 504 plan/IEP or if staff can be trained for medication delegation if needed. The nursing administration needs a minimum of 2 weeks' notice to secure a nurse to cover a program.

Nursing administration should be notified of all summer programs running by June 1<sup>st</sup>. Staff will provide the school nurse with a list of students **invited** at least two weeks before school closes in June.

## Health and Wellness Trainings

In the interest of providing a safe school environment and being proactive in response to emergency situations, staff will complete the following health trainings at the start of each school year:

1. Health and Wellness Training (*includes illness prevention, standard precautions, how to call 9-1-1, location of emergency equipment, Medical Behavioral Health Emergency Response Plan/Protocol & Good Samaritan Law*)
2. Life-Threatening Allergies and School
3. Seizures in the School Setting
4. Stop the Bleed
5. Medication Delegation (*if needed for field trips, off campus activities, afterschool programs or summer school*)

In addition, American Heart Association CPR/AED courses will be offered several times a year at no cost to employees by School Nurse Instructors.

## Life-Threatening Allergies

Many students have life-threatening allergies and an EpiPen for emergency use in school. School nurses will notify relevant staff if a student has a life-threatening allergy and will share the emergency action plan. This information should be kept in the substitute binder for covering staff.


School staff will be trained in life-threatening allergies and EpiPen administration at the start of the school year. The school nurse will review EpiPen administration and complete a competency skills checklist after the training. The school nurse will review this training with staff twice during the school year.

School staff should work with the school nurse to develop a plan for students which includes lunch, field trips, and activities involving food. **It is highly recommended that staff do not use food as a reward or allow parents to bring in food from the outside.** Non-food treats are preferred and safe for all students. Non-labeled/homemade foods can never be shared in the classroom. Staff should consult the principal and nurse before bringing food into the classroom.

*Food Allergy Policy:*

<https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/EFAB>

## Medical Behavioral Health Emergency Response Plan

For school year 2023/2024, each school has a  [MERP 2023-2024](#). Starting in September 2024, these will be replaced by a Medical Behavioral Health Emergency Response Plan (MBHERP) located [here](#). For this document, MERP and MBHERP will be used synonymously.

A paper copy of the MBHERP will be kept in the nurse's office. Each classroom will have the MBHERP Protocol posted with the LPS Classroom Emergency Procedure flipchart. These protocols will also be posted next to each AED station and kept with the Athletic Department AED. Each school will have an Emergency Response Team (ERT) and run 3 MBHERP drills: once in September/October, January/February, and April/May. One drill must be anaphylaxis and one must be a behavioral health scenario starting school year 2024/2025. Every school building has at least one AED and a Stop the Bleed station is located with every AED. Please refer to your school's MBHERP or ask your school nurse for the location of emergency equipment, details of emergency planning, and response.

## Medication Administration

The [LPS Policies and Procedures for the Administration of Medications](#) complies with the Massachusetts Department of Public Health Regulation 105 CMR 210.000.

School nurses cannot administer routine medication to staff, including over the counter medication such as Tylenol. Staff should bring and administer their own routine medication. If staff have emergency medication such as an EpiPen, they may inform the school nurse.

## Medical Concerns

Many students have medical concerns that factor into the school day. The school nurse will develop individualized health care plans, emergency action plans, medication administration plans, and evacuation plans when needed. The school nurse will share emergency action and evacuation plans for students with appropriate school staff to ensure a safe learning environment for all students. Staff should familiarize themselves with the plans. These plans should be kept in the sub binder, providing the person covering the classroom with the knowledge and ability to activate said plan if needed. School staff should invite the school nurse to student meetings (504, IEP, etc.) that involve health concerns and any building wellness or attendance meetings.

The school nurse will train staff in diabetes, seizures, life-threatening allergies, asthma, bleeding disorders or any other medical concern that may need accommodations during the school day or could potentially lead to an emergency.

## Staff Nurse Visits

School nurses are available to staff for emergency purposes. School nurses can advise staff on reasons to stay home or when to seek attention from a healthcare provider. Staff with routine illness or injury should consult their primary care provider for diagnosis and treatment. School nurses are not licensed to diagnose or prescribe.

## Reasons to Stay Home

To prevent transmission and spread of illness, staff should remain home for the following reasons:

- **Fever**  
For a temperature by mouth of 100.0° or higher, staff should stay home until fever free for 24 hours without fever reducing medications such as acetaminophen (Tylenol) or ibuprofen (Motrin or Advil).
- **Asthma**  
If staff are wheezing, coughing or have shortness of breath/chest tightness that doesn't improve after taking a quick relief medication, staff should consult their primary care provider for return-to-work instructions.
- **Vomiting**  
Staff may return to work 24 hours after the last episode and when able to tolerate food and fluids. This does not apply to those with a chronic condition. Consult your school nurse.
- **Diarrhea**  
Staff should remain home until symptom free for 24 hours. This does not apply to those with a chronic condition. Consult your school nurse.
- **Rash**  
Rashes can have many different causes. If rash is unusual or accompanied by a fever, staff should consult their primary care provider for return-to-work instructions.
- **Colds, Cough, Runny Nose**  
If staff do not have a fever, they may attend work. For an uncontrollable cough or excessive secretions, staff should remain home. It is recommended that staff wear a mask while having any of these symptoms.
- **Sore Throat**  
If a sore throat is accompanied by fever, swollen glands, pain or swallowing difficulties, staff should consult their primary care provider. Staff who are diagnosed with strep throat can return to work 24 hours after the start of antibiotics.
- **Red Eyes or Discharge from Eyes**  
If the white part of the eye is red or itchy and there is a yellow, green or crusty discharge, staff should be evaluated by their health care provider. If staff are diagnosed with bacterial conjunctivitis, they can return to work the day after any indicated treatment has begun.

## Staff Emergency Form

Principals and school nurses will request staff to complete a [staff emergency form](#) or provide emergency contact information. This information is useful in the event of an emergency. All staff's confidential health information will be kept locked and will not be shared with anyone other than the nurse and/or principal. Staff may opt out of filling out a staff emergency form or only provide limited information.

