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SCHOOL DISTRICT LEGAL STATUS

The legal basis for public education in the District is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of Lincoln-Sudbury Regional School District_structurally is a department of the town operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the_Lincoln-Sudbury Regional School District is coterminous with the Town of Lincoln, MA, and the Town of Sudbury, MA.

Established by law

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II
M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

Historical Note: Massachusetts has the oldest public school system in the nation. Dating back to 1647, the laws of the Massachusetts Bay Colony required towns to provide for a program of public education.

SOURCE: MASC
Adopted for LSSC Policy Manual, 11/23/21

REGIONAL DISTRICT AGREEMENT

The Lincoln-Sudbury Regional School District was formed in accordance with Chapter 71 Section 14B of the General Laws and with the terms of the Agreement between the towns of Lincoln and Sudbury as proposed by the Regional School District Planning Committee of Lincoln and Sudbury.

The terms of the Agreement, having received affirmative votes at the Town Meetings of both towns and having been approved by the Department of Education, shall be the basis for the operation of the Regional School District.

THE REGIONAL AGREEMENT BETWEEN THE TOWN OF LINCOLN AND THE TOWN OF SUDBURY with respect to the formation of a Regional School District, as amended

The following agreement as it stands has been changed from the original agreement of 1954 as the result of six amendments.

Amendment 1 changed the details of apportioning State and Federal Aid in Section 5(f) and was adopted in 1966.

Amendment 2 changed the method of electing members of the School Committee in Section 1 and was adopted in 1970.

Amendment 3 changed the dates in Section 5 (Apportionment of Expenses) as a result of the change from a calendar year to a fiscal year and was adopted in 1973.

Amendment 4 changed the dates for considering and adopting an annual budget in Section 9, again as a result of the change from a calendar year to a fiscal year and was adopted in 1974.

Amendment 5 changed the method of apportioning District revenues and expenditures in Section 5, Section 7 and Section 9 and established the Excess & Deficiency Fund. It was adopted in 1988.

Amendment 6 changed the method by which town meetings amend the Regional Agreement by eliminating the need for paper ballots and was adopted in 1988.

Adopted May 18, 1988

This Agreement entered into pursuant to Chapter 71 of the General Laws of Massachusetts as amended.

WITNESSETH that

Lincoln-Sudbury Regional School District

WHEREAS the Towns of Lincoln and Sudbury desire to form a Regional School District under provision of said Chapter 71; and

WHEREAS such Towns desire to enter into an Agreement provided by said Chapter 71,

NOW THEREFORE, in consideration of the foregoing and of the mutual promises herein contained, the Towns of Lincoln and Sudbury do mutually agree as follows:

1. Number, Composition, Method of Selection and Terms of Office of the Members of the Regional District School Committee. The powers and duties and liabilities of the Regional School District shall be vested in and exercised by a Regional School District Committee. Such Committee shall consist of six members to be elected by all of the voters of Regional District voting in an annual District election to be held the last Monday in March as hereinafter provided. The term of office of each member shall be three years; and until his successor has been elected and qualified. Two members shall be elected at each annual District Election commencing with the first such election to be held next following the effective date of the Second Amendment to this Agreement. A member of the Regional School District Committee must be a resident of the District. A quorum shall be four. Vacancies which occur on the Regional School District Committee shall be filled by the remaining members of the Committee acting together with the Chairman of the Board of Selectmen of each member town. The appointee filling such vacancy shall serve until the next Regional District election-and until his successor has been elected and qualified. At the next Regional District election following the occurrence of such vacancy, a successor to serve for the balance of the unexpired term, if any, shall be elected. The members of the Regional School District Committee incumbent on the effective date of said Second Amendment shall hold office until the year in which their terms would ordinarily expire and until their successors have been elected and qualified as herein before provided.

Nomination papers for membership in the District Committee shall be filed with the Secretary of the District within the time allowed by Massachusetts General Laws relating to filing nominations with the town clerk in town elections and Sections 114 and 115 of Chapter 41 of the General Laws shall so far as apt apply to nominations for the Regional District School Committee, except that the signatures of at least fifty registered voters of the Regional District shall be required for such nomination. The Annual Election shall be called and held in the manner provided for a calling and holding of an election pursuant to Section 16(n) of Chapter 71 of the General Laws so far as applicable.

Notwithstanding, the foregoing provisions of this section to the contrary, in the event the annual town elections in all the member towns shall be held on the same day as the annual District election, the annual District election may be combined with and held as part of the annual town elections in each member town and the following additional provisions shall be applicable, to wit.

- (a) The Secretary of the Regional School District shall promptly upon receipt thereof certify to the town clerk of each member town the name and address of each candidate for the Regional School District whose nomination papers have been properly filed.
- (b) The Warrant for the Annual Regional School District Election shall state that said election

will be held at the same time and place as the annual town election in the member towns.

- (c) The ballot, whether printed or by voting machine, for the Annual Regional School District election may be prepared separately or with the consent of the Selectmen in all member towns may be included with and prepared as part of the ballot of the annual town election.

The town clerk in each of the member towns shall promptly certify to the Regional District Committee the result of the voting in that member town. Newly elected or appointed members of the Regional School District Committee shall be sworn to the faithful performance of the duties of the office by the Secretary of the Regional School District Committee or by the Town Clerk of the town in which he resides, who shall file a record of said oath with the Secretary of the Regional School District. Any recount petitions shall be filed with the Secretary of the School District.

- 2. Location of Regional District School. The Regional District School shall be located in the northeast portion of the Town of Sudbury within a radius of two and one-half miles of the junction of the two Towns.
- 3. Type of Regional District School. The Regional District School shall be a Senior High School consisting of Grades 9 through 12, inclusive.

The Regional District School Committee is hereby authorized to establish and maintain State-aided Vocational Education, acting as trustees therefor, in accordance with the provisions of Chapter 74, General Laws, and Acts mandatory thereto, or dependent thereon; if the Regional District School Committee deems it desirable.

- 4. Student Membership - Transfer Date - Tuition Pupils. The membership of the Regional School District shall include all students residing in the member Towns in Grades 9 through 12 educated at the expense of the member Town or the Regional School District.

Jurisdiction over, and responsibility for, the educational needs of such membership shall not be transferred from the local School Committees of the member Towns to the Regional District School Committee until the Student Transfer Date which shall be September 1, 1956, unless prior thereto the Regional District School Committee and the local School Committees of each of the member Towns agree upon the establishment of an earlier Student Transfer Date.

On the Student Transfer Date, the Regional District School Committee shall assume exclusive jurisdiction over, and responsibility for, the educational needs of the membership except that students of a member Town who attended High Schools outside of their Town on a tuition basis, at their Town's expense, prior to the Fall of the year that the Regional District School is prepared to accept students and who would enter Grades 11 and 12 in the Fall of such year, may finish their High School education at such High Schools outside of their Town at the Regional School District's expense. Notwithstanding the other provisions of this Agreement relating to the apportionment of operating expenses there shall be apportioned to the respective member Towns, the entire amount, if any, by which the tuition paid by the Regional District School Committee for the students from such town exceeds the average per pupil operating cost of the Regional School District as determined by said Committee exclusive of such tuition pupils multiplied by

the number of such tuition pupils from such town.

Students residing outside the Regional School District may attend the Regional District School upon the approval of the Regional District School Committee and the payment of tuition as determined by such Committee.

Pursuant to such terms and conditions as it may prescribe the Regional District School Committee may authorize the use of Regional School District facilities by member towns or citizens thereof for such purposes as the said Committee may deem in keeping with the civic purpose of such facilities, provided no use may be authorized under this paragraph which would interfere with the use of such facilities for the purposes of the Regional School District.

5. Apportionment of Expenses and Other Items

(a) Apportionment of Costs

The several costs of construction and operation of the District and payments of principal of and interest on its bonds, notes and other obligations shall be apportioned to the member towns as follows: each member town's share for each fiscal period shall be determined by computing the ratio which the sum of its pupil enrollments in the regional school district on October 1 of the three years next preceding the start of such fiscal period bears to the sum of the pupil enrollments in the regional school district of all the member towns on October 1 of the same three years. The Treasurer of each member town shall pay to the Treasurer of the District the amount of such town's share of each installment of principal of and interest on bonds, notes and other obligations of the District at least thirty days before the due date thereof. The Treasurer of each member town shall pay to the Treasurer of the District the amount of such town's apportioned and certified share of all other expenses in twelve equal installments on the tenth day of each month.

(b) Apportionment of State and Federal Aid

Any Federal, State or other aid or grants received by the District shall be credited by the District to its budgeted expenses, and the apportionment to the member towns under subpart (a) above shall be the net costs after the application of said aid or grants.

(c) Miscellaneous Income Defined

Miscellaneous Income shall include all income of the District other than the assessments paid by the member towns pursuant to subpart (a) above and any Federal, State or other aid or grants.

(d) Excess and Deficiency Fund

All unexpended funds, or any portion thereof, may in the discretion of the Regional District School Committee and with the written approval of the Finance Committees of each of the member towns, be paid into the Excess and Deficiency Fund provided, however, that at no time shall the total of the sums in the Excess and Deficiency Fund exceed five percent (5%) of the total District budget for the succeeding fiscal period. Monies in the Excess and Deficiency Fund may be expended in the discretion of the Regional District School Committee for any of the following purposes: (i) to meet extraordinary and nonrecurring costs attributable to the operation and maintenance of the Regional District School; (ii) to pay any other extraordinary costs when amounts from the sources described in subparts (a),

- (b), and (c) above are insufficient to pay such costs; or (iii) to reduce the assessment to the member towns in any fiscal period. Any such reduction of the assessment shall be in accordance with apportionment ratios set forth in subpart (a) above for the fiscal period in which such reduction occurs. Monies paid into the Excess and Deficiency Fund shall be deemed received and reserved for special purposes within the meaning of Section 9.
6. Transportation. Transportation to and from the Regional District School and any other transportation for Regional School purposes shall be the responsibility of the Regional School District and its cost shall be an ordinary operating expense.
 7. Separation - Admission of Other Towns. No member Town may separate from the District except as herein provided. If no bonds or other evidence of indebtedness have been issued by the Regional School District or if all such bonds or other indebtedness shall have been paid in full or the member Town which desires to separate shall have paid its share of installments of principal and interest of such indebtedness to date and shall have made irrevocable deposit in the name of the District with a Massachusetts bank or trust company having combined capital or surplus of not less than Five Million Dollars (5,000,000) of funds for the purpose sufficient to meet such Town's share of any future maturing installments of principal and interest on any such bonds or other indebtedness, such Town may, upon the giving of at least one year's written notice of its intention to do so pursuant to a majority vote of the voters present and voting on the question at an Annual or Special Meeting of such Town called for the purpose, withdraw from the Regional School District at the conclusion of the School term normally scheduled to end in the month of June. The Regional School District may withdraw the funds so deposited and use the same only for the payment of the share of interest and principal on its bonds or other evidences of indebtedness, which would otherwise have been apportioned to and paid by such withdrawing Town. Until such future maturing installments have been discharged, however, the withdrawing Town shall, to the extent thereof, remain liable with respect to such bonds or other indebtedness as if it had not withdrawn. The withdrawing Town's share of future maturing principal and interest shall be computed in accordance with Section 5(a) with credit for State aid as provided in Section 5(b), at the time of giving of such notice.

By an amendment of this Agreement adopted by each member Town in accordance with Section 8 and complying with the proviso therein contained, any other Town or Towns may be admitted to the Regional School District upon adoption as therein provided of such amendments and upon acceptance of the Agreement as so amended and also upon compliance with such provisions of law as may be applicable and such terms as may be set forth in such amendment.

8. Amendment of Agreement. This Agreement may be amended in any manner approved by a majority vote of those present and voting on the question at an Annual Meeting or a Special Meeting called for the purpose in the member Towns, provided that no such amendment shall adversely affect any obligation previously contracted by the Regional School District or affect in any adverse manner the liability of the Regional School District or of the respective member Towns on or with respect to the payment of principal of or interest on any bonds or other evidences of indebtedness issued by the Regional School District, provided that this provision shall not prevent the admission of new towns to the District and the reapportionment accordingly of that part of the cost of construction represented by bonds or notes of the District then

outstanding and of interest thereon.

A proposal for amendment may be initiated by the Board of Selectmen of a member Town, by a majority of all the members of the Regional District School Committee or by a signed petition bearing the signatures of five hundred (500) registered voters of the District, provided the petition shall contain the signatures of at least one hundred (100) registered voters from each member Town. Said petition shall also contain, at the end thereof, a certification by the Town Clerks of the respective member Towns as to the number of registered voters from that Town. Any such proposal for amendment shall be presented to the Secretary of the Regional School District Committee who shall mail or deliver a notice in writing to the Board of Selectmen of each of the member Towns that a proposal to amend this Agreement has been received and shall enclose a Copy of such proposal (without the signatures in the case of a proposal by petition). The Selectmen in each member Town shall include in the warrant for the next Annual Town Meeting or for a Special Town Meeting called for the purpose, an article stating the proposal or the substance thereof. When a majority of those present and voting upon the question in all the member Towns shall have approved a proposal for amendment, said amendment shall be adopted thereby and thereupon become a part of this Agreement.

9. Preparation and Submission of Budgets. Within sixty days after the Regional District School Committee is organized, it shall prepare a reasonably detailed budget of expenses of the balance of the calendar year. Copies of such budget shall be submitted for approval to the Finance Committee and the Selectmen of the member Towns. The amount of the budget thus approved shall be apportioned between the member Towns according to their respective apportionment factors as of the preceding October 1st and shall then be delivered by the Regional District School Committee to its Treasurer for certification of the respective share thereof to each member Town. The sums thus certified shall be payable by each member Town to the Regional District School Committee only from funds appropriated by each member Town for such purpose, if any.

Thereafter, at the opening of each academic year in September, the Regional District School Committee shall as promptly as practicable proceed with the preparation of a tentative budget for the ensuing fiscal period including provision for any installment of principal or interest to become due in such period on any bonds or other evidences of indebtedness of the District. Such tentative budget shall be in reasonable detail, including the amount payable under the following classification of expenses and such other classifications as may be necessary:

General Control, including salaries of the Superintendent, Attendance Officers, Census Enumerators, and all personnel employed in the Superintendent's Office; School Committee Expense, traveling expense, supplies, postage. and other miscellaneous expense.

Expenses of Instruction, including salaries of teachers, principals and other instructional personnel, clerks in the principal's office, traveling expenses, stationery, postage and other miscellaneous expenses of the principal 's office, textbooks and instructional supplies.

Operation of School Plant, including salaries of custodial personnel, fuel, custodial supplies, telephone, and other miscellaneous expenses of operation.

Maintenance of School Plant, including all expenditures made for the installation, repair or replacement of grounds, buildings, or equipment

Auxiliary Agencies, including libraries, health services, transportation, tuition, physical education, lunchrooms, and miscellaneous expenses.

Outlay, including expenses for alterations of grounds and buildings; and new equipment such as furniture, furnishings, instructional equipment and laboratory apparatus.

Vocational Education, including tuition to State aided Vocational Schools.

Debt Service, including principal and interest payments.

All nonrecurring expenditures shall be itemized. From the total of said budget there shall be deducted any surplus of receipts for the preceding fiscal period, excepting those received and reserved for special purposes, over said cost and expenses for that period. Upon the preparation of such tentative budget for any fiscal period and not later than thirty days prior to the date on which the final budget is to be adopted, copies of the tentative budget shall be presented and explained to the Finance Committee in each member Town and within fifteen days thereafter the Regional District School Committee shall hold a public hearing in each member Town after posting in at least three public places at least three days in advance thereof in such town, a notice signed by the Secretary of the Regional District School Committee stating the time, place and purpose of the hearing at which it shall present the proposed Regional School tentative budget and shall answer any reasonable inquiries with respect thereto. Promptly after the holding of such hearings, the Regional District School Committee shall meet for the purpose of adopting a final budget with such modifications in their tentative budget as they may consider necessary or desirable. Failure to give notice or hold hearing as herein prescribed shall not invalidate the proceedings for adopting a budget. Not later than forty-five days prior to the earliest date on which the business session of the annual town meeting of any member town is to be held, but in no event later than March 31 of such period (provided that said budget need not be adopted earlier than February 1), the Committee shall adopt a budget for the ensuing fiscal period and apportion the amount thereof between the member towns according to their respective apportionment ratios as set forth in Section 5(a).

The budget thus adopted shall then be delivered to the Treasurer for the certification of such adjusted apportioned amounts to the respective member Towns.

10. Subcommittees. The Regional District School Committee may from time to time create subcommittees, the members of which need not be members of the Regional District School Committee, and assign to such committees, subject to the supervision of the Regional District School Committee, such advisory functions as the Regional District School Committee may determine. Without limiting the generality of the foregoing, the Regional District School Committee may, to assist it in the construction of the Regional School Building, appoint a Building Committee to advise it with respect to plans, specifications, appointment of architects, engineers, the letting of contracts, the supervision of construction, and any other assistance which the Regional School Committee may desire.

11. Agreement Not to Limit Statutory Powers. Except as otherwise expressly provided herein, no provision of this Agreement shall in any manner be deemed to limit any power now or hereafter conferred by law upon the Regional School District or the Regional District School Committee established hereby.

(The Regional District Agreement was voted in March 1954 and amended in May 1988).

Adopted 11/26/02

Adopted for LSSC Policy Manual, 11/23/21

SOURCE: Lincoln-Sudbury

BASIC COMMITMENT

The legal basis for public education in the regional district is vested in the Constitution of Massachusetts, in state statutes pertaining to education and in the Regional Agreement of the Towns of Lincoln and Sudbury.

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the towns' children. Under state law, the School Committee has the power to select the Superintendent, review and approve budgets and establish educational goals and policies. The power vested in the School Committee does not supersede the requirements of law or the statewide goals and standards established by the Board of Education. Lincoln-Sudbury accepts its duty to comply as fully as possible.

The School Committee's obligations go further, in continuing to meet or exceed the high expectations and standards of excellence that residents of Lincoln and Sudbury have come to expect from the school. School officials and staff must accommodate-within prescribed budgetary limits-an educational environment reflecting the needs, values, and priorities of the communities it serves.

Adopted for LSSC Policy Manual, 11/23/21

SOURCE: Lincoln-Sudbury

THE PEOPLE AND THEIR SCHOOL DISTRICT

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school district, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

SOURCE: MASC

Adopted for LSSC Policy Manual, 11/23/21

NON-DISCRIMINATION POLICY

No person shall be excluded from, harassed, or discriminated against in admission to the Lincoln-Sudbury Regional School District, for admittance to state and federally funded grant programs, or in obtaining the advantages, privileges, and courses of study presented in this school, on account of race, color, gender, gender identity, disability, sexual orientation, religion, or national origin. This Non-Discrimination Policy applies to all persons, whether or not the individual is a member of a conventionally defined “minority group.” The system promotes a positive learning environment in which individual differences are valued and where harassment, in any form, is not tolerated.

revised 12/14/16

Adopted for LSSC Policy Manual, 11/23/21

SOURCE: Lincoln-Sudbury

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school district will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition., their complaint should be registered with the Title IX compliance officer.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972

Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 2011
M.G.L.76:16
BESE regulations 603CMR 26.00 Amended 2012
BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
GBA, Equal Employment Opportunity
JB, Equal Educational Opportunities

UPDATED: March 2018
Adopted for LSSC Policy Manual 11/23/21

DECLARATION OF COMPLIANCE

All Lincoln-Sudbury Regional High School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, color, sex, homelessness, religion, national origin, sexual orientation and disability. Summaries of relevant statutes are provided below. Any questions about the legislation, school policies and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Coordinators indicated or to the Superintendent/Principal at ext. 2373. Individual concerns may be directed to one of the Associate Principals. The school's main numbers are: 978-443-9961 and 781-259-9527.