## Student Visits

### **Non-Emergency Situations:**

The nurse should be consulted if students display any of the following signs/symptoms. This list is not exhaustive. If you are concerned or are unsure what to do, call your nurse for a consultation. There is always a nurse on call for the school, even if one is not physically in the building at that time. If a student has a plan in place that was developed in conjunction with the school nurse to manage any of the following symptoms, please refer to that plan.

- **Asthma/Respiratory:** Student complaints of shortness of breath, coughing, wheezing, tight chest, or requesting a rescue inhaler/medication must be evaluated by the school nurse.
- **Change in usual behavior:** This may include lethargy, sleepiness, irritability, agitation, altered mental status, confusion, etc. or anything out of the norm for the student. DO NOT send a student with any of these symptoms alone to the nurse's office.
- **Diarrhea:** Two or more loose stools in one day, not associated with a chronic illness.
- **Red eyes or discharge:** When the white part of the eye is red or itchy and there is a yellow, green, or crusty discharge. This includes thick or continuous watery discharge from eyes that returns after washing face with water.
- **Illness:** Those with complaints of chills, muscle aches, generalized weakness, shortness of breath, chest pain, or loss of taste and smell accompanied by a headache, sore throat, or stomachache.
- **Injury:** An injury that causes pain, tenderness, swelling, or bleeding. Head injuries must be assessed and monitored by the nurse for signs and symptoms of a concussion.
- **Medical Accommodations:** Notify the nurse if a student requires medical accommodations during the school day due to a new or existing condition.
- **Medications:** Some students have medication in the nurse's office and should be allowed to see the nurse if requested.
- **Significant Pain:** Any complaints of significant pain especially new or worsening from baseline.
- **Rash:** These can have many different causes. If it seems unusual or is bothering a student, call the nurse for assessment.
- **Suspected substance use:** The nurse can evaluate for medical concerns/complications, take vital signs and determine if the student needs to be transported to the hospital. The nurse cannot determine if a student was using a substance or not.
- **Vomiting:** Nurse will assess for acute illness or association to a chronic condition.

## Emergency Scenarios

Below are some common emergency situations requiring transportation to the Emergency Department. This list is not exhaustive, if you feel a student is in distress, call 911 immediately.

Every school has a *Medical Behavioral Health Emergency Response Plan (MBHERP)* located in the main office and nurse's office. Emergency phone numbers and the *MBHERP Protocols* must be posted in each classroom along with the Emergency Flipchart from the Security Office. The school nurse and administrator must be notified of all 911 calls.

Please note that the treatment and care of a student being transported to the hospital is transferred to emergency medical responders on their arrival at the school. If a parent/guardian is not present to accompany the student, the principal will assign a staff member to go with the student to the hospital until the parent/guardian arrives. The staff member's role is to provide support to the student during this stressful event. School nurses should remain at the school to manage the medical needs of the school.

**Anaphylaxis:** This is a severe, life-threatening allergic reaction. School staff will be trained in anaphylaxis and their student's individual emergency action plan at the start of the school year. Symptoms may vary but may include skin reactions, including hives, itching, flushed or pale skin, swollen tongue or throat, wheezing and/or difficulty breathing, vomiting, diarrhea, dizziness, or fainting. 911 must be called and the student sent to the Emergency Department even if epinephrine has been administered and symptoms subside.

- **Activate MBHERP.**
- If a student has a prescribed epinephrine autoinjector, a trained staff member may administer. Send administered epinephrine autoinjector with emergency medical responders.
- If a student is dizzy, lightheaded, unconscious, lower student to the ground and raise legs above the heart.

**Heatstroke:** This may occur after prolonged exposure to or physical exertion in high temperatures. The body temperature rises to 104 F or higher. A student may have a change in mental status or behavior such as confusion, agitation, slurred speech, irritability, delirium, seizures and coma. Skin will feel hot and turn red. There may be vomiting, rapid breathing, racing heart rate and throbbing headache. This requires emergency treatment which should not be delayed.

- **Activate MBHERP.**
- Get the student into shade or indoors.
- Remove excess clothing.
- Cool the student with cool water, fan, ice packs, wet towels on the student's head, neck, armpits, and groin.

**Loss of consciousness/altered level of consciousness:** This is when you are unable to wake a student. The student is unresponsive or less alert to sound, touch, and pain. They are unable to understand or react.

- **Activate MBHERP.**
- Assist student to ground.
- If a student is unresponsive and not breathing, initiate CPR.

**Poisoning:** The ingestion or inhaling of an unusual substance. If there is a question of a large amount ingested or physical distress.

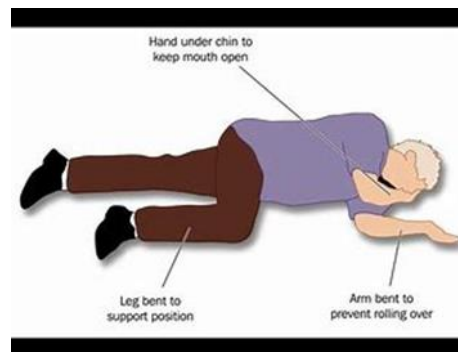
- **Activate MBHERP.**
- Call Poison Control 1-800-222-1222.
- Follow Poison Control's instructions.
- Send labeled container with student to the hospital.

**Seizure:** Symptoms include loss of consciousness, uncontrollable jerking movements of the arms and legs, and temporary confusion. 911 must be called for anyone that is having a first-time seizure or



prolonged seizure activity. School staff will be trained in seizures and their student's individual emergency action plan at the start of the school year.

- **Activate MBHERP.**
- Assist student to ground.
- Remove any objects near the student that could cause injury.
- Place something soft under the student's head.
- Turn the student on their side. This is called recovery position.
- Note time seizure started and ended if possible. Notify the nurse or emergency medical responders.
- **NEVER PUT ANYTHING INTO A SEIZING STUDENT'S MOUTH**



Some students may have absence seizures which include a brief, sudden lapse of consciousness. They may stare blankly into space. Consult your nurse on the correct response and NEVER send a student with this symptom or mental status change alone to the nurse's office.