1. Section 504 of the Rehabilitation Act of 1973 (Federal)
“No otherwise qualified, handicapped individual... shall, solely by reason of his/her handicap, 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. [Coordinator: Aida Ramos, x2385]
2. Chapter 282 of the Acts of 1993, General Laws Chapter 76
(Section 5 amends the Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. [Coordinator: Virginia Blake, x2337]
3. Title I of Improving Academic Achievement of Disadvantaged
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the area of employment. [Coordinator: Aida Ramos, x2385]
4. Title II of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities. [Coordinator: Aida Ramos, x2385]
5. Title VI of the Civil Rights Act of 1964
Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin. [Coordinator: Brandi Mahlert, x2382]
6. Title IX of the Educational Amendments of 1972
(Prohibition of discrimination on basis of sex). No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. [Co-Coordinators: Peter Elenbaas, x3100 and Aida Ramos, x2385]

revised 12/14/16

Adopted for LSSC Policy Manual, 12/21/21

SOURCE: Lincoln-Sudbury

NONDISCRIMINATION ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SOURCE: MASC

UPDATED: June 2012

Adopted for LSSC Policy Manual, 11/23/21

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

POLICY ON HARASSMENT

I. Introduction

Lincoln-Sudbury Regional High School is committed to the goal of promoting and maintaining a work environment free of sexual harassment, and providing a formal mechanism by which individuals can bring concerns or complaints about discrimination or harassment directly to the School District's attention. Sexual Harassment of employees occurring in the workplace or in other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated by this organization. In addition, Lincoln-Sudbury will not accept or tolerate any discrimination against, or differential treatment of, any employee based on age, gender, disability, race, color, nationality, religion, or sexual orientation.

II. Definition Of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this: "sexual harassment" means sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature when:

- a. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions.
- or
- b. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place environment that is hostile, Offensive, intimidating or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon circumstances, including the severity of the conduct and its pervasiveness.

Unwelcome sexual advances - whether they involve physical touching or not;

Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity,

deficiencies or prowess;

Displaying sexually suggestive objects, pictures, cartoons;

Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;

Inquiries into one's sexual experiences; and

Discussion of one's sexual activities.

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of asexual harassment complaint is unlawful and will not be tolerated by this organization.

III. Complaints of Sexual Harassment

If any of our employees believe that he or she has been subject to sexual harassment, the employee has the right to file, and will be supported in filing, a complaint with our organization. This may be done in writing or orally.

If you would like to file a complaint you may do so by contacting any one of the following people: Eleanor Burke, Housemaster, Scott Carpenter, Assistant to the Principal, David Gotthelf, Director of Student Services, Leslie Gray, Housemaster, Nancy O'Neil, Athletic/Activities Director, Pauline Paste, Director of Finance/Treasurer, Nicole Stewart, Metco Director, Jennifer Price, Housemaster, Iain Ryrie, Housemaster and John Ritchie, Superintendent/Principal or any person appointed to any one of these positions. These individuals are all at Lincoln-Sudbury Regional High School District, 390 Lincoln Road, Sudbury, MA 01776 (978) 443-9961. All complaints will be investigated by two administrators (male & female). These individuals are available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

IV. Sexual Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct; and where it is appropriate we will also impose disciplinary action.

V. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment and may include such other forms of disciplinary action as we deem appropriate under the circumstances in a manner consistent with law and any collective bargaining agreement covering that employee.

VI. State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days; MCAD- 6 months).

1. The United States Equal Employment Opportunity Commission ("EEOC")

1 Congress Street – 10th Floor
Boston, MA 02114
(617) 565-3200

2. The Massachusetts Commission Against Discrimination ("MCAD")

Boston Office:
One Ashburton Place - Room 601
Boston, MA 02108
(617) 727-3990

Springfield Office:
424 Dwight St, Room 220
Springfield, MA 01103
(413) 739-2145

Adopted December 1996; Amended September 1999
Updated September 2002 with current Administration
Adopted for LSSC Policy Manual, 11/23/21

SOURCE: Lincoln-Sudbury

PHYSICAL, VERBAL OR SEXUAL HARASSMENT

Lincoln-Sudbury Regional High School is committed to providing staff and students an environment that allows them to pursue their careers and studies in physical and emotional safety. Therefore, the school and its offices must be free of any type of harassment or physical threat to well-being. Harassment refers to conduct, behavior, or comments that are personally offensive, degrading, bullying or threatening to others. The prohibition against harassment applies to all interactions among students, staff, or any combination of these.

Physical harassment includes pushing, hitting, punching, or other unwanted contact. It also includes any case of an individual or group not permitting another individual freedom of movement by blocking the way or otherwise hampering passage.

Verbal harassment includes any threats or negative remarks based on another's race, gender, physical appearance, sexual orientation, role, religion or national origin, expressed directly or in written or pictorial form. Electronic harassment, over e-mail or via the internet, will be considered a punishable offense.

Consistent with these expectations the "n-word" may not be used in the public arena of the LS school environment. The school environment includes campus, the school bus and at any school sponsored events. This also includes postings on social media or any other posting that has a reasonable probability of intersecting with and affecting our school environment. While name-calling or taunting may not rise to the level of harassment, they are unacceptable forms of behavior at L-S, and will be treated as violations of the Discipline Code. Any incident of harassment should be reported immediately to an Associate Principal.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

Cyber-bullying means bullying through the use of technology or any form of electronic communication. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families is expected.

Sexual Harassment is a form of discrimination and is a violation of Title IX of the Educational Amendments of 1972 and of the Massachusetts General Law. Sexual harassment is demeaning and degrading. It affects an individual's self-esteem and can have a negative impact on performance at work or in class. It can make an individual feel angry, powerless, and fearful. Sexual harassment includes any unwanted sexual attention, physical or verbal, which interferes with an individual's ability to work,

learn, or otherwise participate in the services and benefits of school activities and programs. This attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity and/or unwanted physical contact. It can also include publicly displaying sexually offensive signs, clothing, or jokes. The fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases, it is the effect and characteristics of the behavior that determine if the behavior constitutes sexual harassment. Retaliation against anyone reporting or thought to have reported sexual harassment behaviors is prohibited. Knowingly filing false charges of sexual harassment will be dealt with as a serious offense.

The consequences for physical, verbal or sexual harassment may include anything from a warning to expulsion from school depending on the severity of the offense, and may include participation in an educational group. Disciplinary actions will be progressive in nature. Harassment and bullying (including cyber-bullying) are prohibited on school grounds, adjacent property, and at school-sponsored or school-related activities. When harassment, bullying and cyberbullying occur at non-school related locations or activities, the school administration will issue consequences as though it had occurred on campus if the behavior:

- creates a hostile environment for the target person at school
- infringes on targeted person's rights at school; or
- materially and substantially disrupts the education process or operation of the school.

Reporting: We expect students, parents, guardians, and others who witness or become aware of harassment, bullying or retaliation to report it. We encourage reporting directly to the Associate Principals or the Safe Schools Initiatives Coordinator, either in person or by telephone. However, reports may be made to any staff member, who are required to report any instance of bullying or retaliation they become aware of to an administrator. Reports may be oral or written. Reports may be made anonymously. The online Safety Reporting Form, available on the school website, is one resource for anonymous reporting. It is also available in the Main Office, the House Offices, and the Health Suite. It is not necessary to use the form to report bullying/harassment.

Students, parents, and guardians who wish to report harassment are entitled to confidentiality and, if desired, anonymity. School personnel will help the student resolve the issue and will inform the student about support services available within the school. (School administrators and staff who fail to report, investigate, or take appropriate action with regard to harassment complaints may face disciplinary action.) No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Students who are filing a complaint of sexual harassment should follow the procedure outlined below:

1. Students shall meet with their counselor or Associate Principal to discuss the complaint. The counselor/Associate Principal will write up the complaint.
2. The complaint should contain as much information as possible about the alleged incident (names, addresses, phone numbers, location, date and description of incident, print-out of electronic harassment).
3. The complaint will be investigated by two administrators (male and female). Together they will interview all parties involved in the complaint and will respond within fifteen days of the interview.

File: ACAB

4. If the administrators' response does not satisfactorily resolve the issue, the complainant may request a hearing before the Superintendent/Principal to be held within ten school days of receipt of the administrators' report. Student complainants are entitled to have their counselor present at every meeting.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual, 11/23/21

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Lincoln-Sudbury Regional High School District. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and

actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

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

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

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision –maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;

- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including
- 9) the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the **(Name of District)** School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC July 2020
Adopted for LSSC Policy Manual, 11/23/21

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school district receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school district will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SOURCE: MASC July 2016

Adopted for LSSC Policy Manual, 11/23/21

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
 Education for All Disabled Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
 Title II, Americans with Disabilities Act of 1992, as amended
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

MISSION STATEMENT AND VALUES

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place" - a place that not only tolerates but truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the student to develop a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the Lincoln-Sudbury community, American society, and the world beyond.

Lincoln Sudbury Core Values:

1. **Fostering caring and cooperative relationships** – Lincoln-Sudbury encourages all its community members – students, teachers, staff and administrators – to cultivate caring and supportive relationships with one another, and to sustain a culture where all members of the community can thrive. Since the primary activity of the school is learning and teaching, the primary relationship is between students and their teachers. With that said, the school places equal value on the relationships between students and its staff members, as well as the collegiality among its staff members.
2. **Respecting human differences** – As articulated in the Mission Statement, Lincoln-Sudbury is “a place that not only tolerates, but values diversity in style and substance.” Human difference includes all forms of diversity, such as racial, ethnic, religious, familial, economic, and sexual orientation. In addition, L-S honors differences of opinion and differences in learning styles.
3. **Pursuing academic excellence** – Lincoln Sudbury is committed to educating the whole student. Thus, the school defines academics in the broadest sense possible to include all disciplines and programs at L-S. While high achievement for each student on their own terms is the ultimate objective, excellence may also describe the growth students show in pursuit of their goals.
4. **Cultivating community** – Each of us is a member of any given number of communities that can be defined in multiple ways. Lincoln-Sudbury believes a student’s commitment to any community is a symbiotic relationship. The school lives its motto, “Think for yourself, but think of others.” in a long- standing dedication to service; and, the school recognizes that its students are citizens of the world: they are part of a vibrant, complex, and sometimes perplexing global community that is continuously evolving. Thus, L-S seeks to prepare its students to be informed, constructive, respectful and responsible members of the community at home and beyond.

The school’s core values constitute the foundation of Lincoln-Sudbury Regional High School. The primary goal of our curriculum is to provide opportunities for students to develop a strong knowledge base in the various disciplines and program areas described in our Program of Studies and reflected in our graduation requirements.

To that end, Lincoln-Sudbury defines five general areas of academic, civic and social student performance, which serve as the underpinnings of student expectations:

Lincoln-Sudbury Academic Expectations

- Students will be able to demonstrate critical thinking and problem-solving skills.
- Students will be able to express ideas in many modes.
- Students will be active participants in their own learning.

Lincoln-Sudbury Civic Expectations

Students will be able to demonstrate a knowledge of, and an ability to participate in, the democratic process. Students are expected to work cooperatively with others and to contribute to the Lincoln-Sudbury community and to the community at large through community service work.

Lincoln-Sudbury Social Expectations

Students are expected to behave in a way that is respectful and attentive to the needs of others. While understanding and appreciating individual differences in style, students should behave responsibly and with awareness of the consequences of actions.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual, 11/23/21

STATEMENT OF PURPOSE

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place" - a place that not only tolerates but truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the development of a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the Lincoln-Sudbury community, American society, and the world beyond.

The school's Core Values - fostering of cooperative and caring relationships, respect for human differences, and the development and maintenance of a purposeful and vigorous academic program - constitute the foundation of the operation of Lincoln-Sudbury. In addition, in 1993, Lincoln-Sudbury defined five general areas of student performance, which serve as the underpinnings of the longer list of student expectations which follows. These areas are:

- A strong knowledge base in the various disciplines and program areas
- Proficiency in problem-solving and critical thinking skills
- The ability to express ideas - both simple and complex - in many modes
- A knowledge of, and an ability to participate in, the democratic process
- An ability to assess one's own progress in learning

Adopted for Policy Manual 12/10/02

Adopted for LSSC Policy Manual 11/23/21

SOURCE: Lincoln-Sudbury

TOBACCO POLICY

Under Massachusetts General Laws, use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

Pursuant to this regulation, the School Committee adopted the following rules and regulations affecting the use of and/or possession of tobacco products on school property, as set forth by the Tobacco Task Force:

No student may be in possession/use of a tobacco product on school property or within 300 yards of school property within the Town of Sudbury.

1. First offense or second offense
 - a. Parents will be informed and
 - b. Students can choose between a tobacco education program or receive a ticket for \$100 payable to the Town of Sudbury
2. Subsequent Offenses
 - a. Parents will be informed and
 - b. \$100 ticket payable to the Town of Sudbury

No school employee shall use tobacco products on school property within the Town of Sudbury.

This policy shall be distributed to all staff and students in the appropriate handbook(s) or publications.

Additionally, signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

Adopted 1/14/03

Rules and regulations adopted 2/23/99

Adopted for LSSC Policy Manual, 11/23/21

SOURCE: Lincoln-Sudbury

TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

Adopted for LSSC Policy Manual 11/23/21

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REFS.: GBED, Tobacco use on School Property by Staff Members Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

C.O.R.I. REQUIREMENTS

The District shall conduct Criminal Offender Record Information (C.O.R.I.) checks in compliance with M.G.L., Chapter 385 of the Acts of 2002, An Act Further Protecting Children.

The Superintendent/Principal or his/her designee shall be responsible for implementation of the C.O.R.I. checks.

Adopted 9/23/03

Adopted for LSSC Policy Manual 11/23/21

SOURCE: Lincoln-Sudbury

BACKGROUND CHECKS

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district. A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and

- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of their CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national

criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent/Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent/Principal, or their certified designees, may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “‘Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. ‘Contact’ refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee,

Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
[FBI Criminal Justice Information Services Security Policy](#)
[Procedure for correcting a criminal record](#)
[FAQ – Background Checks](#)

SOURCE: MASC October 2014
LSSC Voted for Policy, 11/23/21

**DEPARTMENT OF CRIMINAL JUSTICE INFORMATIONAL SERVICES (DCJIS) MODEL
C.O.R.I. POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

ADOPTED FOR LSSC Policy Manual, 11/23/21

SCHOOL DISTRICT WELLNESS PROGRAM

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

Wellness Committee

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

Nutrition Guidelines

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

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;
- separate guidelines for foods and beverages in the following categories:
 1. foods and beverages included in a la carte sales in the food service program on school campuses;
 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 3. foods and beverages sold as part of school-sponsored fundraising activities; and
 4. refreshments served at parties, celebrations, and meetings during the school day; and
 5. specify that its guidelines will be based on nutrition goals, not profit motives.

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Division health education curriculum standards and guidelines address both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- The level of student participation in the school breakfast and school lunch programs is appropriate.

Physical Education Activities

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

Other School-Based Activities

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

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Evaluation

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

SOURCE: MASC

ADOPTED: April 20, 2006

LEGAL REFERENCES UPDATED: September 2019

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204,
P.L. 108 -265
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h
The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789
M.G.L. 111:223
105 CMR 201

CROSS REFS.: EFC, Free and Reduced-Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco and Drugs
KI, Public Solicitations/Advertising in District Facilities

WELLNESS POLICY - GUIDELINES, GOALS AND PROCEDURES

Nutrition Guidelines:

Lincoln-Sudbury Regional High School Lunch/Breakfast Program offers the following:

- o Reimbursable School Lunch/Breakfast pursuant to the National School Lunch Program
 - o Sandwich Bar
 - o Salad Bar
 - o Grill Offerings
 - o Soup Bar
 - o Snack Bar
 - o Vending Machines (Snack and Beverage)
-
- Reimbursable lunch/breakfast meals shall not be less restrictive than USDA guidelines
 - Menu planning shall strive to reduce high-fat and high-sugar foods
 - Work towards providing nutritional analysis
 - Work towards a schedule that allows ample time for students' lunch period
 - Work towards providing "grab and go" breakfast and lunch foods
 - Cafeteria environment shall be pleasant, inviting and educational
 - Disallow exclusive soda contracts
 - Review vending machine offerings periodically
 - Sell caffeinated, carbonated beverages in accordance with appropriate laws and review all beverages sold.

Food Sales Not Overseen by the Food Service Program:

- Review foods and beverages sold as part of a school-sponsored fundraising activity, as well as food served at parties, celebrations and meetings during the school day

Goals for physical education activities and other school-based wellness activities:

Lincoln-Sudbury Regional High School provides a wealth of opportunities for students to engage in physical activity.

- Required and elective Wellness courses allow students to meet this objective through the curriculum.
- The L-S Fitness Center is available to students before and after school, and during the activity blocks.
- Intramural activities and activity-based clubs are offered throughout the year, and open to all.
- L-S has a large and diverse interscholastic athletic program, with over sixty different teams. The program includes traditional team sports, individual sports, and lifetime activities.
- The extended campus model at L-S provides students with opportunities to choose activities

during their free time.

Goals for nutrition education:

- Nutrition education is integrated into the core curricula, e.g., Science, Wellness, World Languages.
- Students are provided an opportunity to receive an in depth nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- The school's food service program is reviewing programs that will provide nutritional data on the food sold in the cafeteria.
- The Wellness Committee will begin to examine nutritional messages students receive within the school environment.
- Review possible links with the Sudbury and Lincoln Middle Schools in the areas of nutrition education activities

Adopted 6/13/06

SOURCE: Lincoln-Sudbury

Adopted for LSSC Policy Manual on 11/23/21

COMMITMENT TO ACCOMPLISHMENT

The School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the District, the School Committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the District.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the District.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the District.

Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

SECTION B

BOARD GOVERNANCE AND OPERATIONS

BA	SCHOOL COMMITTEE OPERATIONAL GOALS
BAA	EVALUATION OF SCHOOL COMMITTEE
BB	SCHOOL COMMITTEE LEGAL STATUS
BBA	SCHOOL COMMITTEE POWERS AND DUTIES
BBAA	SCHOOL COMMITTEE MEMBER AUTHORITY
BBB	SCHOOL COMMITTEE ELECTIONS
BBBA/ BBBB	SCHOOL COMMITTEE MEMBER QUALIFICATIONS/ OATH OF OFFICE
BBBC	SCHOOL COMMITTEE MEMBER RESIGNATION
BBBE	UNEXPIRED TERM FULFILLMENT
BCA	SCHOOL COMMITTEE MEMBER ETHICS
BDA	SCHOOL COMMITTEE ORGANIZATIONAL MEETING
BDB	SCHOOL COMMITTEE OFFICERS
BDC	METCO REPRESENTATIVE
BDD	SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP
BDE	SUBCOMMITTEES OF THE SCHOOL COMMITTEE
BDF	ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE
BDFA	SCHOOL COUNCILS
BDFA-E-1	SCHOOL IMPROVEMENT PLAN
BDFA-E-2	SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN
BDFA-E-3	CONDUCT OF SCHOOL COUNCIL BUSINESS
BDFB	SPECIAL EDUCATION PARENT ADVISORY COUNCIL

BDG	SCHOOL ATTORNEY
BE	SCHOOL COMMITTEE MEETINGS
BEC	EXECUTIVE SESSIONS
BEDA	NOTIFICATION OF SCHOOL COMMITTEE MEETINGS
BEDB	AGENDA FORMAT
BEDD	SCHOOL COMMITTEE RULES OF ORDER
BEDF	VOTING METHOD
BEDG	MINUTES
BEDH	PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS
BEDH-E	GUIDELINES FOR PUBLIC COMMENT
BEE	SPECIAL PROCEDURES FOR CONDUCTING HEARINGS
BG	SCHOOL COMMITTEE POLICY DEVELOPMENT
BGB	POLICY ADOPTION
BGC	POLICY REVISION AND REVIEW
BGD	SCHOOL COMMITTEE REVIEW OF PROCEDURES
BGE	POLICY DISSEMINATION
BGF	SUSPENSION OF POLICIES
BHC	SCHOOL COMMITTEE-STAFF COMMUNICATIONS
BHE	USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS
BIA	NEW SCHOOL COMMITTEE MEMBER ORIENTATION
BIBA	SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS
BID	SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES
BJ	SCHOOL COMMITTEE LEGISLATIVE PROGRAM
BK	SCHOOL COMMITTEE MEMBERSHIPS

SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee is responsible to the people for whose benefit the school district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate problems.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and simple goals.
5. Conducting a concrete and periodic review of performance against these goals.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE LEGAL STATUS

The School Committee is the governing board of the Lincoln-Sudbury Regional School District. The Committee functions as a duly elected committee of local governments of the towns of Lincoln and Sudbury. It owes its existence to the Massachusetts General Laws, which decree that each public school system will be governed by a school committee.

The School Committee possesses all powers and duties conferred upon it by state law. The Committee alone may determine policies and practices, allocate resources, and employ a Superintendent/Principal to implement their directions for the education of the children of the Lincoln-Sudbury Regional School District.

Members of the School Committee shall have no authority over school affairs as individuals. They shall have authority, within the General Laws, over school affairs when they serve as a legal body.

SOURCE: Lincoln-Sudbury

LEGAL REFS.: M.G.L. 71:14B and 71:16A, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

CROSS REFS.: AA, School District Legal Status
BBA, School Committee Powers and Duties

Adopted for LSSC Policy Manual 11/23/21

SCHOOL COMMITTEE POWERS AND DUTIES

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

The Committee takes a broad view of its functions. It sees them as:

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

Personnel Matters

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

The School Committee shall appoint, upon the recommendation of the Superintendent/Principal, Associate Principals, School Business Administrator, Special Education Administrator, School Physician, School Nurses, and Supervisor of Attendance. Such positions shall not report directly to the School Committee.

SOURCE: MASC July 2016
Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.
M.G.L. 71:16 through 71:16I

CROSS REF.: BB, School Committee Legal Status
BDG, School Attorney

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

The School Committee shall act as a unit. There may be standing committees as deemed necessary; however, no such standing committee shall make any commitments for the School Committee, except when expressly authorized to do so by the Committee. Individual members shall make no commitments for the Committee, except when empowered to do so by the Committee.

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect their share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.

8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE ELECTIONS

In accordance with General Laws, Chapter 71, Section 14B, the membership of the School Committee shall be as specified in Section I of the Lincoln-Sudbury Regional District Agreement.

The School Committee shall consist of six members to be elected by all of the voters of the Regional District voting in an annual District Election to be held the last Monday in March. The term of office of each member shall be three years and until his/her successor has been elected and qualified.

Two members shall be elected at each annual District Election. A member of the School Committee must be a resident of the District.

SOURCE: Lincoln-Sudbury

Adopted for LSSC Policy Manual 11/23/21

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on their official duties as a member of the Committee.

From the Municipal or District Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

Membership on a School Committee is not limited to race, color, sex, religion, national origin, gender identity or sexual orientation.

Established by law

SOURCE: MASC July 2016

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#); [76:5](#); 268A:27-28;

SCHOOL COMMITTEE MEMBER RESIGNATION

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town or District in which he or she holds office, that member shall be deemed to have vacated the office.

Established by law

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 41:2; 41:109

UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the Select Boards of Lincoln and Sudbury and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC
Amended and Adopted for LSSC Policy Manual 11/23/21

LEGAL REF.: M.G.L. 41:11
Lincoln-Sudbury Regional Agreement

SCHOOL COMMITTEE MEMBER ETHICS
(Massachusetts Association of School Committees Code of Ethics)

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in their relations with their community should:

1. Realize that their primary responsibility is to the children.
2. Recognize that their basic function is to be policy making and not administrative.
3. Remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a local and state level.
5. Remember that they represent the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from their Committee activities.

A School Committee member in their relations with their school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. Give the chief administrator full responsibility for discharging their professional duties and hold them responsible for acceptable results.
4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in their relations with their fellow Committee members should:

1. Recognize that action at official meetings is binding and that they alone cannot bind the Committee outside of such meetings.
2. Realize that they should not make statements or promises of how they will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communications that exist in

executive sessions.

4. Not withhold pertinent information on school matters or personnel problems, either from members of their own Committee or from members of other Committees who may be seeking help or information on school problems
5. Make decisions only after all facts on a question have been presented and discussed.

SOURCE: Massachusetts Association of School Committees, 5/22/64

Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE ORGANIZATIONAL MEETING

For the purpose of organizing, the School Committee, at its first regular meeting following the District's annual elections, will elect from its membership a Chair, a Vice-Chair, and a clerk, all of whom will hold their respective offices for a term of one year or until a successor is elected.

In the event the Chair and Vice-Chair are no longer members of the School Committee, the senior member (years served) will act as the Chair Pro-Tem.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. Nominations for the office of Chair will be made from the floor. The Chair will be elected by a majority roll-call vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
2. Upon election, the new Chair will preside, calling for the election of a Vice-Chair and clerk, in order. The procedure used for their election will be the same as that for electing the Chair.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above. Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REF: M.G.L. 71:16A

SCHOOL COMMITTEE OFFICERS

Duties of the Chair

The Chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chair

The Vice-Chair of the Committee will act in the absence of the Chair as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to them.

Clerk

The clerk will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. 71:36; M.G.L. 71:16A

Note: The treasurer of the town serves as treasurer of the School Committee.

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

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

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

SOURCE: MASC July 2016

Adopted for LSSC Policy Manual 11/09/21

SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee Chair, subject to approval by the Committee, will appoint the subcommittee chair and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC 2021
Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: JIB, Student Involvement in Decision-making

NOTE: This category is for filing a general policy on advisory committees made up entirely or largely of non-school personnel. Supporting regulations may be needed.

SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school district.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The following guidelines define the role of the school council: The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 71:38Q, 71:59C

SCHOOL IMPROVEMENT PLAN

The Superintendent/Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the school council and submitted for review of the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
6. The development of means for meeting the diverse learning needs of every child.
7. Any further subjects as the Superintendent/Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

The written school improvement plan shall be submitted by the Superintendent/Principal to the School Committee for review no later than July 1 of the year in which the plan is to be implemented.

Because the implementation of the plan is dependent on Superintendent approval, it is important that the school council be aware of certain expectations regarding the school improvement plan. The school improvement plan should:

1. Focus on improvement of student learning.
2. Specify expected student outcomes and measurable/observable results.
3. Align with the mission of the School District and any goals and policies of the School District.
4. Be consistent with state and federal law, School District policy, established curriculum and negotiated agreements.
5. Clearly identify actions to be taken on how changes will be implemented.
6. Include a plan on how to solicit community support for the changes being developed.
7. Indicate anticipated costs and available funding sources.
8. Delineate the method of evaluating and reporting progress and results.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

CONDUCT OF SCHOOL COUNCIL BUSINESS

The Superintendent shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Superintendent and Robert's Rules of Order shall prevail if there are questions of procedure.

All meetings of the school council shall conform to the Open Meeting Law, Chapter 30A, Sections 18-25, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall provide copies of these materials to members of the School Committee upon request.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

The School Committee endorses and supports the creation of a District-wide Special Education Parent Advisory Council (SEPAC) offering membership to all parents of eligible students and other interested parties. The SEPAC duties shall include but not be limited to:

1. advising the District on matters that pertain to the education and safety of students with disabilities;
2. meeting regularly with school officials to participate in the planning, development, and evaluation of the District's special education programs.

The SEPAC shall establish by-laws regarding officers and operational procedures, and, in the course of its duties, the SEPAC shall receive assistance from the District without charge, upon reasonable notice, and subject to the availability of staff and resources.

The District shall conduct, in cooperation with the SEPAC, at least one workshop annually within the District on the rights of students and their parents and guardians under state and federal special education laws.

SOURCE: Lincoln-Sudbury

Re-Adopted: 11/09/21

SCHOOL ATTORNEY

It will be the duty of the counsel for the Committee to advise the School Committee and the Superintendent on the specific legal problems submitted to them. They will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable them to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school district will be made by the Committee. The Superintendent may also take such action at the direction of the Committee.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, they will advise the Committee and seek either initial or continuing authorization for such service.

The School Committee may use the services provided by the town counsel. The Committee and the Superintendent may seek their services to counsel and represent the school district at various times.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 71:37E; 71:37F

NOTE: It is important that a School Committee establish guidelines for access to legal counsel by individual members. In most cases this is allowed only with prior approval of the whole Committee.

SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. **Regular meeting**: the usual official legal action meeting, held regularly
2. **Special meeting**: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

Meetings are generally held on the second and fourth Tuesday of the month in Conference Room B at Lincoln-Sudbury Regional High School, unless otherwise specified in the notice or voted by the Committee. The Committee shall schedule some of its meetings to be held in Lincoln, to enable the Committee to better communicate with Lincoln.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 30A:18-25

CROSS REFS.: BEC, Executive Sessions
BEDA, Notification of School Committee Meetings

SCHOOL COMMITTEE MEETINGS AND EXECUTIVE SESSION

All meetings of the Committee shall be open to the public unless the Committee shall vote to go into Executive Session as provided in MGL Chapter 39, Section 23A.

The records of each meeting shall become a public record upon being approved except that records of Executive Session may remain closed under conditions set forth in MGL Chapter 39, Section 23A. The Committee shall review executive session minutes for possible declassification on a regular basis.

Ref: MGL Chapter 39, Section 23A

SOURCE: Lincoln-Sudbury
Re-Adopted for LSSC Policy Manual 11/09/21

SOURCE: Lincoln-Sudbury

EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chair (or, in their absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. And to consider and interview applicants for employment by a preliminary screening committee (The only position that the School Committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an

open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.

9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent/Principal will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

Established by law and Committee policy

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 30A:21; 30A:22

CROSS REFS.: BDE, Subcommittees of the School Committee
BE, School Committee Meetings
KEB, Public Complaints about School Personnel

NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time, place, or agenda and notification, including agenda, of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

SOURCE: MASC July 2016
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. [30A:18](#)-25; MGL Ch. 39 Section 23A; MGL Ch.39, Section 23B.

CROSS REF.: [BE](#), School Committee Meetings

AGENDA FORMAT

The Superintendent, conferring with the Chair of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chair of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

SOURCE: MASC July 2016
Adopted for LSSC Policy Manual 11/09/21

CROSS REFS: BEDH, Public Comment at School Committee Meetings

RULES OF ORDER

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

VOTING METHOD

Open meeting

Votes of the School Committee will be taken by voice vote or a hand count and shall be recorded in the minutes. If the vote is unanimous only that fact need be recorded. No vote taken at an open session shall be by secret ballot.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. A majority of the members of the School Committee will constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

Executive Session

A majority of the members of the School Committee must vote to enter into executive session, with the vote taken by roll call and recorded in the official minutes.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

SOURCE: MASC
Updated July 2012

Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 30A:18-25; 71:42; 71:50

MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. The date, time, place, the members present or absent, annotated as to arrival and departure times, if during the meeting, a summary of each subject, and a list of documents and exhibits used at the meeting,
2. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
3. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Minutes of all meetings shall be created and approved in a timely manner which is defined in regulation as within the next 3 meetings of the body or within 30 days, whichever is later.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

SOURCE: MASC, July 2018
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 30A:22; 66:10; 940 CMR 29.00

CROSS REF.: KDB, Public's Right to Know; BEC, Executive Session

NOTE: Specific comments and/or discussion should only be included in the minutes as a result of a vote of the Committee. The minutes are not a transcript of the meeting. Documents used during a School Committee meeting become part of the official record and must be maintained, based upon their content, in accordance with the Commonwealth's Municipal Public Records Retention Schedule.

PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

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

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

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

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

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

LEGAL REFS.: M.G.L. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS
BEC, EXECUTIVE SESSIONS
BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

SOURCE: MASC
Revised January 2020

Adopted for LSSC Policy Manual 11/09/21

GUIDELINES FOR PUBLIC COMMENT

A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies.

Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]

(f) No person shall address a meeting of a public body without permission of the chair; and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to them and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such a request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such a request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Public Comment shall be for a period of 15 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.

3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE POLICY DEVELOPMENT

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school district. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

The School Committee accepts the definition of policy set forth by the National School Boards Association:

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

NOTE: One of the first policy needs of a School Committee is a policy, or set of policies, on policy development. The policy above is one of a set of policies adopted by a Massachusetts School Committee.

POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

SOURCE: MASC 2021

NOTE: Except in an emergency situation, policies should not be adopted at the meeting at which they are initially introduced.

POLICY REVISION AND REVIEW

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

The Committee will evaluate how the policies have been executed by the school staff and will weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies it has adopted.

The Superintendent is given the continuing commission of calling to the Committee's attention all policies that are out of date or for other reason appear to need revision.

The School Committee directs the Superintendent to periodically recall all policy and regulations manuals for administrative updating and Committee review.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE REVIEW OF PROCEDURES

It is expected that the Superintendent/Principal and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent/Principal for the school district whenever they appear inconsistent with policy, goals, or objectives of the District, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Dept. of Elementary and Secondary Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

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

NOTE: It is important to point out that a School Committee is required to approve many regulations -- either by law (one example is cited above) or the dictates of good judgment.

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school district, to members of the Committee, and, insofar as conveniently possible, to all persons in the community. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

All policy manuals distributed to anyone will remain the property of the Committee and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary for purposes of updating.

The School Committee's official policy manual will be considered a public record and will be available for inspection at the Superintendent's office.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SUSPENSION OF POLICIES

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Associate Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to School

Individual School Committee members interested in visiting school or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Associate Principals. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/09/21

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

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

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

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

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

SOURCE: MASC July 2016
Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. [4:7](#); [30A:18-25](#); [66:10](#)

NEW SCHOOL COMMITTEE MEMBER ORIENTATION

In accordance with the requirements of law, each new School Committee member elected to the School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Ethics/Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. Each new member shall be given or provided direct online access to the following materials:

- A. A copy of the School Committee policy manual
- B. A copy of the Open Meeting Law
- C. A copy of the Ethics/Conflict of Interest Regulations
- D. A copy of the district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Each new member shall also receive any other materials the Chair and/or the Superintendent determine. The Chair and/or Superintendent shall also clarify policy:

- A. Arranging visits to schools or administrative offices
- B. Requesting information regarding school district operations
- C. Responding to community requests/complaints concerning staff or programs
- D. Handling confidential information

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established School Committee policy.

SOURCE: MASC July 2016
Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. [71:36A](#)

CROSS REF.: BBBA/BBBB School Committee Member Qualifications/Oath of Office

SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The School Committee shall be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel reimbursement policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

SOURCE: MASC July 2016

Adopted for LSSC Policy Manual 11/09/21

LEGAL REF.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses
[DKC](#), Expense Reimbursements

SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES

The School Committee shall serve without compensation, except that a member of a School Committee of a city, town, regional school district or superintendency union may be compensated for their services by a majority vote of the city council in a city having a Plan D or Plan E charter; in a city not having a Plan D or Plan E charter by vote of the city council, subject to the provisions of the charter of such a city; in a town by a majority vote at a town meeting; and in a regional school district or school superintendency by a majority vote of the voting member towns authorized at their respective town meetings, the amount of such compensation, in each case, to be set by the respective cities, towns or groups of towns. No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which their town participates.

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 40:5; 71:52

CROSS REF.: BIBA, School Committee Conferences, Conventions, and Workshops

SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person--who may or may not be a member of the Committee--to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

File: BK

SCHOOL COMMITTEE MEMBERSHIPS

The Committee may maintain memberships in the national, state and regional School Committees (boards) associations and take an active part in the activities of these groups.

It may also maintain institutional memberships in other educational organizations, which the executive officer and Committee find to be of benefit to members and personnel.

The materials and benefits of institutional memberships will be distributed and used to the best advantage of the Committee and the staff.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/09/21

SECTION C

GENERAL SCHOOL ADMINISTRATION

CB	REGIONAL SCHOOL SUPERINTENDENT/PRINCIPAL
CBD	SUPERINTENDENT/PRINCIPAL'S CONTRACT
CBI	EVALUATION OF THE SUPERINTENDENT/PRINCIPAL
CCA	ORGANIZATION OF THE DISTRICT
CCB	LINE AND STAFF RELATIONS
CE	ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
CH	POLICY IMPLEMENTATION
CHA	DEVELOPMENT OF PROCEDURES
CHC	PROCEDURES DISSEMINATION
CHCA	APPROVAL OF HANDBOOKS AND DIRECTIVES
CHCA-E	APPROVAL OF HANDBOOKS AND DIRECTIVES
CHD	ADMINISTRATION IN POLICY ABSENCE
CL	ADMINISTRATIVE REPORTS
CM	REGIONAL SCHOOL DISTRICT ANNUAL REPORT

DUTIES OF THE SUPERINTENDENT/PRINCIPAL

The Superintendent/Principal is responsible for the administration of all policies established by the School Committee. The Superintendent/Principal is responsible for the overall direction and management of the school district.

The Superintendent/Principal shall establish appropriate procedures to implement the policies and shall interpret these procedures to the staff, to the public at large, and to interested government and educational agencies.

The Superintendent/Principal shall initiate School Committee review of any procedures on which he or she has a question of policy interpretation. The School Committee reserves the right to review all established procedures to assure their compliance with established policy.

The Superintendent/Principal will refer all matters affecting changes to established policy to the School Committee on a timely basis.

The Superintendent/Principal shall work collaboratively with the School Committee to develop annual system goals/personal goals.

The Superintendent/Principal will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to their area of operation.

The Committee shall employ a Superintendent/Principal and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Mayors of member cities and the selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

SOURCE: MASC July 2016

Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS: M.G.L. [71:59.72.3](#)

File: CBD

SUPERINTENDENT/PRINCIPAL'S CONTRACT

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

SOURCE: MASC July 2016

Amended and Adopted by LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.

EVALUATION OF THE SUPERINTENDENT

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

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

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

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

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

SOURCE: MASC July 2016

Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REF: M.G.L. 30A:18-25
603CMR35:00

ORGANIZATION OF THE DISTRICT

The School Committee, working through the Superintendent/Principal, develops the policies and channels the financial resources to the District to educate the high school students of Lincoln and Sudbury.

The Superintendent/Principal will establish an administrative structure that will allow him/her to effectively carry out the policies of the School Committee and economically utilize the resources available to the District.

The Superintendent/Principal, with the assistance of the Business Office staff, the Administrative Team and the professional and support staff, develops the administrative procedures and practices and directs the District in providing educational services.

SOURCE: Lincoln-Sudbury

Adopted 2/25/03

Amended and Adopted for LSSC Policy Manual 11/09/21

LINE AND STAFF RELATIONS

The School Committee expects the Superintendent/Principal to establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school district.

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual 11/09/21

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent/Principal may establish such permanent or temporary councils, cabinets and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

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

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

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

SOURCE: MASC July 2016

Amended and Adopted for LSSC Policy Manual 11/09/21

POLICY IMPLEMENTATION

The Superintendent/Principal has responsibility for carrying out, through procedures, the policies established by the School Committee.

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

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

DEVELOPMENT OF PROCEDURES

The Superintendent/Principal will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school district will be governed.

In the development of procedures, the Superintendent/Principal may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

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

PROCEDURES DISSEMINATION

It will be the responsibility of the Superintendent/Principal to see that the procedures developed to implement Committee policies and administer the school district are appropriately coded and included as procedures in the School Committee's policy manual.

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

SOURCE: MASC July 2016

Amended and Adopted for LSSC Policy Manual 11/09/21

APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the Superintendent/Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent/Principal.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent/Principal will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 71:37H

APPROVAL OF HANDBOOKS AND DIRECTIVES

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

1. Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon or a controlled substance, may be subject to expulsion from school by the Superintendent/Principal.
2. Any student who assaults any employee of the School District may be subject to expulsion from school by the Superintendent/Principal.
3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Superintendent/Principal. After said hearing the Superintendent/Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent/Principal.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent/Principal of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 71:37H

ADMINISTRATION IN POLICY ABSENCE

No policy manual can foresee every situation in which action may be required; thus when action must be taken within the school district where the School Committee has provided no guides for administrative action, the Superintendent/Principal will have the power to act. The Superintendent/Principal's decisions, however, will be subject to review by the Committee.

SOURCE: Lincoln-Sudbury

Adopted 2/25/03

Amended and Adopted for LSSC Policy Manual 11/09/21

ADMINISTRATIVE REPORTS

The School Committee will require reports from the Superintendent/Principal concerning conditions of efficiency and needs of the school.

School building administrators will be required to keep such records and make reports as the Superintendent/Principal may direct or require.

Upon receipt of the Superintendent/Principal's reports, the Committee will take steps to appraise the effectiveness with which the school is achieving the educational purposes of the school district.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual 11/09/21

REGIONAL SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school district and the administration's recommendations for their improvement will be prepared by the Superintendent/Principal and presented to the School Committee. Upon Committee approval, the report shall be submitted to each member community and will be made available to the public and used as one means for informing parents/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools. Said report shall contain a detailed financial statement, a statement showing the method which computes the annual charges against each town, and any other information regarding the operation of the School District as may be necessary.