**Shock:** This can be caused by trauma, heatstroke, blood loss or an allergic reaction. It may also result from a severe infection, poisoning, severe burns or other causes. Symptoms include cool, clammy, pale or ashen skin, a gray or bluish tinge to lips or fingernails, rapid pulse, rapid breathing, vomiting, enlarged pupils, weakness, dizziness, fainting, or change in mental status such as anxiousness or agitation. This can lead to death.

- **Activate MBHERP.**
- Lay the student down and elevate the legs slightly unless this will cause more pain or injury.
- Loosen clothing if possible.
- Cover with blanket.
- For vomiting or bleeding from the mouth, turn on side if no spinal injury is suspected.

**Significant Injury:** This may include a large amount of blood loss or bleeding that looks pulsatile (think sprinkler) or does not stop with direct pressure. A cut or burn that is large, deep or involves the head, chest or abdomen. A head injury with loss of consciousness, confusion, vomiting, or poor skin color. A sudden or significant inability to move. Any injury that results in a bone breaking the skin with a visible deformity.

- **Activate MBHERP.**
- If a student is bleeding, hold pressure, pack the wound, or apply tourniquet based on Stop the Bleed training.
- For bone fracture, help student keep affected limb still.

- For large, severe burns remove restrictive clothing or jewelry if able. Cover the burn loosely with gauze. Raise burned area above heart level if possible.

**Sudden Illness:** This may include a change in mental status, unresponsiveness, seizures, limb numbness, facial droop, difficulty speaking or understanding, paralysis, blurred vision, difficulty walking, chest pain/pressure, difficulty or lack of breathing, severe abdominal pain, severe headache, or other new or unusual symptom.

- **Activate MBHERP.**
- Assist student to ground.
- If a student is unresponsive and not breathing, initiate CPR.

**Trouble Breathing/Choking:** Cyanosis, blue/gray color of skin of the face or chest, is an immediate 911 call with or without the presence of other symptoms.

- **Activate MBHERP.**
- If choking, perform abdominal thrusts if trained (Heimlich Maneuver).
- Assist student to a sitting position on the ground.
- If student becomes unresponsive/stops breathing, initiate CPR.

Other signs a student is having difficulty breathing include wheezing, a high-pitched whistling sound heard when student breathes out, and chest retractions (a noticeable pulling in and out between ribs with each breath). Any student with these symptoms or complaints of shortness of breath/trouble breathing should be assessed by the school nurse. These symptoms can be signs of asthma or other condition which may resolve with rescue inhaler/nebulizer use. If the student has these symptoms without a history of asthma, the nurse is not readily available, and/or the student is not fully alert and/or responsive.

- **Activate MBHERP.**
- Assist student to a sitting position on the ground.
- If student becomes unresponsive/stops breathing, initiate CPR.

## 911 Emergencies

***It is the professional responsibility of all staff to respond and/or report an emergency to the proper authorities. Please follow the below instructions when calling 911.***

When calling 911 from landline or cellphone remember to:

- Stay on the line until 911 operator releases you.
- Identify yourself and provide school name and address (provide the city name in case the call has been redirected to an outside agency).
- Explain the situation or incident relating to your call.
- State exact location-include floor, room number, and nearest access door if known using the alphanumeric code located on door.
- Provide the best description of the suspect, if applicable.
- State the number of victims, if applicable.
- A staff member may be designated to meet emergency personnel at a specified location. (Designated door allowing best access to where event is located);

- If the event would need their response, the principal or designee contacts the Superintendent's office

Although 911 calls (landlines and cellphones) made within our city are, on most occasions, answered by the Lynn Police, it is important to supply the location (Name of school, address and city) as sometimes 911 calls may be redirected and answered by a non-Lynn entity. This can occur when many 911 calls are being made at the same time.

## Selected Education Topics

### DCAP (District Curriculum Accommodation Plan)

Pursuant to Massachusetts General Laws Chapter 71, § 38Q ½, the Lynn Public Schools has adopted and implemented a District Curriculum Accommodation Plan (DCAP).

The DCAP lists a number of strategies that may be used by classroom teachers for any student.

The purpose of the DCAP is to ensure that all efforts have been made to meet students' needs in general education. The DCAP is designed to assist the classroom teacher in analyzing and accommodating diverse learning styles of all students, and in providing appropriate services and support within the general education program. It lists a number of strategies that may be used by classroom teachers for any student.

Although specific website page addresses can change over time, the DCAP currently is found on the following webpage: <https://www.lynnschools.org/resources>

#### **More Information:**

*LPS 2024 Framework for Effective Instruction help sheet, with links to pertinent District information.*  
[Framework for Effective Instruction.pdf](#)

#### **References:**

*Massachusetts Curriculum Accommodation Plan Law (Massachusetts General Laws Chapter 71, § 38Q ½)*  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q1~2>

### Special Education

The term "special education" refers to specially designed instruction and related services that meet the unique needs of an eligible student with a disability. Frequently, it also includes a specific service need that is necessary to allow an eligible student with a disability to access the general curriculum. Regardless of the type of instruction or support that is provided, special education is provided by school districts at no cost to caregivers. This also includes students attending private schools or those being homeschooled.

**Overview:**

In Massachusetts, the delivery of special education is guided by both the Individuals with Disabilities Education Act (IDEA) and the state's special education law (MGL c. 71B). These laws underscore the need for an Individualized Education Program (IEP) that is designed to meet the unique needs of students eligible for special education services. They also outline protections to ensure that students receive regular, appropriate, and comprehensive evaluations. IDEA is a reauthorization of initial Public Law 94-142 (Education for All Handicapped Children Act of 1975) that defines special education as "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Reauthorizations of IDEA occurred in 1990 and 2004.

Under the Individuals with Disabilities Education Act, eligible students with disabilities receive services based on their individual needs, and they are entitled to a free appropriate public education (FAPE). A FAPE has been interpreted through case law to mean that students are entitled to receive services necessary to help them advance from grade to grade. Additionally, all students from age three (3) through age twenty-one (21) are eligible to be provided a free and appropriate public education.