Established by law and Committee policy

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual 11/09/21

LEGAL REFS.: M.G.L. 72:4
M.G.L. 71:16(k)

SECTION D
FISCAL MANAGEMENT

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DB	REGIONAL SCHOOL DISTRICT ANNUAL BUDGET
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DKC EXPENSE REIMBURSEMENTS

FISCAL MANAGEMENT GOALS

As trustee of local, state, and federal funds allocated for use in public education, the Committee will use these funds wisely in pursuit of the district's goals.

The quantity and quality of the district's educational programs are dependent on the effective, efficient management of allocated funds. Achievement of the district's purposes can best be achieved through excellent fiscal management.

It is imperative that the educational program be held of paramount importance. Decisions made due to resource limitations must center on the educational goals of the district.

This prioritization will be incorporated into all aspects of district management and Committee decision making.

Regarding the district's fiscal management, it is the Committee's intent:

1. To allocate public funding, centering equity while achieving the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets.
3. To advocate for levels of funding that will provide high quality education for all students.
4. To support the use of the best techniques for budget development and management.
5. To provide timely and appropriate information to the community.

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT ANNUAL BUDGET

The annual budget is the financial expression of the goals to the School Committee in meeting the needs of all students.

The budget then requires an orderly and cooperative effort by the Committee, the staff, and the regional community to achieve the goals of the district.

Public school budgeting is regulated and controlled by legislation, state regulation, regional agreement, and local Committee policy. The operating budget will be prepared and managed in line with the above.

In developing a budget, care shall be taken to make the documents associated with the budget clear and understandable to Finance Committees of member communities and to the general public.

At the discretion of the Finance Policy Subcommittee, an informal public information meeting may be held to solicit input from the general public. In accordance with the District Agreement public hearing shall be heard prior to the adoption of the Final Operating and Maintenance Budget by the District Committee. The Superintendent and members of the Finance Policy Sub Committee will make every effort to fully inform all member communities and their officials of the budget plans of the District.

The budget shall be in compliance with the foundation budget. It is acknowledged that the foundation budget reflects the minimum recommended spending for a District, and excludes transportation costs, debt service costs, and costs associated with the acquisition of fixed assets. The aforementioned items must, therefore, be budgeted in addition to the foundation budget, and funds to support those expenditures must be raised from member communities, after the use of any offsetting revenues received from the state.

Assessments to member communities shall be made in compliance with the foundation budget, which may, in certain instances, differ from the apportionment under the District Agreement. When there is a conflict, state law shall prevail. In assessing for expenditures which are excluded from the foundation budget, the District Agreement shall determine the apportionment of assessments after the District Committee has applied all applicable state aid. The District Agreement, notwithstanding, there shall be no requirement for the annual operation and maintenance budget for the District to be adopted prior to the receipt of funding estimates from the state.

The Superintendent will serve as budget officer but may delegate portions of this responsibility to members of their staff, as they deem appropriate. The three general areas of responsibility for the Superintendent as budget officer are budget preparation, budget presentation, and budget administration. A budget is a spending plan, which is developed well in advance of the fiscal year. Circumstances may occur which necessitate changing spending priorities and redirecting funds within the budget accordingly. Revisions to the budget may be made from time to time by the Committee, upon the recommendation of the Superintendent.

The annual budget for each school operated by the District shall be developed with input from the School Council, and shall reflect the priorities established in the Annual School Improvement Plan.

LEGAL REFS: M.G.L. 71:16B; 71:34; 71:37 and 71:38N

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT BUDGET - APPORTIONMENT OF EXPENSES

The Regional District School Committee shall annually determine the amounts necessary to be raised, after deducting the amount of aid such district is to receive pursuant to section sixteen D, to maintain and operate the District school during the next fiscal year, and amounts required for payment of debt and interest incurred by the District which will be due in the said year, and shall apportion the amount so determined among the several municipalities in accordance with the terms of the agreement.

The amounts so apportioned for each municipality shall be certified by the Regional School District treasurer to the treasurers of the several municipalities within thirty days from the date on which the annual budget is adopted by a two-thirds vote of the School Committee, but no later than April thirtieth.

The Regional School District treasurer shall include in the certification to each municipality a statement setting forth the amount which the District is to receive under said section sixteen D for the ensuing fiscal year and the proportionate share of such aid for such municipality.

In addition to amounts appropriated for long-term debt service, school lunches, adult education, student transportation, and tuition revenue, each municipality that belongs in the Regional School District shall annually appropriate for the support of the Regional School District, an amount equal to but, not less than the sum of the minimum required local contribution.

Notwithstanding the provisions of the Regional School District agreement, each member municipality shall increase its contribution to the Regional District each year by the amount indicated in that district's share of the municipalities' minimum regional contribution in that fiscal year. The District shall appropriate the sum of the minimum regional contributions of its member districts as well as all state school aid received on behalf of member municipalities. The District may choose to spend additional amounts; such decision shall be made and such amounts charged to members according to the District's required agreement.

Except as required by General Law, each school district may determine how to allocate funds appropriated for the support of public schools without regard to the categories employed in calculating the foundation budget.

LEGAL REF.: M.G.L. 71:16B

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and charter.

The calendar year for budget preparation will be determined by calculating backwards from the final adoption date.

Whatever dates are assigned, the final date for the submission of the budget to the Select Board will be arranged cooperatively with the School Committee and finance committee. The Select Board has authority to impose a date as early as December 31.

In reaching its decision on the budget amount that it will submit to the Select Board, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

Established by law and charter

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

LEGAL REFS.: M.G.L. 71:38N; and M.G.L. 71:16B
Town Charter (See local reference)

BUDGET PLANNING

A sound budget development process must be established to ensure that the annual operating budget accurately reflects the District's goals. The budget is a financial planning tool that grounds itself in careful analysis of student achievement, enrollment, mandated services, and community values to allocate resources towards the goals set by the Committee. The first priority in the development of an annual budget will be the educational welfare of the children in our schools. The Committee also holds in balance the valid interest of the taxpayers.

The budget document shall reflect all sources of revenue. It shall clearly explain how those funds will be used.

In the budget planning process for the school district, the School Committee will strive to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar which will be shared publicly with the community. Such calendar will take into consideration the requirement that School Councils are to be consulted in developing school budgets.

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT BUDGET ADOPTION PROCEDURES

The regional district budget is adopted by the School Committee at the cost center level. Cost centers should represent appropriate levels of transparency for the Committee to oversee goal implementation while allowing for administrative day-to-day work. Cost centers will be agreed upon by the Committee and administration.

ALL revenue sources are subject to adoption by the School Committee.

The annual regional district budget as adopted by two-thirds vote of the member municipalities as required, the Regional School District Committee shall have thirty days to reconsider, amend, and resubmit a budget on the basis of the issues raised.

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

LEGAL REF.: M.G.L. Ch. 71:16B

CROSS REF.: DBJ, Budget Transfer Authority

File: DBJ

REGIONAL SCHOOL DISTRICT BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the school department's budget, the Regional School District Committee will consider requests for transfers of funds as they are recommended by the Superintendent. The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school district.

All requests for transfers between cost centers as approved during the annual budget deliberation must be submitted to the full School Committee for approval as part of the Director of Business and Finance's quarterly report at the School Committee's finance subcommittee or at the business meetings of the School Committee. Approval of transfers must be done by the full Committee.

All funds in the general account not expended by the close of the fiscal year will be placed in an excess and deficiency fund that shall not exceed five percent of the operating budget and its budgeted capital costs for the succeeding fiscal year. Any added funds exceeding five percent shall be returned to the member communities to reduce their assessments in accordance with law.

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

LEGAL REFS.: MGL 71:16B ½; DOR 994-660

CROSS REFS.: DBG, Budget Adoption Procedures
DI, Fiscal Accounting and Reporting

**CAPITALIZATION POLICY FOR GOVERNMENT ACCOUNTING STANDARDS BOARD
STATEMENT 34**

Net Assets for inclusion on the school district's financial statements beginning in FY03 will include land, buildings, improvements, machinery and equipment, vehicles, computers, furniture, textbooks and library books. Individual items with a value of \$10,000 or more with a useful life of more than one year will be included. Computers, furniture, textbooks, and library books will be valued collectively at \$10,000 or more.

SOURCE: Lincoln-Sudbury

Adopted 5/27/03

Adopted for LSSC Policy Manual 02/08/22

FUNDING PROPOSALS AND APPLICATIONS

The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in our schools.

The Superintendent/Principal will keep informed of possible funds available to the school district under the various state and federal programs, and in what manner these funds can best be used in the school district.

The Superintendent/Principal will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.

The Superintendent/Principal is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.

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

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

FEDERAL FUNDS SUPPLEMENT NOT SUPPLANT POLICY

The Lincoln-Sudbury Regional School District is committed to utilizing federal grant funds to supplement instructional programs funded by local, state and other sources as required by law and regulation. Federal funds will be used to complement and extend district-funded programs, not to take the place of (supplant) programs previously funded by the district, except as provided by the granting program.

The Superintendent or designee will ensure that federal grant funds are disbursed appropriately and that associated record-keeping and reporting complies with required guidelines and mandates.

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

LEGAL REF: Elementary and Secondary Education Act, as amended

BUDGET CONTINGENCY

The Regional School Committee supports the establishment of a contingency line item in the budget and that this be done through channels which include the Lincoln and Sudbury Boards of Selectmen and Finance Committees, the Town Meetings, and the State Legislature, all assuming support of the Finance Committees and Selectmen.

SOURCE: Lincoln-Sudbury

Adopted 10/24/78

Amended and Affirmed 12/10/02

Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT AUTHORIZED SIGNATURES

The treasurer and the assistant treasurer are authorized to sign check withdrawals and to sign the appropriate bank forms for the Regional School District.

SOURCE: MASC August 2016
Adopted for LSSC Policy Manual 02/08/22

LEGAL REF.: M.G.L. 71:16A

REGIONAL SCHOOL DISTRICT BONDED EMPLOYEES AND OFFICERS

Each employee of the school district or School Committee member who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the District.

LEGAL REFS.: M.G.L. 40:5; 71:16A

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

FISCAL ACCOUNTING AND REPORTING

The Superintendent/Principal will be ultimately responsible for receiving and properly accounting for all funds of the school district.

The accounting system used will conform with the Uniform Massachusetts Accounting System as well as good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as found desirable.

LEGAL REF.: M.G.L. Ch. 44:38
 603 CMR 10:00

CROSS REFS.: DBJ, Budget Transfer Authority
 DIE, Audits

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT AUDITS

An independent audit of the school department's accounts shall be conducted annually. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U.S. Comptroller General.

Upon the completion of each audit, a report thereon shall be made to the Chair of the School Committee, and a copy sent to the Chair of the Selectmen or City Council and the Chair of the School Committee in the member municipalities. The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department. This End of Year report must be submitted to the department on or before September 30 each year.

Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.

Federal Grant Audits: As a district that spends about thresholds required, the district is subject to the Single Audit Act.

Student Activity Account: As required by state law, student activity accounts are audited annually.

In addition, the Committee may request an additional audit of the school district's accounts at its discretion.

LEGAL REF.: M.G.L. 44:38-40; 71:47; 71:16E; 72.3

CROSS REF.: DI, Fiscal Accounting and Reporting

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

PURCHASING

It shall be the responsibility of the Superintendent:

To procure materials, supplies, equipment, and services at the lowest possible cost consistent with the quality necessary for the proper operation of the District, thereby attaining the maximum value for each public dollar spent;

To maintain the District's reputation for fairness and integrity and to promote impartial and equal treatment to all who wish to conduct business with the District;

To encourage a mutually cooperative relationship with requesting departments recognizing that successful purchasing is a result of team planning and effort;

To promote social and economic goals such as encouraging local, small, minority, and women-owned businesses to participate in bidding for District purchases.

The acquisition of materials, equipment and services will be centralized in the Superintendent's office of the school district.

The Superintendent will designate the District's purchasing agent. They will develop and administer the purchasing program for the school in keeping with legal requirements and with the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent, with such exceptions as may be made by the latter for emergency purchases.

LEGAL REFS.: M.G.L. 30B; 71:49A

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through cost compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy.

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

PROCUREMENT REQUIREMENTS

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding \$50,000 will be based upon competitive bidding. All purchases valued between \$10,000 and \$50,000 shall require the procurement officer to attempt to secure 3 quotes for all materials, equipment, or services. All purchases valued at less than \$10,000 shall require the use of sound business practices to secure the best quality at the best price.

An effort will be made to procure multiple bids for all purchases in excess of \$50,000. When recommending acceptance of a bid, the Superintendent will inform the School Committee, whenever possible, of the competitive price of a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Director of Finance and Operations and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school district. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school district.

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJA, Purchasing Authority

SOURCE: MASC 2021

Adopted for LSSC Policy Manual 02/08/22

REGIONAL SCHOOL DISTRICT PAYMENT PROCEDURES

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

As an operating procedure, the Committee will receive monthly lists of bills (warrants) for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee or by a subcommittee of no less than 3 members. Actual invoices, statements, and vouchers will be available for inspection by the School Committee upon request.

LEGAL REFS.: M.G.L. 41:41; 41:52; 41:56; 71:16A

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 02/08/22

EXPENSE REIMBURSEMENTS

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

When official travel by a personally owned vehicle is authorized, mileage payment will generally be made at the rate currently approved by the Committee.

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

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

SOURCE: MASC 2021
Adopted for LSSC Policy Manual 2/08/22

SECTION E
SUPPORT SERVICES

EB	SAFETY PROGRAM
EBAA	SAFE SCHOOL ENVIRONMENT
EBAB	PEST MANAGEMENT POLICY
EBB	FIRST AID
EBC	EMERGENCY PLANS
EBCD	EMERGENCY CLOSINGS
EC	BUILDINGS AND GROUNDS MANAGEMENT
ECA	BUILDINGS AND GROUNDS SECURITY
ECAC	VANDALISM
ECAF	SECURITY CAMERAS IN SCHOOLS
EDC	AUTHORIZED USE OF SCHOOL OWNED MATERIALS
EEA	TRANSPORTATION
EEA	STUDENT TRANSPORTATION SERVICES
EEAA	WALKERS AND RIDERS
EEAE	SCHOOL BUS SAFETY PROGRAM
EEAEA	BUS DRIVER EXAMINATION AND TRAINING
EEAEA-1	DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS
EEAEC	STUDENT CONDUCT ON SCHOOL BUSES
EEAG	STUDENT TRANSPORTATION IN PRIVATE VEHICLES
EEAJ	MOTOR VEHICLE IDLING ON SCHOOL GROUNDS
EFC	FREE AND REDUCED PRICE FOOD SERVICES

EFD MEAL CHARGE POLICY

SAFETY PROGRAM

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

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

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

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

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

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual 11/23/21

LEGAL REF.: M.G.L. 71:55C
 603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program
 GBGB, Staff Personal Security and Safety
 IHAM, Health Education
 JLI, Student Safety

SAFE SCHOOL ENVIRONMENT

The School Committee shall ensure that the school administration continues to implement comprehensive plans to maintain a safe and secure school environment, with appropriate measures in place to prevent violence in any form or of any kind.

SOURCE: Lincoln-Sudbury

Adopted 12/10/02

Adopted for LSSC Policy Manual 11/23/21

PEST MANAGEMENT POLICY

The Lincoln-Sudbury Regional School District is committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

I. OVERVIEW AND GOALS

- A. The Lincoln-Sudbury Regional School District shall develop and implement an integrated pest management program.
- B. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- D. The integrated pest management program shall strive to:
 - 1. Reduce any potential human health hazard.
 - 2. Reduce loss or damage to school structures or property.
 - 3. Minimize the risk of pests from spreading in the community.
 - 4. Enhance the quality of facility use for school and community.
 - 5. Minimize health, environmental and economic risks.

II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

- A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
- B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

- A. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardian, staff and students and will also be posted in a common area.
- B. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
- C. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

IV. RECORD-KEEPING

- A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
- B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

V. STAFF RESPONSIBILITIES AND EDUCATION

- A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly cut.
- B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

SOURCE: MASC
Adopted for LSSC Policy Manual 11/23/21

LEGAL REF.: M.G.L. 71:68; 132B

FIRST AID

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

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

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

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Superintendent/Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.
4. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent/Principal and, if the Superintendent/Principal deems appropriate, to the School Committee.

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual 11/23/21

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

CROSS REF.: JLC, Student Health Services and Requirements

EMERGENCY PLANS

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

The Superintendent/Principal will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent/Principal shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.
8. Material Safety Data Sheets shall be kept up to date and accessible throughout the building according to the Occupational Safety and Health Administration guidelines.

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

Associate Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas

under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC August 2015

Adopted for LSSC Policy Manual 11/23/21

LEGAL REF: M.G.L. 69:8A
Section 363 of Chapter 159 of the Acts of 2000
OSHA Guidelines, Workplace Safety

CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

EMERGENCY CLOSINGS

The Superintendent/Principal may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent/Principal has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent/Principal will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent/Principal will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 71:4; 71:4A

BUILDINGS AND GROUNDS MANAGEMENT

The Regional School District Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent/Principal and Director of Facilities. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent/Principal and Director of Facilities will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

SOURCE: MASC August 2016
Adopted for LSSC Policy Manual 11/23/21

VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Superintendent/Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent/Principal is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent/Principal in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent/Principal shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/Principal/designee.

The Superintendent/Principal may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: August 2015

Adopted for LSSC Policy Manual 11/23/21

AUTHORIZED USE OF SCHOOL OWNED MATERIALS

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent/Principal upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent/Principal to assure the user's responsibility for, and return of, all school equipment.

SOURCE: Lincoln-Sudbury

Adopted 2/25/03

Adopted for LSSC Policy Manual 11/23/21

TRANSPORTATION

The following is a policy statement on transportation of students:

WHEREAS under Section 68 of Chapter 71 of the General Laws, it is the responsibility of the School Committee to provide transportation of students who live more than two miles from the school to which they are assigned, and

WHEREAS under Section 16C of Chapter 71 of the General Laws, a regional district is to be reimbursed for 100% of its transportation expenses for students who live at least 1.5 miles from their school by a commonly traveled route, provided the agreement provides for the furnishing of transportation, and

WHEREAS Section 6 of the Lincoln-Sudbury Regional Agreement does provide that transportation shall be the responsibility of the District and shall be an ordinary operating expense.

NOW THEREFORE the District Policy regarding transportation of students to and from school shall include the following:

The Superintendent/Principal, in establishing school-bus routes, schedules and bus stops, shall not plan for the transportation of students whose place of residence is 1.5 miles or less from the High School.

A parent or legal guardian may petition the Superintendent/Principal for an exception to this procedure if the parent or guardian believes that a safety hazard exists, and the Superintendent/Principal may, if in his or her judgment such hazard warrants, make provision for transportation for said student by school bus.

SOURCE: Lincoln-Sudbury

Adopted 3/8/77

Amended and Affirmed 2/25/03

Adopted for LSSC Policy Manual 11/23/21

STUDENT TRANSPORTATION SERVICES

The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

WHEREAS under Section 68 of Chapter 71 of the General Laws, it is the responsibility of the School Committee to provide transportation of students who live more than two miles from the school to which they are assigned, and

WHEREAS under Section 16C of Chapter 71 of the General Laws, a regional district is to be reimbursed for 100% of its transportation expenses for students who live at least 1.5 miles from their school by a commonly traveled route, provided the agreement provides for the furnishing of transportation, and

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A parent or legal guardian may petition the Superintendent/Principal for an exception to this procedure if the parent or guardian believes that a safety hazard exists, and the Superintendent/Principal may, if in his or her judgment such hazard warrants, make provision for transportation for said student by school bus.

The school district will contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage

7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent/Principal, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5;
71B:8; 74:8A; 76:1; 76:12Bi; 76:14; 71:16C

CROSS REF.: EEAA, Walkers and Riders

NOTE: For additional information, refer to Guidelines to School Transportation Services in Massachusetts, published by the Department of Education in 1975.

WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the school district for transportation costs is given by the Commonwealth, subject to appropriation, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Regional School District Committee will provide transportation for students Grades 9-12 living more than two miles from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent/Principal. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

SOURCE: MASC August 2016
Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

SOURCE: MASC August 2016
Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

**DRUG AND ALCOHOL TESTING FOR SCHOOL BUS
AND COMMERCIAL VEHICLE DRIVERS**

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent/Principal or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol
Testing Programs
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
49 C.F.R. Part 391 Qualification of Drivers

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

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

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

NOTE: The coding of this statement indicates that the identical policy is filed in the J (Student) section.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

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

SOURCE: MASC

Adopted for LSSC Policy Manual 11/23/21

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term “school grounds” shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Lincoln-Sudbury Regional School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Lincoln-Sudbury Regional School District shall erect and maintain in a conspicuous location on school grounds “NO IDLING” signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500 FOR SECOND AND SUBSEQUENT OFFENSES M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Lincoln-Sudbury Regional School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REFS.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

SOURCE: MASC 2010

Adopted for LSSC Policy Manual 11/23/21

FREE AND REDUCED PRICE FOOD SERVICES

The school district will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from their parents or guardians.

As required by state and federal regulations, the School Committee approves this policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

SOURCE: MASC August 2016
Adopted for LSSC Policy Manual 11/23/21

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966
P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan or completing an application for free/reduced meals.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's

food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent/Principal shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC July 2018

Adopted for LSSC Policy Manual 11/23/21

SECTION F
FACILITIES DEVELOPMENT

FA	FACILITIES DEVELOPMENT GOALS
FCB	RETIREMENT OF FACILITIES
FF	NAMING NEW FACILITIES
FFA	MEMORIALS

FACILITIES DEVELOPMENT GOALS

The School Committee believes that the educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and of school facilities that help implement that program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school district and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

Recognizing that school facilities are long-term community investments, the Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual: 11/23/21

LEGAL REFS: M.G.L. 70B
 963 CMR 2.00

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent/Principal will recommend to the School Committee, which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of children, including alternative plans according to Committee policy
4. Transportation factors, including numbers of children bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs

SOURCE: MASC

LEGAL REF: M.G.L. 71:16

Adopted for LSSC Policy Manual 11/23/21

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent/Principal, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual 11/23/21

MEMORIALS

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC August 2016

Adopted for LSSC Policy Manual 11/23/21

SECTION G

PERSONNEL

GA	PERSONNEL POLICIES GOALS
GAA	PERSONNEL
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PERSONNEL POLICIES GOALS

The District's specific personnel goals are:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in the employment and retention of individuals with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the district's learning program.
2. To develop a general staff assignment strategy that will contribute to the learning program, and to use it as the primary basis for determining staff assignments.
3. To provide positive programs of staff development that contribute both to improvement of the learning program and to each staff member's career development aspirations.
4. To provide for a genuine team approach to education.
5. To develop and use for personnel evaluation positive processes that contribute to the improvement of both staff capabilities and the learning program.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: 603 CMR 26:00

PERSONNEL POLICIES

Personnel policies for Teachers (and other faculty as designated in the 'Recognition' section of the teacher contract, or 'Agreement') are governed by the rights, responsibilities and regulations set forth in such 'Agreement' between the Lincoln-Sudbury Regional School District School Committee and the Lincoln-Sudbury Teachers' Association.

Personnel policies for Support Staff, which include clerical, educational support, custodial, maintenance and grounds, are governed by the rights, responsibilities and regulations set forth in the Support Staff Handbook. The Support Staff Handbook is approved by the School Committee.

Personnel policies for Administrators and other staff with individual contracts are governed by the rights, responsibilities and regulations set forth in their individual 'Agreements' with the Lincoln-Sudbury Regional School District School Committee.

SOURCE: Lincoln-Sudbury
Adopted 4/29/03

Adopted for LSSC Policy Manual 12/21/21

EQUAL OPPORTUNITY EMPLOYMENT AND AFFIRMATIVE ACTION

It is the policy of the School Committee to provide, through a positive and effective affirmative action program, equal access for employment, retention, and advancement of all people, regardless of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status or handicap in accordance with law.

The purpose of this policy is to accomplish the following:

1. To provide students with the opportunity to relate to and learn with members of diverse backgrounds, and to increase knowledge and intercultural understanding.
2. To have adult role models representative of the student body and of our society; and to reflect our stated philosophy and policies.
3. To insure equal opportunities for employment and promotion of all people.

The implementation of this policy is in accordance with two principles:

Nondiscrimination: We will examine past and present employment procedures, policies, and practices to ensure that they do not purposely or inadvertently operate to the detriment of any person on the grounds of membership in a protected class. Those responsible in matters of employment must follow policies and practice that are nondiscriminating.

Affirmative Action: The School and all of its departments, divisions, and subsidiaries will make a determined effort to recruit, employ, train and promote qualified members of groups currently underutilized and/or underrepresented in the school system's work force.

The nondiscrimination requirements apply to all persons, whether or not the individual is a member of a conventionally defined "minority group." The affirmative action requirements are designed to further the employment of groups that are currently under employed or underrepresented.

Adopted 10/9/84

["Sexual preference" added in the Nondiscrimination paragraph of the Affirmative Action Statement following the words "marital status."]

Adopted 1/22/85

Adopted 10/13/98 after advisement of counsel

SOURCE: Lincoln-Sudbury

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 151B:4;
BESE Regulations 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

CONSTITUTIONAL RIGHTS

The Lincoln-Sudbury Regional High School shall safeguard the constitutional rights of all members of the school. Students and teachers alike may exercise their rights of free speech and assembly so long as their doing so does not interfere with the school's normal operation. It shall further be the policy of this school that neither teachers nor students have the right to disrupt the normal routines or to treat a class as a captive audience for the purpose of political activity.

Students and teachers will further be guided by the philosophy and school-wide objectives contained *in* the Program of Studies Handbook.

SOURCE: Lincoln-Sudbury

Undated policy from 1986 Policy Manual

Amended 3/11/03

Adopted for LSSC Policy Manual: 12/21/21

STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents/guardians, coworkers, and officials of the school district.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school district. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to them.

Every two years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the municipal or district Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures 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 district but also sets forth a model worthy of emulation by students. The School Committee recognizes the efforts made by faculty and staff in:

Respecting Lincoln-Sudbury's Statement of Purpose;
Supporting the school's Core Values; and
Promoting classroom, departmental and school-wide expectations, goals and initiatives.

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 procedures 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 district's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents/guardians and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made

among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC December 2012
Adopted for LSSC Policy Manual 12/21/21

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

CROSS REFS.: KHA, Public Solicitations in the Schools

ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents/guardians of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents/guardians who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;
Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

SOURCE: MASC February 2018
Adopted for LSSC Policy Manual 12/21/21

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or 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.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Drugs, Alcohol, and Tobacco
[JCH](#), Drug and Alcohol Use by Students

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school district whenever that employee's health appears to be a hazard to children or others in the school district or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program,

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:54; 71:55C

CROSS REFS.: EB, Safety Program

NOTE: This category is for statements on staff physical and mental health examination requirements, the School Committee's commitment to assisting employees in maintaining good health, its concern with occupational safety, and so on.

FAMILY AND MEDICAL LEAVE

The School District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school district facilities, equipment or supplies; discuss their campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC September 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 55; 71:44

PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school district, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of their own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include their written response in the file.
6. Lists of school district employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247
Title IV, as amended
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations
M.G.L. 4:7; 71:42C
Teachers' Agreement

CONTRACT REF.: All Agreements

CROSS REF.: KDB

File: GBK

STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of an Associate Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Associate Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC September 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 150E:5 and 8

CONTRACT REFS.: All Contract Agreements

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school district will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school district's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Associate Principals

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

Administrators

Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school districts to determine salaries being paid for comparable positions in each district. The survey will include the effective date of the specified salary.

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:40; 71:43, 71:42B

CONTRACT REF.: Teachers' Agreement

PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school district. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school district. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC September 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: Collective Bargaining Agreements

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

SOURCE: MASC March 2018

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR 7:00, 26.00, and 44:00

SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The school district will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base their decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by **June 15** or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school district subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school district in another position for which they are legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which they are not legally qualified.

Established by law and Committee policy

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42B; 71:43

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations.
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program.
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor initiated observations, and teacher initiated observations.

The formal evaluations will be written and will be discussed by the supervisor and the person being evaluated. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed by both parties and incorporated into the personnel files of the teacher or administrator. In addition, the individual and his department chairman (if applicable) will receive a signed copy. The signature should indicate that the evaluation has been read and discussed.

The written evaluation should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B
603 CMR 35:00

CONTRACT REF.: Teachers' Agreement

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Professional staff members may discontinue their service in the school district during the school year by submitting a written notice of intent to resign to the appropriate hiring authority.

Such written notice of intent to resign will be given to the Superintendent. The staff member will be notified in writing of the Superintendent's action on the resignation.

When a resignation is accepted by the Superintendent the employee may be expected to continue in service at his or her assigned duties for a period of 30 days after submission of the resignation.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Annually, the Superintendent will inform the Committee of the professional staff members who have indicated their intention to retire at the end of the current school year. No further School Committee action is necessary unless approval is needed for the payment of or participation in continued local benefits.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: Age Discrimination in Employment Law, P.L. 95-256

CONTRACT REF.: Teachers' Contract

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school district, he or she will:

1. Be certain that each such case is supported by defensible records.
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Guarantee that all procedures will be in accordance with due process of law.
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

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

TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job.

A teacher may not tutor students who are currently in their class. Even if the teacher does not recommend that the current student receive private tutoring, the teacher should not tutor current students.

Teachers and other public employees may not approach a student, or the student's parents/guardians, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parents/guardians or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to provide a written disclosure.

A teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. The school cannot send home brochures for a particular tutoring service with the children.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Associate Principal may give the parents/guardians a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

LEGAL REF: M. G. L. 268A Mass. Ethics Commission FAQs for Public School Teachers

SOURCE: MASC 2013

Adopted for LSSC Policy Manual 12/21/21

SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school district must participate intelligently and effectively for the benefit of the children. This school district will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Committee. In each case, the Superintendent will submit for the Committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Committee may abolish a position it has created.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

In establishing rates of pay and levels of compensation for support staff personnel, the School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

Compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units will be considered appendices to this manual and will have the full force of School Committee policy.

The School Committee will set the rates of pay for personnel not covered by collective bargaining agreements.

Overtime

Support staff employees will be paid overtime wages for work performed in excess of 40 hours in a work week.

In counting hours for the purpose of allowing overtime work and pay, supervisors will consider sick leave, vacation time, and holidays as time worked.

Every effort must be made to minimize overtime by scheduling duties during the regular workday. Overtime will be authorized only by the Superintendent and only to cover emergency situations. All such work will be assigned on a fair and equitable basis.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

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

CONTRACT REFS.: All Contracts

SUPPORT STAFF VACATIONS AND HOLIDAYS

Holidays

The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

Employees who work on a 12-month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee. They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless their absence is approved on the basis of current leave policies.

Vacations

All 12-month employees will be eligible for paid-vacations in accordance with the following:

1-5 years	-- two weeks vacation
5-10 years	-- three weeks vacation
After 10 years	-- four weeks vacation

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 4:7; 136:12

CONTRACT REFS. All support staff contracts

EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.

Each employee will be informed of the basis upon which they are to be evaluated in advance of evaluation.

SOURCE: MASC September 2016
Adopted for LSSC Policy Manual 12/21/21

CONTRACT REFS.: All support staff agreements

RETIREMENT OF SUPPORT STAFF MEMBERS

All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.

Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256, M.G.L. 71:16F

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

In the event of failure to perform as required, the Superintendent may immediately suspend or terminate employment depending upon agreement language.

Support staff employees may or may not be given prior notice of their dismissal, depending upon the circumstances.

The Superintendent may also suspend/remove employees from their individual assignments.

SOURCE: MASC September 2016

Adopted for LSSC Policy Manual 12/21/21

SECTION H
NEGOTIATIONS

HA	NEGOTIATIONS
HA	NEGOTIATIONS GOALS
HB	NEGOTIATIONS LEGAL STATUS
HF	SCHOOL COMMITTEE NEGOTIATING AGENTS

NEGOTIATIONS

The Lincoln-Sudbury Regional District School Committee recognizes the Lincoln-Sudbury Teachers' Association as the official professional staff organization of the District and the Executive Committee of the Teachers' Association is understood to be the representative body for this organization.

SOURCE: Lincoln-Sudbury

Adopted 10/4/66

Amended and Affirmed 2/25/03

Adopted for LSSC Policy Manual: 12/21/21

NEGOTIATIONS GOALS

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

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

“ shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.”

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

SOURCE: MASC September 2016

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 150E:1 et seq.

SCHOOL COMMITTEE NEGOTIATING AGENTS

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

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent/Principal and approved by the Committee.
 - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

SECTION I
INSTRUCTION

IB	ACADEMIC FREEDOM
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ID	SCHOOL DAY
IE	ORGANIZATION OF INSTRUCTION
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IHAM	HEALTH EDUCATION
IHAM-R	HEALTH EDUCATION
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IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
IHBA	POLICY FOR STUDENTS WITH SPECIAL EDUCATION NEEDS
IHBAA	OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS (MASC)
IHBD	COMPENSATORY EDUCATION
IHBEA	ENGLISH LEARNER EDUCATION
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IJ	INSTRUCTIONAL MATERIALS
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IJLA	LIBRARY RESOURCES
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IJOC	SCHOOL VOLUNTEERS
IK	STUDENT PROGRESS REPORT TO PARENTS/GUARDIANS
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IKF	GRADUATION REQUIREMENTS
IL	EVALUATION OF INSTRUCTIONAL PROGRAMS
ILD	POLICY ON RESEARCH STUDIES
IMA	TEACHING ACTIVITIES/PRESENTATIONS
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS
IMD	SCHOOL CEREMONIES AND OBSERVANCES
IMG	ANIMALS IN SCHOOL

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school: breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the school union. The specific opening and closing times of the schools will be recommended by the Superintendent/Principal and set by the Committee.

The Superintendent/Principal is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help ensure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless circumstances require earlier admittance.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
603 CMR 27.00

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to their fullest potential.

Special education services are integrated across each grade level.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.

The Superintendent/Principal shall have the authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals.

The professional staff shall approve all textbooks and supplemental instructional materials for the support of the curriculum. Staff is encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these materials remains within the limits of the budget.

The faculty and administration shall regularly evaluate the educational program and recommend modifications and changes in curriculum content as well as the addition or deletion of courses in the instructional program.

The Superintendent/Principal shall make periodic reports to the School Committee on the effectiveness of the curriculum. The School Committee wishes to be informed of substantive revisions in curriculum.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

STUDENT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services to meet the needs of all students.

The Superintendent/Principal shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

CROSS REF.: ACE, Nondiscrimination on the Basis of Disability

CURRICULUM ADOPTION

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent/Principal will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

HEALTH EDUCATION

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the district's health education program.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 71:1

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Associate Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Associate Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Associate Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 71:1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

Updated based on Health Youth Act

In accordance with law ([Healthy Youth Act, senate No. 2495](#)), the school committee has adopted this policy on the rights of parents and guardians in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of the school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily include a comprehensive sexual health education curriculum through the Program of Studies. The Superintendent/Principal of School will determine the administrator(s) responsible for sending out the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

In addition, the Wellness Department will communicate to parents at the beginning of the following courses, Intro to Wellness (9th Grade) and Health Issues (11th Grade) informing parents of the child's enrollment and highlighting this policy.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Withdraw their student from all or part of the instruction that involves comprehensive sexual health education curriculum by sending a letter to the course teacher or the department coordinator requesting the exemption. The student shall not be subject to disciplinary action, academic penalty or any other sanction. An alternative educational activity shall be made available to the students who have been withdrawn from this instruction.
2. Inspect the program instruction materials prior to the start of the course, if the parent or legal guardian requests to review the material.
- 3.

A parent or guardian who is dissatisfied with a decision of the administrator--designated by the Superintendent/Principal--concerning notice, access of instructional materials, or exemption for the student under the policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give parents/guardians timely written decisions, preferably within two weeks of the request. The School Committee will review the issue and give the

parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

A copy of the notification letter to parents/guardians *is* on file in the Student Services office.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS: M.G.L. 71:32A

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 9-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among high school youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

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

SOURCE: MASC March 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school district's special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school district's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq.
 603 CMR 28:00 inclusive

POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The goal of the Lincoln-Sudbury Regional School District is to allow each student to grow and achieve at his or her own level, to gain independence and reliance, and to function within the least restrictive environment whenever possible.

In accordance with applicable federal and state laws and regulations, and inter-district agreements with the Sudbury and Lincoln Public Schools, eligible students at LSRHS between the ages of 14 and 22 or who are in grades 9 through 12, and who have not attained a high school diploma, will receive appropriate special educational services.

It is the desire of the District to work closely with parents in designing and providing programs and services to students with special needs.

Please refer to the following documents for further detail on LSRHS compliance with federal and state regulations, district policies and agreements, and information about specific current procedures. These documents are available in the office of the Director of Student Services.

- LSRHS District Compliance Assurance Plan
- LSRHS District Curriculum Accommodation Plan
- LSRHS Program of Studies Handbook
- LSRHS Student Services and Special Education Policies and Procedures Manual

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: Lincoln-Sudbury

Amended and Adopted for LSSC Policy Manual 12/21/21

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Student Services or designee and/or Superintendent/Principal.
2. The Director of Student Services or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. The Director of Student Services or designee and/or Associate Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
4. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods in a single day may be limited.
5. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe. Anyone completing an observation will be escorted by LS Staff.
6. The number of observers at any one time may be limited.
7. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
8. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
9. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform his or her contractual job duties.
10. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

11. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian prior to any follow-up TEAM meeting.

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC ADOPTED: September 2009
Adopted for LSSC Policy Manual 12/21/21

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

“School districts and parents/guardians have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent/guardian or designee is a good starting point for resolving the issue.”

“The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

**COMPENSATORY EDUCATION
(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades 9-12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Student Services. Student services parents need to ask medical professionals to complete the home and hospital form.

Homebound instruction is offered in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF.: 603 CMR 28.03 (3)(c)

SOURCE: MASC June 2020
LSSC Adopted: 12/21/21

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for their child, the following procedures shall be followed in accordance with the law:

The parent/guardian must submit written notification on an annual basis of establishment of the home-based program to the Superintendent 14 days before the program is established, and resubmit notification on an annual basis as long as the student is being educated in a home-based environment.

The parent/guardian must certify in writing the name, date of birth, home address, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardian to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school extracurricular activities upon approval of the Superintendent.

If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.

SOURCE: MASC

LSSC Amended and Adopted: 12/21/21

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of CharCare and Protections of Charles
MASS. Supreme Judicial Court 399 Mass. 324 (1987)

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school district.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:37I; 71:37J
603 CMR 17.00

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents/guardians making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

School librarians assume a role in promoting principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. They work closely with teachers to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently so that students and teachers may experience the free and robust debate characteristic of a democratic society.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian(s) select and purchase resources to support the curriculum and students' recreational reading interests through the library's budget. Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
Based on knowledge of students
Based on requests of parents/guardians and students
- Needs of the individual school
Based on knowledge of the curriculum of the school
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

File: IJLA

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed “standards” or “classics”, will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC October 2016

Amended and Adopted for LSSC Policy Manual: 12/21/21

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Acceptable Use

All students and faculty agree to the District's Acceptable Use Policy which outlines the purpose of the school's network and technology as well as policy enforcement. The Acceptable Use Policy is included in the Program of Studies and Policy Handbook.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Lincoln-Sudbury Regional School District

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

COMPUTER NETWORK-ACCEPTABLE USE POLICY

The Lincoln-Sudbury Computer Network consists of Google's G Suite, network file servers, and Internet access.

PURPOSE: It is the policy of the Lincoln-Sudbury Regional School District to provide access for employees and students to the L-S Computer Network and to other external services for educational and administrative purposes. Educational purposes shall be defined as classroom activities, career and professional development activities, and high-quality self-discovery activities of an educational nature.

The purpose of the L-S Computer Network is to assist teachers in preparing students for success in life and work. This is accomplished by providing them with a network that allows them access to a wide range of information and the ability to communicate with others.

The L-S Computer Network shall be used consistently with these educational purposes to increase communication, enhance productivity, provide information to the community, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information.

AVAILABILITY: The Superintendent/Principal or designee shall be responsible to implement, monitor, and evaluate the L-S Computer Network for educational and administrative purposes.

Access to the L-S Computer Network, including external services, shall be made available to employees and students for educational and administrative purposes, in accordance with administrative regulations and procedures to be developed by the Superintendent/Principal or his/her designee.

Access to the L-S Computer Network is subject to adherence with the District's Acceptable Use Policy and the exercise of good judgment and common sense. ALL USERS shall be required to comply with all administrative regulations and procedures governing use of the system. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook. Noncompliance with applicable regulations and procedures, or inappropriate use of the L-S Computer Network or external services may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Lincoln-Sudbury Regional School District. Violations of law may result in criminal prosecution as well as loss of user privileges and disciplinary action by the Lincoln-Sudbury Regional School District.

In compliance with the Children's Internet Protection Act (CIPA), L-S will utilize a filter to prohibit access to Websites which contain inappropriate material. The filtering will not impede educationally relevant sites.

ACCEPTABLE USE: The Superintendent/Principal or his/her designee shall be responsible to develop and implement administrative procedures, and student user agreements, consistent with the purposes and mission of the Lincoln-Sudbury Regional School District, as well as with law and policy governing copyright and other applicable law.

PERSONAL COMPUTING DEVICES: Staff and students may bring personal computing devices to L-S. In an effort to protect the L-S information network, the District reserves the right to investigate personal computing devices and/or peripheral devices at any point, if there is any reason to believe these are being used inappropriately, or in such a way as to threaten the network.

MONITORING USE: Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored, accessed, retrieved, downloaded, printed, copied or examined at any time by the network administrator, Superintendent/Principal or

the Superintendent/Principal's designee to ensure appropriate use for educational and administrative purposes, and may be disclosed to others, including law enforcement officials. All School emails are public record <http://www.mass.gov/legis/laws/mgl/66-10.htm> and will be archived for 7 years. Emails are available as part of a public request, some are subject to redaction for certain privileged information (set by law.) Staff members should use the L-S email system for any school related issues.

LIABILITY: The Lincoln-Sudbury Regional School District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Lincoln-Sudbury Regional School District shall not be responsible for ensuring the accuracy or usability of any information found on external services.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual 12/21/21

EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC Adopted August 2015
Adopted for LSSC Policy Manual 12/21/21

COMPUTER NETWORK-ACCEPTABLE USE POLICY - ADMINISTRATIVE PROCEDURES FOR IMPLEMENTATION

Policy Enforcement

- The District shall provide each user with copies of the Acceptable Use Policy and Procedures. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook.
- Access shall be granted to employees.
- Access shall be granted to students.
- The Superintendent/Principal or the Superintendent/Principal's designee shall be responsible for disseminating and enforcing policies and procedures.

Passwords

- User names shall be recorded on access agreements, where applicable, and kept on file.
- In applications where passwords are utilized, the initial passwords provided by the network administrator should be set to expire on login.
- Passwords are confidential. All passwords shall be protected by the user and not shared nor displayed.
- Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- System users shall not use another user's account.

Copyright

- Copyrighted software or data shall not be placed on the L-S Computer Network server without permission from the holder of the copyright and the system administrator.
- System users must comply with copyright laws and respect copyrights. Copyrighted material may be copied or redistributed only when the system user is authorized to do so in writing by the copyright holder or designee, or is authorized to do so under the copyright law "fair use" doctrine. Any system users who have a question about their right to use or redistribute copyrighted material should consult with the Superintendent/Principal, designee or the System Administrator.
- System administrators may upload/download public domain programs to the system/network.
- System administrators are responsible for determining if a program is in the public domain.

General Usage

- The Superintendent/Principal or Superintendent/Principal's designee shall be authorized to monitor, access, retrieve, download, print, copy or examine all system activities including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources, and to disclose such transmissions to others, including law enforcement officials.

System Maintenance

- The network administrator or the network administrator's designee shall be responsible for establishing appropriate retention and backup schedules.
- The network administrator or designee shall be responsible for establishing appropriate disk

usage limitations, if needed.

- System users should purge electronic information according to District retention guidelines.

Unacceptable Uses

- The L-S Computer Network is to be used for educational and administrative purposes, in accordance with the District's L-S Computer Network - Acceptable Use Policy. The following are some examples, but not an exhaustive list, of uses which are inconsistent with that Policy:
- Using the L-S Computer Network for political or commercial purposes of any kind.
- Forgery or attempted forgery.
- Except in the case of an authorized network administrator, Superintendent/Principal or Superintendent/Principal's designee, attempting to monitor, read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send or receive electronic mail.
- Using the L-S Computer Network for illegal purposes, the support of illegal activities, or for any activity prohibited by District policy.
- Attempting to harm or destroy equipment, materials, data or programs on the L-S Computer Network or on the network of any other agency connected to the Internet.
- Using vulgarity, ethnic or racial slurs, harassment, slander, or other inflammatory language. Language should always be appropriate to the context in which it is used.
- Pretending to be someone else when sending/receiving messages.
- Transmitting or viewing any sexually explicit or pornographic materials or material not considered to be of value in an educational setting.
- Revealing personal information (addresses, phone numbers, etc.) regarding oneself or another to an unknown party.
- Attempting to impersonate or to gain unauthorized access as a system administrator or as any other user.
- Attempting to harm or destroy data of the L-S Computer Network, another user on the network, or any other agency connected to the Internet.
- Encouraging or supporting the prohibited activities of others.
- Spamming [sending massive, inappropriate and unsolicited information] or flooding [transferring data without intent of meaningful communication].

District Response to Infractions

- Deliberate attempts to degrade or disrupt system performance are violations of District policy and may be criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Vandalism is a violation of District policy and may be criminal activity under applicable state and federal laws. Vandalism shall result in the cancellation of system privileges and shall require restitution for costs associated with hardware, software, and system restoration.
- The District shall cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's network.

A user who violates District policy or administrative procedures or uses the L-S Computer Network inappropriately shall be subject to suspension or termination of L-S Computer Network privileges and shall be subject to appropriate District disciplinary action and/or prosecution.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual 12/21/21

INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district website.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the

first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC: Adopted August 2015
Adopted for LSSC Policy Manual 12/21/21

POLICY ON SOCIAL MEDIA

The Superintendent and the Associate Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the Associate Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

FIELD TRIPS/STUDENT TRAVEL

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the administration and reviewed by the School Committee. These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Superintendent/Principal.

All trips must comply with Student Travel Regulations approved by the School Committee.

All trips which include late night travel (midnight to 6 am.) or an overnight stay away from students' homes must have the prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee shall also consider the educational appropriateness of the trip, and the value of the trip in relation to the cost prior to granting initial approval. overnight trips should offer significant educational benefits to- students that clearly justify the time and expense of the trip.

Final approval shall not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school. The School Committee shall only review school-sanctioned trips for approval. The School Committee shall not review or approve trips that are privately organized and run without school sanctioning.

SOURCE; Lincoln-Sudbury

Adopted 12/14/04 Amended 4/11/06

Adopted for LSSC Policy Manual 12/21/21

STUDENT TRAVEL REGULATIONS

1. Transportation

- The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.
- Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with applicable law.
- The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”. (FMCSA ratings are available at <http://www.saferys.org/>).
- The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the District that allows verification of the subcontractor's qualifications.

2. Trip Scheduling

- Arrangements for overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.
- Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements.
- Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.
- Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
- If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

- The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

- Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.
- If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

4. Student Supervision

- Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with applicable law.
- CORI checks are recommended but not required by law for bus drivers who do not regularly work for the District and who will not have direct and unmonitored contact with students. If such checks are not done, a chaperone must always be present whenever students are on the bus,
- All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.

SOURCE: Lincoln-Sudbury

Adopted 12/14/04

Amended 4/11/06

Adopted for LSSC Policy Manual 12/21/21

OUTSIDE SPEAKERS POLICY

The School Committee supports efforts to bring in outside speakers to address students and faculty on important matters of public or educational concern. In doing so, the Committee wishes to foster a spirit of free inquiry and to encourage the timely discussion of a wide variety of issues. The Committee further believes it is important that a range of viewpoints is presented on each issue. The Committee encourages the school to ensure that viewpoints presented are subject to critical evaluation, allowing students the opportunity to form their own opinions based, in part, on the discourse presented.

SOURCE: Lincoln-Sudbury

Adopted 9/23/03

Adopted for LSSC Policy Manual 12/21/21

CROSS REF: ADDA, Background Checks

File: IJOC

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

All volunteers who have direct and unmonitored contact with students must undergo a Criminal Offender Record Information (C.O.R.I.) check, in compliance with M.G.L., Chapter 385 of the Acts of 2002, An Act Further Protecting Children.

The Superintendent/Principal or his/her designee shall be responsible for implementation of the C.O.R.I. checks.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

CROSS REF.: ADDA, Background Checks

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, Associate Principals, parents/guardians, and the Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Associate Principals will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the Superintendent/ Principal.

PROMOTION POLICY FOR GRADUATION

To move from:	A student must have earned:	And:
9 th to 10 th Grade	20 credits	Not deficient by more than 2 credits in required courses
10 th to 11 th Grade	44 credits	Not deficient by more than 2 credits in required courses
11 th to 12 th Grade	68 credits	Not deficient by more than 2 credits in required courses

SOURCE: Lincoln Sudbury
Adopted for LSSC Policy Manual 12/21/21

GRADUATION REQUIREMENTS

In order to graduate from Lincoln-Sudbury you must accumulate 89 credits, which reflect a balanced program of study. In order to earn credit, you must receive a passing grade of D- or better and meet the attendance requirements. Typically, full year courses grant 4 credits per course and semester courses grant 2 credits per course.

The required credits are:

Total Credits

Digital Literacy and Computer Science – credits must be earned in specific computer technology courses **2 credits**

Below is a list of courses that qualify for this requirement.

- Computer Science Department: all courses
- FATA Department: Digital Imaging, Graphic Design, 3D Modeling & Rapid Prototyping, Architectural Design, Music Technology and Composition
- Math Department: Trigonometry Precalc Foundations/Precalculus, Algebra II Foundations

Please refer to Departmental sections for detailed course descriptions.

English - credits to include:

16 credits

- Writing (Ninth grade course will meet this requirement) **2 credits**

Please refer to the English section for courses that fulfill these requirements.

Fine, Applied & Technical Arts - credits must be earned in specific arts courses.

2 credits

Please refer to the FATA section for courses that fulfill this requirement.

History & Social Sciences -credits to include:

12 credits

United States History 4 credits

Please refer to the History section for courses that fulfill this requirement.

Language - two sequential years in the same language

8 credits

Mathematics

8 credits

Science - credits to include:

8 credits

- Biological laboratory science 4 credits
(all full-year Biology courses fulfill this requirement)
- Physical laboratory science 4 credits
(Practical Physical Science and all full-year Earth Science, Chemistry and Physics courses fulfill this requirement)

Wellness - credits to include:		12 credits
Ninth grade year	4 credits	
1 credit in Intro to Wellness		
1 credit in Foundations of Strength Training		
2 credits from the Wellness elective choices		
Sophomore year	4 credits	
1 credit in Outdoor Pursuits		
1 credit in CPR & Community Action		
2 credits from the Wellness elective choices		
Junior year	4 credits	
1 credit in Health Issues		
1 credit in Cardiovascular Health		
2 credits from the Wellness elective choices		
12 th Grade Wellness Requirement:		
All seniors are required to Participate in Escalation Workshop and Senior Service Workshop.		
Credits required in specific subjects	68	
Additional credits required	21	
Total credits required to graduate	89	

Community Service Graduation Requirement - Each student is required to perform a minimum of 15 hours of community service. Refer to the next pages for details.

SOURCE: Lincoln-Sudbury Program of Studies
LSSC Amended and Adopted for Policy Manual: 02/08/22

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the district's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school district must be approved in advance by the School Committee.
5. Teacher and parent/guardian evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

POLICY ON RESEARCH STUDIES

Only those research studies which are determined to be of benefit to the educational process at Lincoln-Sudbury Regional High School and respectful of the rights of privacy of students will be approved.

Procedures:

1. Approval Criteria: Requests for research studies will be approved in accordance with the following criteria:
 - a. Students' and staff participation is voluntary.
 - b. Students who are subjects in any research study must have parent or guardian approval.
 - c. Students' and staff rights of privacy are protected.
 - d. Results of the study are of benefit to the educational processes at LSRHS, will be made available to LSRHS, and will carry appropriate credit to LSRHS.
 - e. Opportunities for LSRHS staff involvement are maximized.
 - f. The study is sound in all respects including objectives, feasibility, professional ethics, and purposes for which the results will be put to use.
 - g. Persons conducting the study are professionally qualified, responsible and of worthy reputation.
2. Documentation:
 - a. All requests for research studies will be submitted in writing to the Superintendent/Principal together with appropriate documentation of the research plan and objectives and of compliance with the approval criteria stated above.
 - b. All requests for research studies will be approved in writing by the Superintendent/Principal together with appropriate terms and conditions. The LSRHS faculty member(s) responsible for coordination and monitoring shall be specified in such documentation.
3. Implementation:
 - a. The Superintendent/Principal is responsible for supervision of these procedures including necessary approval and documentation.
 - b. The Superintendent/Principal is to be advised promptly of all requests that are approved. The prior advice of the School Committee may be sought at any time and shall be sought in any case when there is a question regarding the application of any of the criteria cited above.

SOURCE: Lincoln-Sudbury
Undated policy from 1986 Policy Manual
Amended and approved 3/11/03
Adopted for LSSC Policy Manual 12/21/21

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspects of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging artwork that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: 603 CMR 26:05

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the Superintendent.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

Associate Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Superintendent shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the Superintendent/Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Superintendent/Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.,) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent/Principal.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the Superintendent or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to

remove the animal to a different location designated by the Superintendent/Principal or designee and an alternative plan will be developed with appropriate District staff. Such a plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent/Principal or designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21

SECTION J

STUDENTS

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EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

SOURCE: MASC February 2019
LSSC Adopted: 12/21/21

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in our school, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use district-wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent/Principal shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent/Principal, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC, 2019

Amended and Adopted for LSSC Policy Manual: 12/21/21

SCHOOL ADMISSIONS

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

Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Superintendent/Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC February 2019

LSSC Adopted: 12/21/21

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Immunization of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services
JFABE, Educational Opportunities for Military Children
JFABF, Educational Opportunities for Children in Foster Care

RESIDENCY POLICY

The Lincoln-Sudbury Regional School Committee feels that students best flourish in a supportive school environment that is in concert with an equally supportive home environment. With the exception of rare and unique circumstances, a student's residence is the home where his or her parent(s) or legal guardian(s) reside. In circumstances where parents or guardians live separately and custody is shared, or another arrangement exists, one guideline that the Superintendent/Principal will use in any residence consideration is whether or not the district is the principal location of the student's domestic, social and civil life.

In order to attend Lincoln-Sudbury Regional High School, a student must be a resident dependent, with his/her parent(s) or legal guardian(s), of either the Town of Lincoln or the Town of Sudbury as defined in MA General Law Chapter 76, Section 5 or qualify in accordance with one of the following exceptions:

- A student participating in the METCO Program
- A student participating in a Student Exchange Program
- A student whose parent or legal guardian is an employee of Lincoln-Sudbury Regional School District (teacher, administrator, clerical, educational support or buildings & grounds) who works a minimum of 20 hours per week and who would also be eligible for such benefits as health insurance.
- A student whose parent or legal guardian is a faculty member of the Lincoln or Sudbury Public Schools, provided that said school districts have a policy which provides dependent children of Lincoln-Sudbury Regional School District employees equivalent access and said policy is implemented in the same manner as this policy is implemented.

Procedures for enrollment, including all requirements for documentation, will be available from the Director of Student Services and/or the Superintendent/Principal. In any circumstances involving legal guardianship, documentation confirming a decision in the courts to this effect must be available to the District upon request. In addition, the District retains the right to require the production of a variety of records and documents to verify residence.

Dependents of employees of Lincoln-Sudbury Regional School District, Lincoln Public School or Sudbury Public Schools are permitted to attend Lincoln-Sudbury as long as they remain employed by said school district and provided the student's educational needs can be met within the school and its academic and support services.

Non-Resident Students

- A. Non-resident employees desiring to enroll a dependent child(ren) shall apply to the Superintendent/Principal in writing. Procedures for enrollment will be available from the Superintendent/Principal.

- B. Once enrollment is approved, the child(ren) of a nonresident employee will be permitted to remain a student of LSRHS until completion of his/her senior year, except that a student whose parent leaves the employ of LSRHS or the Lincoln or Sudbury Public Schools may continue to attend LSRHS only for the balance of the current semester.
- C. The non-resident employee will be responsible for the transport of his/her child(ren) to and from school.

Resident Senior Students Who Move After the Official Opening of School

The Lincoln-Sudbury Regional School Committee recognizes that stability is important in a student's educational career, especially for the final year of high school. Therefore, the LSRSC will allow any resident senior whose parent or legal guardian moves from Lincoln or Sudbury after the start of the school year one of the following opportunities:

- A. Should the parent or legal guardian leave the District after the opening of the fall semester of the student's senior year, the District will allow for the student to remain in attendance through the conclusion of midterm (first semester) exams. Thereafter, as and if necessary, the student will be expected to be educated in the community in which the parent(s) or legal guardian(s) reside. In addition, should the parent or legal guardian desire for the senior student to remain in the District through the conclusion of second semester, the parent or guardian shall pay the District one semester's tuition in full prior to the start of second semester.
- B. Should the parent or legal guardian leave the District after the conclusion of midterm (first semester) exams of the student's senior year, the District will allow for the student to remain in attendance through the conclusion of second semester in order to complete his or her senior year.

Transportation of senior students in these circumstances will be the responsibility of the parent(s) or legal guardian(s) once the parent(s) or legal guardian(s) have left the District.

In good faith, reasonable effort will be made by the Administration to work with students to complete studies in line with LSRHS graduation requirements and receive an LS diploma should the fall semester be the concluding semester of studies within the District for the student.

Temporary Residence

In accordance with Massachusetts law, if a child resides temporarily in Lincoln or Sudbury for the specific purpose of attending school, but the legal residence of the child's parent(s) or guardian(s) is not in Lincoln or Sudbury, the School District may recover the tuition from the parent(s) or legal guardian(s).

Prospective Residents of Lincoln or Sudbury Awaiting Occupancy

For evidence of residency, a fully signed and executed Purchase and Sale (P&S) Agreement can be used, provided the occupancy date occurs before a student can be enrolled in the district. Evidence of occupancy must be provided for enrollment.

This policy makes every effort to provide guidance and support for the Superintendent/Principal and District Administration in most circumstances. There may remain unique circumstances that may require specific deliberation, discretion and a decision by the Superintendent/Principal and/or the School Committee that may result in policy exceptions, should circumstances so warrant. The Superintendent/Principal will be responsible for keeping the School Committee Chair duly informed of special circumstances, issues and concerns that may arise in the enforcement of this policy.

The School Committee reserves the right to limit the space available to ensure the maintenance of appropriate class sizes and to avoid overcrowding.

Nothing in this policy shall supersede any provision of any collective bargaining agreement. The Lincoln-Sudbury Regional School Committee will review this policy annually.

SOURCE: Lincoln-Sudbury

Adopted 12/10/2002

Amended and approved 10/25/2011

Amended and approved 01/22/2019

Amended and approved for LSSC Policy Manual: 12/21/21

METCO

The Lincoln-Sudbury Regional School District participates in the METCO voluntary school integration program to provide instruction for Boston students wishing to pursue their education at LSRHS, in cooperation with the Metropolitan Council for Educational Opportunity, Inc. (METCO) and the State Department of Education,

The District supports the mission and purposes of METCO, as stated in the METCO Parent Handbook:

METCO's mission is to provide, through professional leadership and voluntary citizen action, the development and promotion of quality integrated educational opportunities for urban and suburban students in the greater Boston community and to work toward the expansion of a collaborative education program with the Boston and suburban school systems.

METCO is a state-funded program which provides:

1. An opportunity for an integrated public school education for children of color from racially imbalanced schools in Boston by placing them in suburban schools
2. A new learning experience for suburban children;
3. A closer understanding and cooperation between urban and suburban parents and other citizens in the Metropolitan Boston Area.