Because each child has an individual set of needs, Lynn Public Schools has a vast array of programs and services. Additionally, it employs an experienced staff of service providers, including school psychologists, physical therapists, occupational therapists, speech-language pathologists, behavioral specialists, teachers, and paraprofessionals, to ensure that eligible students are supported. At Lynn Public Schools, we strive to support the intellectual, social-emotional, and physical development of our learners by creating opportunities for exploration in safe, nurturing, and least restrictive environments. Our work is built on the foundation of culturally responsive practices and collaboration with students, caregivers, and the community.

**Evaluation Process:**

Before a determination can be made regarding a student's eligibility for special education, an evaluation of the student's educational strengths and needs must occur. Referrals are typically initiated by a caregiver contacting a principal, school personnel, or the administrator of special education and requesting an evaluation for special education eligibility. Additionally, a referral might be recommended during the SST (student study team) process. A critical step in the evaluation process, referrals must be received in writing, and they should include the areas of concern and a description of the educational needs.

Upon receiving the request, the district must generate a consent form within five (5) school days that outlines all areas of suspected disability for evaluation. These areas may include communication and language comprehension, educational development, cognitive ability, motor ability, vision, hearing, and social-emotional development. A home assessment might be included, in addition to evaluating other areas of concern. Districts must complete the assessments within thirty (30) school days upon receipt of a signed consent form, and a meeting to discuss the results and determine eligibility must be scheduled within forty-five (45) days of receipt.

Based on the discussion and the evaluation information, the participants of a special education evaluation meeting will determine if a student is eligible for special education and related services. For students that qualify, the evaluation results will be used to develop an Individualized Education Program (IEP). If the team determines that the student does not qualify, other support options might be

discussed through such processes as SST or 504. Additionally, the student’s caregiver will receive a letter from the school stating that the student is not eligible. It will also detail why the student was found ineligible and provide information about the caregiver’s rights, including the right to appeal a finding of no eligibility.

### **Child Find:**

Lynn Public Schools must conduct Child Find activities for all students (ages 3–21) living or attending school within its borders, regardless of whether students attend public or private schools or are homeschooled. Additionally, Child Find activities must be comparable to those conducted for students in public schools, and districts must provide information outlining how students can access publicly funded evaluations and specialized services.

## Referrals (IEP & SEL)

### **Individualized Education Plans:**

Referrals are typically initiated by a caregiver contacting a principal, school personnel, or the administrator of special education and requesting an evaluation for special education eligibility. Additionally, a referral might be recommended during the SST (student study team) process. A critical step in the evaluation process, referrals must be received in writing, and they should include the areas of concern and a description of the educational needs.


### **Social Emotional Learning (SEL) Referrals:**

The SEL team has clinical staff that are trained to provide mental health services. Please refer to the Clinical Supervisor in your school if you have any questions or concerns regarding the behavioral, emotional, or social functioning of your student. Please refer to the Clinical team, immediately, any student who is experiencing suicidal thoughts, actions, self-harm or homicidal threats and inform your Principal. See link to Student Safety Plan.

*Current SEL Referral Form*

 [SEL Authorization for Student Support and Counseling and Referral Form.docx](#)

*Current Student Safety Plan Utilized by the SEL Team:*

 [Student Safety Plan.pdf](#)

## Section 504 Plans

It is important for staff to review and understand the 504 Plans of their students.

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits disability discrimination by recipients of federal funding, including the Lynn Public Schools. The law states that “no otherwise qualified individual with a disability... shall, solely by reason of her or his (or their) disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...”<sup>3</sup>

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<sup>3</sup> Section 504 of the Rehabilitation Act of 1973. 29 USC § 794.

Under Section 504, reasonable accommodations are provided by the Lynn Public Schools to qualified students with a disability. A student with a disability is a student who has a physical or mental impairment that substantially limits a major life activity (or more than one major life activities). Additionally, students may be considered disabled if they have a record of such an impairment, or are regarded as having such an impairment.

Each School Principal annually appoints a 504 leader for the building, who may be referred to as the 504 Chairperson or 504 Coordinator of their respective school. They lead the process for determining 504 eligibility and accommodations for qualified students within their school.

### **Section 504 Grievances**

Parents/guardians who disagree with the contents of a Section 504 Plan have certain rights, including rights to request a meeting with the school principal or school building level 504 Coordinator, file a formal complaint with the Lynn Public Schools District 504 Coordinator, or seek recourse from the Federal Department of Education's Office for Civil Rights.

Conflicts between parents/guardians and school personnel about Section 504 issues may be resolved through the Lynn Public Schools 504 grievance procedures. Although specific website page addresses can change over time, the Lynn Public Schools 504 grievance procedures can now be found on the following webpage: <https://www.lynnschools.org/resources>

### **Student Study Team (SST)**

Student Study Teams (SSTs) are school based problem-solving teams utilized to review general education students' strengths, academic progress, ability to access the general education program, and other topics of concern.

Student Study Teams are collaborative teams that recommend and review alternative strategies to be implemented in the general education classroom. As such, Student Study Teams are a function of general education.

The purposes of the SST include, but are not limited to, the following:

- Identify and assist students by reviewing and recommending strategies in the general education program;
- Help teachers to educate students using the collective expertise of other school staff;
- Support parents/guardians of students who need additional strategies and support;
- Promote the use of the Lynn Public Schools District Curriculum Accommodation Plan;
- Document time-tested interventions before referring a student for possible Special Education eligibility, or for a potential Section 504 Plan.

Each School Principal annually appoints a Student Study Team leader for the building, who may be referred to as the SST Chairperson or SST Coordinator of their respective school.

## Safety Care Rules and Regulations

Staff may be specialized para-educators or campus monitors who have advanced training in Safety Care rules and regulations. More information on this topic can be located in the Paraprofessional contract.

*LTU Paraprofessional Contract:*

[https://www.lynnteachersunion.org/sites/default/files/article\\_pdf\\_files/2022-07/lynn\\_paraprofessional\\_contract\\_2022-25.pdf](https://www.lynnteachersunion.org/sites/default/files/article_pdf_files/2022-07/lynn_paraprofessional_contract_2022-25.pdf)

## Protected Class Discrimination/Harassment

The Lynn Public Schools is committed to maintaining a school environment free of discrimination and/or harassment based on race, color, national origin, creed/religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, marital status, homelessness, special need, proficiency in the English language, academic achievement, or any other consideration made unlawful by any federal, state or local laws or regulations.

Discrimination and/or harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Lynn Public Schools requires all employees and students to conduct themselves in an appropriate manner, with respect for their fellow employees, students, and all members of the school community.

### **References:**

Access to Equal Educational Opportunity Law (Massachusetts General Laws chapter 76, § 5)

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/Section5>

LPS Discrimination/Harassment Policy

<https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/JBA>

Process

 [Updated Protected Class Discrimination or Harassment 9-5-2023.pdf](#)

[Updated Protected Class Discrimination or Harassment - Spanish.pdf](#)

## Title IX and Sexual Harassment


LPS is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. LPS will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation.

### **References:**

*LPS Policies (At the time of publication of this Handbook, there is a pending change in law regarding Title IX, that may result in revision of LPS Policies. For the latest policies on Title IX and Sexual Harassment, please see the LPS School Committee Policy Manual linked below)*

<https://z2policy.ctspublish.com/masc/browse/lynnset/welcome/root>

*Process (subject to change following change in law referenced above)*

 [Updated Sexual Harassment Process 9-5-2023.pdf](#)

[Updated Sexual Harassment Process 9-5-2023 - Spanish.pdf](#)

## Bullying

The Lynn Public Schools are committed to creating a safe and inclusive environment for all staff members. Bullying, in any form, is unacceptable and goes against our core values. This policy is in place to ensure that staff members are aware of the expectations and consequences regarding bullying in our schools. By adhering to these guidelines, we can foster a positive and respectful workplace.

### **Definition of Bullying (as defined in M.G.L. c. 71, § 370)**

#### **Bullying:**

- Is the repeated use of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a student that:
  - causes physical or emotional harm to the target or damage to the target's property;
  - places the target in reasonable fear of harm to themselves, or of damage to their property;
  - creates a hostile environment at school for the target;
  - infringes on the rights of the target at school; or
  - materially and substantially disrupts the education process or the orderly operation of a school.

#### **Cyber-bullying:**

- is bullying through the use of technology or any electronic communication including the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.
- cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.



**Staff Expectations and Responsibilities to Prevent Bullying:**

1. It is the responsibility of all staff members to take immediate action if they witness or know about any bullying incidents. Ignoring or condoning such behavior is considered a violation of this policy.
2. Staff members are encouraged to report any incidents of bullying to their immediate supervisor, principal, or designated individual responsible for handling such matters.
3. Confidentiality will be maintained throughout the reporting and investigation process. Retaliation against anyone involved in the reporting or investigation of bullying is strictly prohibited.

**Staff Procedures for Reporting and Responding to Bullying:**

1. Any staff member who witnesses or experiences bullying should report the incident promptly to the principal or school bullying coordinator.
2. The principal or school bullying coordinator will conduct a thorough investigation of the reported incident, which should include interviews with the involved parties and any potential witnesses.
3. Once the investigation is complete, appropriate disciplinary action will be taken against the perpetrator, in line with our disciplinary policy.
4. The victim of bullying will be provided with support and resources, which may include counseling or assistance from the school's support staff.
5. As necessary, preventative measures, such as staff training programs, awareness campaigns, and initiatives to promote a positive school culture, will be implemented to discourage bullying behaviors.

It is also of note that there is a bullying coordinator housed in each LPS school.

**References:**

*Massachusetts Bullying Prevention Law (M.G.L. c. 71, § 370)*

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section370>

*LPS Bullying Prevention Policy*

<https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/JICFB>

**Hazing**

Pursuant to Massachusetts General Laws Chapter 269, § 17-19, the Lynn Public Schools prohibits the practice of Hazing.

Hazing is any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

Examples of hazing include, but are not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical

health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hazing is a crime under Massachusetts law that is punishable by a fine of not more than three thousand dollars, imprisonment in a house of correction for not more than one year, or both.

Consent is not available as a defense to the charge of hazing.

#### References:

*Massachusetts Hazing Laws (Massachusetts General Laws Chapter 269, § 17-19)*

<https://malegislature.gov/Laws/GeneralLaws/PartIV/Title/Chapter269>

*Massachusetts Anti-Hazing Reporting Regulations (603 Code of Massachusetts Regulations 33.00)*

<https://www.doe.mass.edu/lawsregs/603cmr33.html>

*DESE Anti-Hazing Guidance*

<https://www.doe.mass.edu/psm/anti-hazing/>

*LPS Hazing Policy*

<https://z2policy.ctspublish.com/masc/browse/lynnset/lynn/JICFA-E>

### Translation/Family Right to Correspondence and Communication in their Home Language

Schools must communicate information to parents/guardians in a language they can understand about any program, service, or activity.<sup>4</sup>

Schools must provide document translation and oral meeting interpretation from appropriate and competent individuals. Schools may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret, even if they are bilingual.<sup>5</sup>

Many individuals have some proficiency in more than one language, but are not completely bilingual. They may be able to greet a limited English proficient individual in their language, but not conduct agency business, for instance, in that language. The distinction is critical in order to ensure meaningful communication and appropriate allocation of resources. **As valuable as bilingualism and ability to conduct monolingual communication in a language other than English can be, interpretation and translation require additional specific skills in addition to being fully fluent in two or more languages.** Professional interpreters and translators are subject to specific codes of conduct and should be well-trained in the skills, ethics, and subject-matter language.<sup>6</sup>

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<sup>4</sup> US Department of Justice Civil Rights Division and US Department of Education Office for Civil Rights, *Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them*. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

<sup>5</sup> Id.