SOURCE: Lincoln-Sudbury

Adopted 3/11/03

Adopted for LSSC Policy Manual: 12/21/21

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

SOURCE: MASC February 2011

Adopted for LSSC Policy Manual: 12/21/21

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth¹ (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Title I, similar state programs, special education, bilingual education, vocational and technical education programs, school nutrition programs, and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

¹ “A homeless child or youth not in the physical custody of a parent or guardian.” 42 USC §11434a.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra- and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their

² Translation of communications of this type is required by Title I, among other laws. *See, e.g.* 20 USC § 6312.

rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

SOURCE: MASC October 2019

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

³ Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and Lincoln-Sudbury Regional High School will use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, Lincoln-Sudbury Regional High School will request official records and the sending schools shall respond within 10 days with the records.

Lincoln-Sudbury Regional School District

- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Lincoln-Sudbury Regional School District will honor placement of students in all courses from the sending school, provided those courses are offered and space is available. Lincoln-Sudbury Regional High School will also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, English as a Second Language programs. Lincoln-Sudbury Regional High School is not precluded from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend school at LSRHS without any tuition fee imposed. Documentation of such arrangement and parent/guardian written permission will be required.
- LSRHS will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in Massachusetts. If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);
Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019
Adopted for LSSC Policy Manual: 12/21/21

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);
 Fostering Connections to Success and Increasing Adoptions Act of 2008
 (Fostering Connections Act)

SOURCE: MASC October 2019
Adopted for LSSC Policy Manual: 12/21/21

SCHOOL CHOICE

It is the policy of this school district **not** to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, the following local conditions would apply:

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

SOURCE: MASC February 2019
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00

STUDENT ABSENCES AND EXCUSES

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

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

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

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

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

Student Absence Notification Program

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

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

Dropout Prevention

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Associate Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within

the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

SOURCE: MASC February 2019
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

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

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

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B
603 CMR 26:00

CONSTITUTIONAL RIGHTS

The Lincoln-Sudbury Regional High School shall safeguard the constitutional rights of all members of the school. Students and teachers alike may exercise their rights of free speech and assembly so long as their doing so does not interfere with the school's normal operation. It shall further be the policy of this school that neither teachers nor students have the right to disrupt the normal routines or to treat a class as a captive audience for the purpose of political activity.

Students and teachers will further be guided by the philosophy and school-wide objectives contained *in* the Program of Studies Handbook.

Undated policy from 1986 Policy Manual

SOURCE: Lincoln-Sudbury

Amended 3/11/03

Adopted for LSSC Policy Manual: 12/21/21

STUDENT RIGHTS AND RESPONSIBILITIES

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

Among these rights and responsibilities are the following:

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

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

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

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

STUDENT INVOLVEMENT IN DECISION-MAKING

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

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

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

Student Advisory Committee

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

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

DISCIPLINE

The School Committee supports the full and fair implementation of student disciplinary procedures in accordance with due process. Moreover, the Committee supports the school administration in maintaining an environment that is safe, purposeful, and orderly; and in which rules for conduct and behavior are clear and consistently enforced. Each year, the Superintendent/Principal, in consultation with the School Council, shall review the L-S Discipline Code, and make changes and revisions as necessary. The Code will be included in the Program of Studies Handbook, and will be distributed to students and teachers every year.

SOURCE: Lincoln-Sudbury

Amended 11/26/02

Adopted for LSSC Policy Manual: 12/21/21

CROSS REF.: Lincoln-Sudbury Regional High School Discipline Code

STUDENT DISCIPLINE

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

Prohibited actions in the student handbook or other publication will be made available to students and parents/guardians.

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

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

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

Suspension

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

Notice of Suspension:

For all out-of-school suspensions Associate Principals must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. For in-school suspensions, the Associate Principal should offer a meeting which the parents can decline. The Associate Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Associate Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

An Associate Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or

materially and substantially disrupts the order of the school, and, in the Associate Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Associate Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

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

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

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

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

The Associate Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Associate Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation. Although discipline hearing meetings are not required for in-school suspensions, a meeting must be offered to the family.

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

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

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

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

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

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

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

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

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

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

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

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

If the Associate Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Associate Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Associate Principal's decision to the Superintendent or designee, but only if the Associate Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Associate Principal's determination on appeal.

Superintendent's Hearing

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

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

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

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an

audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Associate Principal's hearing for long-term suspension.

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

Long Term Exclusion (formerly known as Expulsion)

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

Any student excluded for 90 days from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

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

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

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

The Associate Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided

in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education

services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

Reporting

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

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

SOURCE: MASC December 2014
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Superintendent/Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Superintendent/Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

STUDENT DRESS CODE

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

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Superintendent/Principal.

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

NOTE: The coding of this statement indicates that the identical policy is filed in the E (Support Services) section.

STUDENT PUBLICATIONS

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

The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

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

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

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Superintendent/Principal.

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

SOURCE: MASC April 2007

Adopted for LSSC Policy Manual: 12/21/21

PROHIBITION OF HAZING

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

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

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Principal, be suspended from school for up to ten (10) school days.

Any student determined by the Associate Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

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

SOURCE: MASC February 2019
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 269:17, 18, 19

HAZING

CH. 269, S.17. HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean 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. Such conduct shall include 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.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. FAILURE TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. COPY OF SECTIONS 17 TO 19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a

copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

SOURCE: MASC July 2018

Adopted for LSSC Policy Manual: 12/21/21

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Staff members are required to report any instance of bullying or retaliation they become aware of or witnesses to an administrator. Reports may be made anonymously. There are a variety of reporting resources available to the school community including:
- The online Safety Reporting Form
 - An email address for the Violence Prevention Coordinator
 - A mailbox for the Violence Prevention Coordinator

A copy of the Safety Reporting Form will be included in the beginning of the year packets for students and parents or guardians, made available in the Main Office, the House Offices, and the Health Suite. It will also be posted on the school website. Reports may also be made directly to the Associate Principals/Director of the ACE Program, either in person or by telephone.

At the beginning of each school year, the Superintendent/Principal's office will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff: When staff members witness or become aware of conduct that may be bullying or retaliation, they will report it immediately to an administrator.

Reporting by Students, Parents or Guardians, and Others: We expect students, parents, guardians, and others who witness or become aware of bullying or retaliation to report it to a staff member. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report

- B. Responding to a report of bullying or retaliation. The Associate Principals and the Director of the ACE Program will be responsible for investigating allegations of bullying or retaliation. Before fully investigating the allegations of bullying or retaliation, they will take steps to restore a sense of safety to the alleged target, or any witness or informant. Additional steps to promote safety during and after the investigation, will be taken as necessary.

- C. Obligations to Notify Others

1. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred,

- the Associate Principals or the Director of the ACE Program will promptly call the parents or guardians of both the targeted person and the aggressor about the incident, and of the procedures for responding to it, as laid out by the L-S Discipline code and this Plan. There may be circumstances in which the Associate Principals or the Director of the ACE Program contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
2. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Associate Principals or the Director of the ACE Program first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
 3. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Administrative Team has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Housemaster or the Director of the ACE Program will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and the MOU. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Housemaster or the Director of ACE Program shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.
- D. Investigation. The Associate Principals or the Director of the ACE Program will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the alleged aggressor, targeted person, and witnesses will be reminded that retaliation is strictly prohibited and will result in disciplinary action, in accordance with the L-S Discipline Code. To the extent practicable and given his/her obligation to investigate and address the matter, all staff members will maintain confidentiality during the investigative process. The Associate Principals or the Director of the ACE Program will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.
- E. Determinations. The Associate Principals or the Director of the ACE Program will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the targeted person is not restricted in participating in school or in benefiting from school activities. Depending upon the circumstances, the Associate Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Associate Principal or the Director of the ACE Program will promptly notify the parents or guardians of the targeted person and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Housemaster or the Director of the ACE Program cannot report specific information to the targeted person's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats, regardless of the outcome of the bullying determination:

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

- F. Responses to Bullying Consequences for bullying behavior will be assigned in accordance to the appropriate provisions of the L-S Discipline Code. Reports of bullying will always be addressed with a meeting of the student and Associate Principal and contact with the parent/guardian. Disciplinary actions will range from a warning to suspension to exclusion from school depending upon the severity of the offense and may include police involvement as appropriate. Aggressors may also be mandated to participate in counseling in an educational anti-bullying group. Disciplinary actions will be progressive in nature. Aggressors who retaliate against targets, reporters, or witnesses will face suspension, and police involvement as appropriate. Students who knowingly falsely accuse others of bullying or retaliation will be subject to the same progressive disciplinary actions as others who engage in bullying behavior. House personnel and/or the violence prevention coordinator will create safety plans for students who have been targets of bullying or retaliation. Social skills programs to prevent bullying are offered through collaboration between Special Education and the Counseling Department. Associate Principals/the ACE Program Director, the counseling staff, and the Violence Prevention Coordinator offer education and/or intervention services for students exhibiting bullying behaviors.

SOURCE: Section V of the Lincoln-Sudbury Bullying Prevention Plan – revised 5/11/15
Adopted for LSSC Policy Manual: 12/21/21

BULLYING PREVENTION

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

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to 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” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

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

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

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

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

cyber-bullying.

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

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

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

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. There shall be a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

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

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

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

Investigation Procedures

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

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

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

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

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

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

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model
Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
 ACAB, Sexual Harassment
 JBA, Student-to-Student Harassment
 JIC, Student Discipline
 JICFA, Prohibition of Hazing

SOURCE: MASC August 2013
Adopted for LSSC Policy Manual: 12/21/21

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited
GBEC, Drug Free Workplace Policy
GBED, Tobacco use on School Property by Staff Members Prohibited
IHAMB, Teaching About Drugs, Alcohol, and Tobacco

TEEN DATING VIOLENCE AND SEXUAL ASSAULT POLICY

Teen Dating violence is a widespread problem in US schools, and LSRHS is not immune to it.

- Research shows that about one in three U.S. teens ages 14 to 20 has been a victim of dating violence and about the same number say they have committed relationship violence themselves.
- Nationwide, 12% of 9th-12th grade girls have been physically forced to have sexual intercourse when they did not want to.

Teen dating violence has serious consequences for victims and their schools, including decreased school attendance and academic performance. Further, teenage victims of dating violence are more likely than their non-abused peers to smoke, use drugs, present with eating disorders, engage in risky sexual behaviors, and attempt or consider suicide.

(<http://www2.ed.gov/about/offices/list/oese/oshs/teendatingviolence-factsheet.html>)

LSRHS is committed to preventing teen dating violence and sexual violence among our students. LSRHS strives to provide students with information and skills to avoid, prevent, report, and/or respond to dating and sexual violence, through continuous implementation and refinement of its formal and informal curriculum.

LSRHS will respond to reports of sexual harassment, sexual assault, or sexual violence, including such violence in the dating context. When such a report is made to the school, an LS administrator will report the allegation to local law enforcement, whether it is alleged to have occurred on or off campus, as appropriate. For alleged victims under 18, LSRHS will also report the allegation to the Department of Children and Families. In addition, LSRHS Title IX Coordinators will follow the investigation process and keep families informed, in keeping with their Title IX rights, no matter where the alleged incident occurred.

For all allegations of *on-campus* dating or sexual violence, at least two Lincoln-Sudbury administrators will investigate and will hold anyone who perpetrates dating abuse or violence accountable and responsible. Prohibited behaviors include but are not limited to: physical assault, sexual battery, rape, physical or electronic stalking, and any form of sexual violence or any threat thereof.

In accordance with Title IX, LSRHS will offer appropriate relief strategies and supports to victims of alleged dating and/or sexual violence; such relief will take place while school investigation is in process, whether or not the police are also investigating. An alleged victim will be informed of the progress of the school investigation, its findings, and, if the sexual harassment, assault, or violence is determined to have occurred, of actions taken to end the sexual harassment/assault/violence, eliminate the hostile environment for the victim, and prevent its recurrence. The range of disciplinary interventions for anyone found to have committed sexual harassment, sexual assault, or sexual violence, including in the dating context, on-campus includes: change of class schedule, proscribing certain hallway routes, restrictions on extra-curricular activities and attendance at school-sponsored events, required non-contact agreement, suspension, and short- or long-term exclusion. If a court-ordered Harassment Prevention Order (HPO) or Restraining Order (RO) is in place, LSRHS may be required to separate the

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alleged perpetrator from the school, while providing educational support outside the building. The range of educational interventions may include: psycho-educational sessions with clinical counselor, dating violence educational sessions with MVP (Mentors In Violence Prevention) trained staff, referral to outside sources for counseling, advocacy, and/or support. LSRHS will provide and facilitate referrals to outside services and support for both alleged victims and alleged perpetrators. LSRHS has an internal protocol to guide implementation of this policy.

SOURCE: Lincoln-Sudbury

Adopted for LSSC Policy Manual: 12/21/21

PREGNANT STUDENTS

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

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

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

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

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

SOURCE: MASC January 8, 2009
Adopted for LSSC Policy Manual: 12/21/21

SEARCHES AND INTERROGATIONS

Searches by Staff

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

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

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

Interrogations by Police

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

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

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school district that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students and their parents and/or guardians who believe that a student has received unfair treatment may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings.

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

CROSS REF: JIC Student Discipline

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The primary purpose of the Interscholastic Athletic and Extracurricular Activities program at Lincoln-Sudbury Regional High School is to promote the physical, mental, social and emotional well-being of the participants. Athletics and activities are an integral and fundamental part of education. All students, regardless of skill level and individual differences, are encouraged to participate in extracurricular activities.

All athletic participants must follow athletic department procedures outlined in the Program of Studies Handbook.

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents/guardians in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 71:47
603 CMR 26.00

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

General guidelines for the establishment and operation of student organizations should be established. Among other provisions, such guidelines shall require the approval of the Superintendent prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the Associate Principals and Superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school district or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Associate Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Associate Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Associate Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Associate Principal's decision.

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

CROSS REF: JICF, Gang Activities/Secret Societies

STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual: 12/21/21

CROSS REFS.: KHA, Public Solicitations in the Schools

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent/Principal shall ensure that, annually student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Associate Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Associate Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Associate Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

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

Graduating Class Funds

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

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than three months from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School

Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Upon graduation, the class balance shall be disbursed in accordance with the class vote. If there is no such vote, the funds will be transferred to the remaining class accounts during the graduating class's final year.

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

Inactive Student Activities

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

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

Student Activity Deficits

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

SOURCE: MASC July 2018

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS: MGL 71:47

CROSS REFS: JJA – Student Organizations

STUDENT LATE NIGHT OR OVERNIGHT TRAVEL

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school district and in the schools. The School Committee will only review school-sanctioned trips for approval. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SOURCE: MASC March 2004
Adopted for LSSC Policy Manual: 12/21/21

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: M.G.L. 69:1B; 71:37N

STUDENT TRAVEL REGULATIONS

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and School Committee Policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”. FMCSA ratings are available at <https://ai.fmcsa.dot.gov/SMS/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor’s qualifications.

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students’ obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)

www.fmcsa.dot.gov

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist)

www.uma.org/consumer/student-transportation/

Department of Defense’s approved list of motor carriers

www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf

SOURCE: MASC February 2019

Adopted for LSSC Policy Manual: 12/21/21

CROSS REFS.: IJOA, Field Trips
ADDA Background Checks

LEGAL REFS.: M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INTERSCHOLASTIC ATHLETICS

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

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

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

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 71:47; 71:54A
603 CMR 26.00

CROSS REFS.: AC, Nondiscrimination (and subcodes)

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities⁴ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents/guardians.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents/guardians, and/or

⁴ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents/guardians and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000

SOURCE: MASC December 2011

Adopted for LSSC Policy Manual: 12/21/21

HEAD INJURY PROTOCOL

ALL HEAD INJURIES, REGARDLESS OF WHERE THEY HAPPEN MUST BE REPORTED TO THE L-S HEALTH OFFICE. FORMS AND INSTRUCTIONS FOR HEALTH INJURY PROTOCOL CAN BE FOUND ON THE NURSES WEBSITE

(www.lsrhs.net/families/nurses/head_injury_concussion_links)

Head Injuries related to Inter-Scholastic sports, see the L-S Athletics website (www.lsrhs.net/LS_athletics) under the “Head Injury” top tab.

Head Injuries that Occur at School or School-Sponsored Events that are **NOT** Related to Sports:

If a student suffers a head injury at school in a non-Inter-Scholastic sport (e.g. during a class) the staff member who witnessed the head injury accident, or was made aware of such accident, must immediately accompany the student to the Health Office. The staff member who witnessed or was made aware of such incident must complete an Accident Report Form and forward to the Health Office. A copy of this form is available at the Health Office and on the LSRHS website. The staff member should also contact the student’s school guidance counselor. The nurses will contact the parents/guardians to notify them of the incident.

Head Injuries that Occur at Home or not During School or a School Sponsored Event:

If the head injury did not happen at school or a school event, the parent/guardian must notify the Health Office and their child’s Associate Principal. Parent/Guardian should also complete the Head Injury Report Form located on the LSRHS website. This form must be forwarded to the school nurse. Parent/guardian may fax the form directly to the Health Office at 978-639-3090.

Students with diagnosed concussion must file a Post Sports Related Head Injury Medical clearance and Authorization Form located on the LSRHS website with the Health Office when cleared by their physician.

Please contact the student’s school guidance counselor for re-entry procedures.

SOURCE: Lincoln-Sudbury Program of Studies
LSSC Amended and Adopted: 12/21/21

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure

- G. Unequal, dilated, or unreactive pupils
 - H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/ worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
 4. Any athlete who is symptomatic but stable is allowed to go home with their parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents/guardians and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law

states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
 - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**
 - D. If, after the first post-injury ImPact test, the athlete is not back to their baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
 - E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
 - F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
 - G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
 - H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**

- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents/guardians and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.

2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents/guardians with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents/guardians, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.

Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:

- A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
5. Encourage your child to follow concussion protocol.
 6. Enforce restrictions on rest, electronics and screen time.
 7. Reinforce recovery plan.
 8. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
 9. Observe and monitor your child for any physical or emotional changes.
 10. Request to extend make up time for work if necessary.
 11. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. **Keep strict limits on screen time and electronics.**
10. **Don't carry books or backpacks that are too heavy.**
11. **Tell your teachers if you are having difficulty with your classwork.**
12. **See the athletic trainer and/or school nurse for pain management.**
13. **Return to sports only when cleared by physician and the athletic trainer.**
14. **Follow Gradual Return to Play Guidelines.**

Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.

15. Return medical clearance form to athletic trainer prior to return to play.

16. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress

- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents/guardians, athletic trainer and other school personnel. Every year student athletes and parents/guardians will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents/guardians of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

SOURCE: MASC December 2011

Adopted for LSSC Policy Manual: 12/21/21

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

Students shall be expected to conduct themselves in a way that the rights and privileges of others are not violated. Student rights, responsibilities and conduct are governed by the policies and regulations set forth in the Program of Studies and Policy Handbook, distributed annually to students.

The implementation of the general rules of conduct is the responsibility of the Associate Principals and the professional staff of the building. In order to do this, the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the school.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC Updated July 2014
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. [71:37H](#); 71:37H ½; 71:37H ¾; 71:[37L](#); [76:16](#); 76:[17](#)
603 CMR 53.00

CORPORAL PUNISHMENT

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

PHYSICAL RESTRAINT OF STUDENTS

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

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

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

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

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

The Superintendent will develop procedures identifying:

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

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

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

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

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

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

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

SOURCE: MASC ADOPTED: August 2015
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playing Field

The District shall provide safe playing field areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playing fields by the Director of Facilities;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Superintendent or Associate Principal shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours,

the Associate Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Associate Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL 71:37L; 148:2A

SOURCE: MASC 8/2006

Adopted for LSSC Policy Manual: 12/21/21

STUDENT INSURANCE

A voluntary accident insurance plan operated and administered solely by an outside insurance company may be made available to students. The District has no role in the ownership, operations, or administration of the insurance plan and does not assume any responsibility regarding service, claims, or other matters relating to the insurance plan.

All students participating in interscholastic or intramural competitive athletics shall be required to be covered by a medical insurance plan.

SOURCE: Lincoln-Sudbury

Adopted: 4/15/03

Adopted for LSSC Policy Manual: 12/21/21

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

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

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the Associate Principal or designee;
- Provisions for reporting all accidents, cases of injury, or illness to the Superintendent. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
- Prompt reporting by teachers to the Superintendent or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

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

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expenses incurred as a result of emergency ambulance use will not be borne by the District.