<sup>6</sup> US Department of Justice. Limited English Proficiency. *Commonly Asked Questions and Answers Regarding Limited English Proficient (LEP) Individuals*. <https://www.lep.gov/faq/faqs-rights-lep-individuals/commonly-asked-questions-and-answers-regarding-limited-english>

Although specific website page addresses can change over time, meeting interpretation and document translation can currently be requested on the following webpage:

[https://www.lynnschools.org/resources/staff\\_resources](https://www.lynnschools.org/resources/staff_resources)

Any questions about translation or interpretation should be directed to the Lynn Public Schools Manager of Translations and Interpreting by calling 781-477-7220 Ext. 3360 or emailing [CinelliG@lynnschools.org](mailto:CinelliG@lynnschools.org)

## Welcome Center

As the first place of interaction parents/caregivers, and children have with Lynn Public Schools, we promise consistent standards for culturally responsive practices so all families that interact with the Welcome Center are immersed in a supportive environment where families feel valued, respected, and understood, so children learn to thrive, and impact the greater community and the world.

All students entering the Lynn Public Schools for the first time and all students reentering the Lynn Public Schools due to a break in their enrollment status must sign-up at the Welcome Center.

### **References:**

*Welcome Center Guide*

 [Welcome Center Guide.docx](#)

*Welcome Center Website:*

[https://www.lynnschools.org/departments/welcome\\_center](https://www.lynnschools.org/departments/welcome_center)

*Welcome Center Facebook Page:*

[Welcome Center/ Centro de Bienvenida Lynn Public Schools | Lynn MA | Facebook](#)

## Attendance Taking

Attendance is everyone's responsibility. Attendance is an accountability measure but recording accurate attendance contributes to the safety of the Lynn Public Schools community.

Accurate and timely attendance recording plays an important role in ensuring student and staff safety. Accurate attendance taking can quickly identify a student who is absent without a valid reason. School staff can then quickly identify potential safety concerns such as illness, accidents, and other emergencies.

Tracking students' attendance can help staff establish a baseline for each student's well-being, making it easier to notice any sudden changes in behavior and appearance that may indicate a safety issue.

Consistent attendance develops a sense of belonging and community. Additionally, accurate attendance recording enables schools to account for all students, during emergencies and drills, enhancing overall safety protocols.

Current Attendance Codes: [Attendance Code Document 2024-07-25.pdf](#)

Current Attendance Protocols:  [Complete attendance protocols pdf.docx](#)

## Multilingual Education

### **About the Multilingual Education (MLE) Office**

The MLE Department serves Multilingual Learners (MLs) in the Lynn Public Schools by facilitating comprehensive Multilingual language education and services. Lynn Public Schools offers a variety of learning environments to meet the needs of the MLs in our school district.



The primary English Learner program in Lynn Public Schools is SEI (Sheltered English Immersion). In this program, nearly all instruction is in English using appropriate supports and scaffolds to provide all students equal access to grade-level academic standards.

Massachusetts [law](#) defines SEI as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English."

In addition to our SEI Program at all elementary schools, Compañeros Dual Language (DL) programs are available to students that attend Harrington and Connery Elementary Schools. These dual language programs, which must be approved by the Department of Elementary and Secondary Education, serve a growing number of multilingual learners by teaching content in both English and Spanish.

### Elementary School ELE Program Models

*SEI (Sheltered English Immersion) Program:* This learning environment provides sheltered content instruction and ESL support. In these classrooms students will:

- Receive sheltered content instruction with appropriate English language scaffolds from an SEI-endorsed classroom teacher to develop skills in grade-level academic content aligned with state standards
- Be in a classroom with both Multilingual Learners and non-Multilingual Learners
- Receive ESL instruction from a certified ESL specialist

*Compañeros Dual Language Program (only available at Connery and Harrington):*

This learning environment provides content instruction in two languages (Spanish and English), as well as English Language Development (ELD). In kindergarten, students will spend 90% of their day in Spanish and 10% of their day in English. The amount of English will increase by 10% each year, until 4th and 5th grade, when students will spend 50% of their day in each language.

In dual language classrooms students will:

- Be in a classroom with both Multilingual Learners and non-Multilingual Learners
- Receive sheltered content in Spanish and English, with appropriate scaffolds, from an SEI-endorsed and bilingual education endorsed classroom teacher.
- Receive ELD instructional from a certified ESL specialist

Secondary Schools ELE Program Models

*SEI (Sheltered English Immersion) Program:* This learning environment provides sheltered content instruction and ESL support. In these classrooms students will:

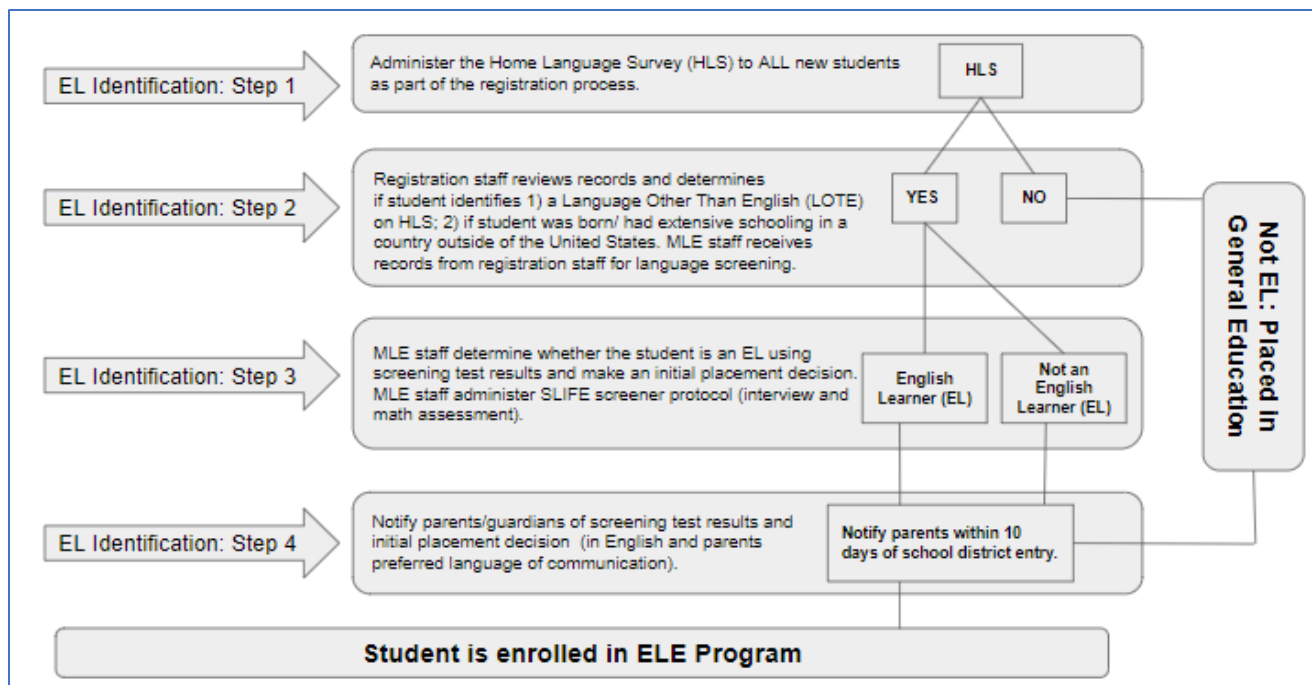
- Be in a classroom with both Multilingual Learners and non-Multilingual Learners
- Receive sheltered content instruction with appropriate English language scaffolds from an SEI-endorsed classroom teacher to develop skills in grade-level academic content aligned with state standards
- Multilingual Learners with a Level 1 and 2 English language proficiency during their first two years in US schools, including students who have limited formal schooling, may be scheduled in targeted grade-level classrooms (cohorts) with other early proficient Multilingual Learners who are in their first two years in US schools, to provide intensive support for English language development and grade-level academic content
- Receive ESL instruction from a certified language specialist

**Placement Criteria**

Lynn Public Schools is required by law to identify English Learners so they can receive instruction designed to assist them in learning English and subject matter content. Parents and guardians participate in the decision-making process relative to the type of program the identified student will receive.

Lynn Public Schools uses the following process, which is mandated by both state and federal law, for determining whether a newly enrolled student is an English Learner:

- Home language survey to all newly enrolling students
- English proficiency assessment
- Parental notification and input



### Exit Criteria and FEL Monitoring

Identified EL students take the Massachusetts Department of Secondary and Elementary Education's approved ACCESS for ELs 2.0 language proficiency test annually.

The purpose of the exam is to monitor student progress in English language proficiency in all four domains of language (listening, speaking, reading and writing). This exam, together with performance on other state and local exams, academic performance, and teacher recommendation, serves as a criterion to aid in determining when MLs have attained language proficiency comparable to that of their English-proficient peers. Once students exit the program, they are designated as Former English Learners (FEL) and are monitored for an additional four years. Classroom teachers are responsible for completing FEL monitoring on Ellevation twice per year for students on their roster(s).

Students must score a minimum of a 4.2 Overall and a 3.9 in Literacy (Reading and Writing) in order to be considered to exit EL status. This exit criteria is set by state guidelines and federal legislation.

### Opting out of ESL

Parents/Guardians of EL students have the option to opt their child out of ESL services. The teacher/administrator (grades K-5) or the guidance counselor (grades 6-12) sends the opt-out form home with the students to be signed by the parent/guardian. Once MLE has the form, a member of the department calls home to explain English Learner programming, ACCESS testing, and confirm choice. Classroom teachers are responsible for monitoring opt-out students on Ellevation.

Note: All students who opt out of ESL services are still required by the state to take ACCESS annually until they reach or exceed the exit criteria, and are still required to be tagged as an English Learner in the district's Student Information System.

## **EL Coordinator**

EL Coordinators for each school shall be compensated based on the number of EL students in the school as of the October 1 enrollment numbers. Schools that have less than one (1) full-time ESL Specialist will share an EL Coordinator with the building with which they share an ESL Specialist.

- EL Coordinators are responsible for the following core duties, among others:
  - Attend no more than 5 annual meetings with MLE for the purposes of meetings and/or training.
  - Monitor/facilitate ELD grading on report cards in buildings without an ESL department head.
  - Assist building-based ACCESS test coordinator in the planning of ACCESS testing and reporting.
  - Support the implementation of EL Student Success template/benchmarks for ELs not making progress using Ellevation Goals.
  - Monitor/facilitate EL MCAS Accommodations - ensure that content teachers have added them and print the copies to be sent home.
  - Organize Language Acquisition Team (LAT) meetings during open houses, or other available times, to elicit parent/family input, for students not making progress.
  - Monitor the FEL monitoring process in the building and make sure that forms are completed by all content teachers.
  - Support building staff with utilizing Ellevation software, as needed.
  - Act as a liaison between school and district ELE office for building-based EL communication.
  - Assist in the coordination of intake language testing at the building- level, as needed, for potential English Learners.
  - Beginning of year and end of year inventory of ESL materials in buildings without an ESL department head.
  - Support in the facilitation and completion of any additional data compliance documentation required by DESE
- EL Coordinators should be currently working under ESL licensure and should be/have:
  - Detail oriented
  - Highly organized
  - Able to work independently
  - Good communication skills
  - A self-starter
  - An equity mindset

## **Ellevation**

Ellevation is the most comprehensive EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting and supports instructional planning for multilingual students. Level of access to Ellevation varies by role. For access to Ellevation, or to request a change in your level of access to Ellevation, please reach out to the Multilingual Education Office.

## EL Folders

Districts are required by law (Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 11, 12; 603 CMR 14.02, 14.04, 23.02) to maintain the following information in either the EL Folder, commonly known in Lynn as the “blue folder”, or electronically (PowerSchool, Ellevation, etc).

Item	Location
home language survey	Blue Folder
results of identification and proficiency tests and evaluations	Blue Folder
ACCESS for ELLs 2.0 report	WIDA AMS
MCAS report	
information about students’ previous school experiences, if available	Blue Folder
copies of parent notification letters	Ellevation
progress reports, in the native language, if necessary	Blue Folder
report cards, in the native language, if necessary	PowerSchool
evidence of follow-up monitoring for reclassified and opt-out students, if applicable	Ellevation
annual documentation of a parent’s consent to “opt-out” of ELE program, if applicable	Blue Folder
evidence of the implementation of benchmark requirements for students who have not met their annual English language proficiency benchmarks	Ellevation

EL Folders are required to be signed in and out each year and stored in a safe and secure manner.

- *Elementary*: EL Folders are kept in the classroom teacher’s room along with cumulative folders
- *Secondary*: EL Folders are kept by the guidance counselor

What to do with a folder when a student...

- *has exited to FEL status*: keep blue folders for a minimum of 4 years until student is no longer monitored, and then the folder should be shredded at the school (do not send to MLE or to the next year’s school)
- *has left the district*: send blue folder to Marion Guiffre at MLE
- *has transferred to another Lynn school*: send the blue folder to Marion Guiffre at MLE so that the folder can be checked, logged, and sent to the next school. (this does not apply to students that move from elementary to middle or middle to high at the end of the year)
- *has moved onto the next grade span*: when a student moves from 5th to 6th grade or 8th to 9th grade, folders should be sent directly to the receiving school.

If you have questions about blue folders or are missing a student’s blue folder, please email Marion Guiffre ([guiffrem@lynnschools.org](mailto:guiffrem@lynnschools.org))



## Homelessness

The goal of McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth. The SEL Department and the McKinney Vento Homeless Liaison oversee the school based Homeless Point Persons who provide ongoing school-based support and communication with the district.

The Lynn Public Schools ensures the implementation of the McKinney-Vento Homeless Education Act regarding identification, enrollment, attendance and success in school of homeless children and unaccompanied youth in grades Pre-Kindergarten – 12.

There are strong ties between the Welcome Center’s intake assessments and the Homeless Liaison, for more information on this, please reach out to the McKinney Vento Office at X3207. For more information, please see Policy JFABD of the School Committee Policy Manual.

### **References:**

*McKinney-Vento Advisory*

[McKinney-Vento Homeless Education Assistance .docx](#)

*Students in Foster Care*

[Educational Stability for Students in Foster Care.docx](#)

## Transportation Charter Request Procedure

LPS has a contract with North Reading Transportation (NRT) to provide transportation services for regular and special education students. A reduced charter rate has been secured for LPS, benefiting all departments and schools, particularly those not funded through the LPS Transportation Dept. Please note that the availability of NRT for charters is not guaranteed, as there may be times when additional drivers are unavailable. To request transportation for a charter for your group or event, please follow the steps below:

- Obtaining a Quote:
  - Complete a Quote Charter Request Form and email to [izarba@nrtbus.com](mailto:izarba@nrtbus.com) for the transportation service needed by. NRT will notify you if they are able to provide the transportation and provide a quote for the trip.
- Booking with NRT:
  - If NRT can accommodate the transportation request complete the Charter Request Form and email it to [izarba@rtbus.com](mailto:izarba@rtbus.com) as per the instructions on the bottom of form.
  - Confirm the trip with NRT, ensuring to specify the person responsible for the trip and their contact information. NRT will send confirmation when the charter is booked.
  - Upon receiving the trip confirmation, create a purchase order to cover the service costs.
- Creating a Purchase Order:
  - Initiate a requisition for a purchase order:

- o For trips funded by the school, consult with the principal.
  - o For trips funded by grants, coordinate with the Grants Department.
  - o For department-funded trips, reach out to the respective director.
  - o Email the invoice to Accounts Payable at [acctspay@lynnschools.org](mailto:acctspay@lynnschools.org) for processing.
- Exploring Alternative Vendors:
    - o If NRT is unable to provide transportation, consider engaging a different vendor for the charter service.
    - o Follow the steps above.
    - o Contact the LPS Transportation Dept.t for information on additional vendors. Note that uncontracted vendors are not endorsed or guaranteed by the Transportation Dept.

Please adhere to the outlined steps when requesting transportation services.

### Field Trip Bagged Lunch Procedure

LPS has procedures for field trip meals that will ensure that food safety is adhered to and is a priority. Lunch staff will pack coolers and supply ice sheets that will keep the meals at the required temperature. Meals taken out of these coolers and placed in a backpack will start to spoil at certain temperatures, resulting in possible illness. Please see procedures below for full details.


[Procedure Field Trip Lunches.docx.pdf](#)

### LPS Student District Handbook

LPS publishes a Student District Handbook annually. It is available at [www.lynnschools.org/resources](http://www.lynnschools.org/resources)

### Missing/Eloped Children Process

The document linked below includes the Process for Reporting Missing or Eloped Students. It should be accessible at all times to the Principal, Secondary Vice Principal(s) or Elementary Program Specialist, and anyone who may serve as an Acting Principal. When a concern is received about a student who is missing or eloped, first immediately call 911 or Lynn Police at 781-595-2000. Next, immediately call Officer John Mackin at 781-953-3329 or Ext. 1811 or 1812 to advise of reporting to Police. Then, immediately call Superintendent or Deputy Superintendent. These steps and additional next steps are covered in the document linked below.

 [Missing or eloped student process.docx](#)  
[Missing or eloped student process - Spanish.pdf](#)

## Communication Charts and Templates

Linked below are communications templates/charts in English and Spanish that have been developed for Lockdown; Hold & Secure; Shelter in Place; Evacuation; Medical Hold; Death of Staff; Death of Student; Drills (fire, lockdown, etc.); Media; Threats; Protective Sweeps; Non-School Incidents Involving Students After Hours or On Weekends; Incidents In Neighborhood Not Involving Students After Hours or On Weekend.

 [Communication Template Chart.docx](#)  
[Communication Template Chart - Spanish.pdf](#)  
 [Communication Templates.docx](#)  
[Communication Templates - Spanish.pdf](#)