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

SOURCE: MASC Updated July 2012
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56; 57; 69:8A

CROSS REF.: EBB, First Aid
EBC, Emergency Plans
JLCD, Administration of Medications to Students

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation in 10th grade; examination for scoliosis in the 9th grade. A record of the results will be kept by the school nurse.

Every 10th grade student is required to submit a general physical examination upon entering school. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Athletic Director.

The school physician will make a prompt examination of all students referred to them by the school nurse. They will examine school employees when, in their opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a student suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

SOURCE: MASC Updated July 2012
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57
 105 CMR 200

CROSS REF.: JF, School Admissions

IMMUNIZATION OF STUDENTS

Students entering school for the first time will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC March 2021

Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: MASC February 2019
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. 71:55

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

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

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

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

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

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

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual: 12/21/21

LEGAL REF.: M.G.L. [71:54B](#)
Dept. of Public Health Regulations:
105 CMR 210.00; 244 CMR 3.00

SUICIDE

The Superintendent/Principal shall insure that there exists a comprehensive program to reduce both the incidence of student suicide attempts and the likelihood of completed student suicides. Such a program shall be based on the expectation that any adult or student member of the L-S community who becomes aware of self-injurious or suicidal behavior of another will inform a designated person who can provide assistance to the individual at risk, appropriate assistance shall be provided by an identified Response Team.

SOURCE: Lincoln-Sudbury Adopted 11/26/02
Adopted for LSSC Policy Manual: 12/21/21

STUDENT RECOGNITION AND AWARDS

Lincoln-Sudbury recognizes the accomplishment of its students in a variety of areas, including excellence in academics and the arts as well as effort and improvement in academics.

Individual departments, sports teams and other clubs and organizations recognize students' accomplishments with special awards or letters, upon recommendation of the appropriate faculty or staff member or coach.

Social service is highly valued and recognized as well. Each year students are honored at special award ceremonies.

SOURCE: Lincoln-Sudbury Adopted 3/11/03
Adopted for LSSC Policy Manual: 12/21/21

STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

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

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

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

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

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual: 12/21/21

STUDENT RECORDS

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

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

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

SOURCE: Lincoln-Sudbury
Adopted 6/10/03 – Revised 6/4/09
Adopted for LSSC Policy Manual: 12/21/21

*LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10; 71:34A, B, D, E, H
603 CMR 23.00*

CROSS REF: KDB, Public's Right to Know

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- 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. The school may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that 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 his or her 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. A school official is someone the institution has employed, contracted with, or has an official relationship with who would need to access pertinent educational data to perform his/her designated job functions. A legitimate educational interest is a "need to know" that is necessary for employees to carry out their responsibilities in support of Lincoln Sudbury's educational mission.
 - 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

Schools may disclose without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents or eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article)

is left to the discretion of each school. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Lincoln-Sudbury Regional High School District Policy provides for the release of all student records to another school district whenever it has received notice of the student's enrollment in that district.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual: 12/21/21

STUDENT PHOTOGRAPHS

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

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The Superintendent/Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents/guardians and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the Superintendent/Principal.

LEGAL REF.: M.G.L. 30B:1(b)(31)

SOURCE: MASC February 2019
Adopted for LSSC Policy Manual: 12/21/21

SECTION K
COMMUNITY RELATIONS

KA	SCHOOL/COMMUNITY RELATIONS GOALS
KBA	SCHOOL-PARENT/GUARDIAN RELATIONS GOALS
KBBA	NON-CUSTODIAL PARENTS' RIGHTS
KBE	RELATIONS WITH PARENT ORGANIZATIONS
KCB	COMMUNITY INVOLVEMENT IN DECISION-MAKING
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KDB	PUBLIC'S RIGHT TO KNOW
KDD	NEWS MEDIA RELATIONS/NEWS RELEASES
KE	PUBLIC COMPLAINTS
KF	COMMUNITY USE OF SCHOOL FACILITIES
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KHA	PUBLIC SOLICITATIONS IN THE SCHOOLS
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KLJ	RELATIONS WITH PLANNING AUTHORITIES
CLK	RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES

SCHOOL/COMMUNITY RELATIONS GOALS

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

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

Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.

Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.

Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.

Community service efforts which enable the District's staff and students to express their commitment to the community.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

SCHOOL-PARENT/GUARDIAN RELATIONS GOALS

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

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

Additionally, involvement of parents/guardians in the schools is encouraged through regular communication with the Associate Principals and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

NON-CUSTODIAL PARENTS' RIGHTS

As required by Massachusetts General Law, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by law, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or
 - 3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- ~~(b)~~ The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to regulation.
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in regulation.
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to law, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual: 12/21/21

RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To foster relationships with parents/guardians that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents/guardians to share in school planning and in setting objectives and evaluating programs.
2. Help parents/guardians understand the educational process and their role in promoting it.
3. Provide for parent/guardian understanding of school operations.
4. Provide opportunities for parents/guardians to be informed of their child's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations. For this purpose, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the Athletic/Activities Director who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: ACA – Nondiscrimination on the Basis of Sex

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual: 12/21/21

COMMUNITY INVOLVEMENT IN DECISION-MAKING

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

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

Residents who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the school, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

POLICY ON DONATIONS AND FUNDRAISING

A. Introduction

The Lincoln-Sudbury Regional School Committee (the “School Committee”) recognizes and appreciates the benefits to the school of donations of time, talent, and money in support of the educational goals of the Lincoln- Sudbury Regional School District (the “District”). In particular, school support organizations, such as the Lincoln-Sudbury Parent Organization (LSPO), the Sudbury Education Resource Fund (SERF), the Foundation for Educators at Lincoln-Sudbury (FELS), and the Lincoln-Sudbury All Sports Boosters (Boosters) have provided valuable support to the Lincoln-Sudbury Regional High School. At the same time, the Committee believes that public education is a common good that should be adequately supported by federal, state, and local governments. School-age children in Lincoln and Sudbury are entitled to a free and appropriate education under applicable law. In general, private donations should not be used to pay for core curriculum or other programs that fall within the obligations of the District.

The School Committee may accept donations to assist the District in furtherance of its educational goals and in accordance with applicable laws. Donations subject to this policy include all monetary gifts, donations, grants, or bequests, and all donations of equipment, materials, or other donations in kind. This policy does not apply to privately funded projects, which must be separately accepted by the School Committee.

B. Ownership of Donations

Any donations to the District, whether in cash or in kind, that are accepted in accordance with this Policy, shall thereby automatically become the property of the District.

All proposals to the School Committee for donations will require relevant departmental and administrative approval prior to being presented. Donations may not be spent or used in the school unless and until they have been accepted on behalf of the District by a vote of the School Committee, subject to the exceptions stated below. All donations accepted by the School Committee will be expended at the discretion of the School Committee. Donations that are accepted by the School Committee will ordinarily be accepted without condition or restriction, unless the School Committee approves a proposed condition or restriction as being in the interest of the District. All donations accepted by the School Committee will become the property of the District to be used as the Lincoln-Sudbury School Committee deems appropriate and are subject to the same controls and laws that govern the use and disposal of other school-owned property. Monetary donations will be placed in a separate account as needed and in compliance with applicable laws. Donations of capital in excess of the greater of \$25,000 or the applicable statutory threshold at the time of the proposal, will require an analysis as to whether compliance with applicable public bidding and/or purchasing laws is required. The District will comply with all such laws where applicable, including the conduct of any required processes to request proposals in advance of final approval.

Approved Booster and support organizations, such as the Boosters, SERF, FELS, the LSPO, and recognized 501(c)3 registered charitable “Friends of” organizations may make donations of capital equipment to the District. However, all organizations agree that capital equipment valued over \$5,000 will only be purchased with the prior notification and approval of the Superintendent/Principal, with the recommendation and approval of, as appropriate, the Athletics Director, Director of Buildings and Grounds or Director of Finance and Operations, and/or other relevant faculty and staff, with notification to the Committee of any such action. The preferred method for the acquisition of such capital equipment is for organizations to donate the funds to the district for purchase of such items. The District will then follow the appropriate purchasing laws, regulations and procedures in procuring the equipment. If approved and if equipment is acquired by the organization and donated directly, such equipment shall become the property of the District. The District will not accept any donations merely to avoid applicable public bidding, purchasing and/or construction requirements laws.

C. Exceptions to Requirement of School Committee Approval

Donations may not be spent or used in the District unless they have been accepted by a vote of the School Committee, except in the following circumstances when District personnel are authorized to accept donations on behalf of the School Committee:

1. The Superintendent/Principal is authorized to accept grants on behalf of the Committee from the federal, state, county, or local governmental agencies, private foundations, corporations, or private organizations when the District or a staff member has applied for the grant with the approval of the Superintendent/ Principal, with the following conditions:
 - Grants from organizations, including the LSPO, SERF, FELS and Boosters, in the amount of \$7,500 or less per proposal;
 - Multiple smaller donations from a single organization that do not exceed \$1,500 in total in a single fiscal year; or
 - Donations of \$1,500 or less from school support organizations with their own 501(c)(3) non-profit tax status, or entities with a non-profit application initiated who have the approval of the Superintendent/Principal.
2. Duly authorized school administrators are authorized to accept on behalf of the school gifts from individuals or organizations in the form of supplies, materials, and equipment for the school (or money for the purchase of such supplies, materials and equipment), not to exceed a value of \$500 per donor in a single school year. However, such school administrators may not accept a donation of any amount that would be spent to alter the physical plant or other school property without the approval of the School Committee. Each administrator shall provide the Superintendent/Principal with a full reporting of all such donations.
3. In-kind contributions may be accepted by the District only upon the advance approval of the School Committee. In determining whether to grant such approval, the School Committee will consider such factors as it deems relevant, including any safety considerations and any costs of installing or maintaining the property and its usefulness to the educational program.

The School Committee may condition its acceptance of a contribution in kind on the agreement of the donor to bear the costs of installing or maintaining the property to be offered in kind, or may condition its acceptance upon any other condition that the School Committee determines to impose.

4. Donations of time and personal services by parents and other Lincoln, Sudbury, or Boston residents shall not be subject to this policy. This exemption shall apply to individual volunteerism only and shall not extend to donations of services by employees and agents of businesses or commercial entities, which shall be treated the same as donations of money or other contributions of economic value under this policy.

Donations of cash may be accepted for the purpose(s) specified by the donor, upon approval by the School Committee. Donations in-kind that are subject to conditions or restrictions imposed by the donor will not be accepted by the School Committee or the Superintendent/Principal or any other District official, as the case may be. However, the School Committee will consider donor requests for the use and assignment of donated property before accepting contributions in kind.

The Superintendent/Principal will report to the School Committee annually with a comprehensive report of all donations and grants that exceed \$500 in value, other than donations of time and personal services, accepted by District personnel on behalf of the School Committee.

D. Fundraising and Solicitation

It is the preferred policy of the District that all operating costs associated with activities, academic programs and athletic programs be funded within the regular operating budget. It is understood, however, that circumstances may arise where it is not possible for all expenses to be supported and covered by the budget. If the Superintendent/Principal and the School Committee wish to approve alternative sources of funding, the following guidelines are applicable:

- All proceeds from fundraising efforts for District activities become the property of the District and are subject to appropriate accounting policy and procedures of the District.
- All fundraising activities should have a specific purpose; all proceeds should be used solely for educationally sound programs at LSRHS.
- Any fundraising activity should be first-and-foremost an opportunity for team-building and achievement of a common goal. Discrimination based upon level of success or contribution to any LSRHS organization from fundraising is strictly prohibited.
- Fundraising is by nature a public activity. The School Committee recognizes that fundraising should have an articulated goal and/or basis. While it is understood that solicitation may be part-and-parcel of some fundraising efforts, door-to-door solicitation is strongly discouraged.
- Should a student or student's family have concerns with regard to any fundraising efforts, it remains the responsibility of the advising LSRHS staff/faculty member to meet with the concerned party(ies) and suggest acceptable alternative opportunities to support the fundraising effort.
- Fundraising activities may be held to defray the costs of field trips and must be supervised by the class or activity sponsor. Fundraising efforts for overnight field trips must be approved by the School Committee in line with this policy, the student travel guidelines and the District's Field Trip policy.

- Coaches' stipends, advisors' stipends, transportation to and from games and practices, officials' fees, dues, and uniforms are to be funded by the District's operating budget and not through private fundraising. Individual team fundraisers may generate revenues to be used by that specific team to supplement the above-listed expenses of the athletic program or activity, except for coaches' and advisors' stipends, subject to such limits as the Superintendent/Principal may establish. Examples of uses for funds include transportation upgrades and non-essential equipment.
- Funds raised from Booster activities may be used for such supplementary activities as: awards and trophies, operation of the concession stand, and other equipment.
- Gate receipts collected by attendance at any athletic program are used to offset the Athletic Department costs in general.

With regard to solicitation, the School Committee will place limits on outside commercial activities and fundraising activities, and reasonable limits on District fundraising activities at Lincoln-Sudbury Regional High School District for the following reasons:

1. The District should provide students, parents, and staff some measure of protection from exploitation by commercial, charitable, and District fund-raising organizations;
2. Some commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Superintendent/Principal and Housemasters may permit occasional commercial or fundraising activities related to the objectives of the school. However, any group or organization that seeks to raise funds in excess of the thresholds set out in Section C1 of this policy, to support the District, especially to support a particular program or initiative, must communicate with the District and receive the Superintendent/Principal's permission to ensure its efforts are compatible with the District's educational goals. Generally, communication and coordination with the District would be desirable for any fundraising efforts. Donations from fundraising efforts are subject to the donation approval policy. The School Committee may choose to not to accept donations from fundraising efforts in the absence of approval prior to the fundraising effort.

Generally,

1. No direct solicitation of students or staff may take place without the Superintendent/Principal's permission.
2. No general or class distribution of commercial or fundraising literature may take place without the Superintendent/Principal's permission.
3. For purposes of this policy, the LSPO and other specified groups will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

E. Conditions for Acceptance of Donations or Fundraising Proceeds

The School Committee reserves the right to reject any donation or proceeds from fundraising if it finds that the donation would not serve the interests of the District. The School Committee will normally accept only those gifts that benefit the District as a whole or all the same classes in a subject or grade level within the school (e.g., those that strengthen the scope and sequence of the curriculum or the many co-curricular and support programs), subject to the limited exceptions listed below. The School Committee will consider the overall interests of the District in reviewing each circumstance, but generally will not accept donations or proceeds from fundraising under the following circumstances:

1. The targeted purpose is incompatible with existing or planned curriculum, programs, or educational goals of the District.
2. The donation or fundraised proceeds would result in an unreasonable inequity among classes or groups of students within the District that are protected by applicable anti-discrimination laws (e.g., gender, race, religion, sexual orientation or disability).
3. The donation or purpose for fundraising would constitute an operating expense and result in a recurring cost to the District such as the salary or benefits for a staff position, or ongoing maintenance or support of equipment or materials, or would create a cost to the District to terminate or eliminate the staff, equipment or materials (e.g., unemployment). Funding for ongoing maintenance must accompany any donation of capital or capital purchased through fundraising, equal to 10% of the overall value of the donation or such higher amount as the Committee may require.
4. The donation or purpose for fundraising may require special supplies, maintenance, or installation, or entail other significant costs not covered by the donation or funds raised.
5. The donation or purpose for fundraising would involve unreasonable advertising or promotion of a commercial interest.
6. The donation or purpose for fundraising would support a program that has been discontinued or any program, equipment or materials, or a capital item that was proposed but not funded through the District's budget.

F. Advertising in the School

Advertising of commercial products or services will only be permitted in school buildings or on school grounds or properties with the permission of the Superintendent/Principal. Publications of the District will not contain any advertising, including on-line advertising. However, this policy will not prohibit advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content thereof is approved by the Superintendent/Principal.

Proposals involving recognition signage in support of programs or facilities on campus by commercial or private interests must be brought to the School Committee for consideration and discussion on a case-by-case basis.

Solicitation of sales or use of the name of the District to promote any product will not be permitted by the School Committee.

G. Expenditure of Gifts over more than one Year

In the case of any grant or gift of cash given for educational purposes or for other purposes that remains unspent at the end of the year in which the gift was made, the District may expend such funds for the purposes of each grant or gift with the approval of the School Committee in the following budget year. Any grant or gift of cash will be accounted for in accordance with applicable laws.

The Committee recognizes that any policy statement on this topic will not be comprehensive in its resolution of all questions and situations. The Committee expects, from time to time, to render specific decisions, including policy exceptions, when it deems circumstances so warrant. Moreover, the Committee may amend this Policy from time to time at its sole discretion.

LEGAL REFS.: M.G.L. 71:37A; 44:53A, as amended

SOURCE: Lincoln-Sudbury

Adopted 10/08/02

Amended and Adopted 11/09/05

Amended and Adopted 09/09/08

Amended and Adopted 10/09/12

Amended and Adopted 12/21/21 for LSSC Policy Manual

PUBLIC'S RIGHT TO KNOW

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

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

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

SOURCE: MASC October 2016

Amended and Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 4:7; 66:10; 30A:18-25

CROSS REFS.: BEDG, Minutes
GBJ, Personnel Records
JRA, Student Records

NEWS MEDIA RELATIONS/NEWS RELEASES

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

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

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

1. The School Committee Chair will be the official spokesman for the Committee, except as this duty is delegated to the Superintendent.
2. News releases that are of a district-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.

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

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual: 12/21/21

PUBLIC COMPLAINTS

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

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

1. Teacher
2. Associate Principal
3. Superintendent
4. School Committee

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

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

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

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

SOURCE: MASC October 2016

Amended and Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 76:5
603 CMR 26.00

COMMUNITY USE OF SCHOOL FACILITIES

It is the School Committee's desire that maximum use of school property be enjoyed by the townspeople. It is the Committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and other facilities by organizations will be permitted only when a worthy educational, civic, or charitable purpose will be served; or a substantial group of citizens from the community will be benefited.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent and approved by the School Committee.

Permission for the use of facilities must be obtained through the office of the Superintendent, where applications are available for this purpose.

Eligibility

School facilities will be available for the following:

1. Public school activities
2. Parent-teacher activities
3. Official town public hearings and political activities
4. Meetings and activities sponsored by the School Committee and school personnel
5. Parks and playgrounds activities
6. Local nonprofit and noncommercial organization activities
7. Metropolitan civic, educational, social, and religious organization activities if a substantial portion of the members are residents of the town
8. The activities of other organizations when approved by the School Committee

School and Town Preference

The priority given requests for use of school facilities will be as follows:

1. School activities
2. Town meetings and elections over other community activities
3. Parks and playgrounds

SOURCE: MASC

Amended and Adopted for LSSC Policy Manual: 12/21/21

LEGAL REFS.: M.G.L. 71:71; 71:71B; 272:40A

REGULATIONS AND PROCEDURES FOR COMMUNITY USE OF SCHOOL FACILITIES

1. School facilities may, with the advance written approval of the Superintendent/Principal or the Director of Finance/Treasurer, be made available for community use in accordance with School District policy and with these Regulations and Procedures.
2. School grounds, buildings and equipment may be used for educational, recreational, social, civic or philanthropic purposes as provided by law. Commercial activities of individuals or groups for such purposes may also be permitted.
3. Community use shall not be permitted for activities which may jeopardize the safety of any individuals or property, which may compromise the use of the facilities for school program use, or which may interfere with the normal conduct of education in the District.
4. Advance written approval must be requested and secured in a written Application/Agreement signed by an authorized and responsible adult representative of the Community User and by the Superintendent/Principal or the Director of Finance. The required Application/Agreement form is attached. The Community User shall be responsible" for the safety and protection of people and property as set forth in the Application/Agreement. Applications must be made in writing to the Superintendent/Principal or the Director of Finance/Treasurer at least two (2) weeks prior to the intended date of use unless that requirement is waived by the Superintendent/Principal or the Director of Finance/Treasurer.
5. An authorized and responsible adult representative of the group using the school facilities, and a school custodian, must be present for the entire period of the program or activity. The custodial fees shall be in accordance with the Fee Schedule in effect from time to time. If additional cleaning is required, a charge will be added to the fees.
6. A Certificate of Liability Insurance, naming the School District as an additional insured, is required unless waived by the Superintendent/Principal or the Director of Finance.
7. Unless waived by the Superintendent/Principal or the Director of Finance, a security deposit of \$50 must accompany all Applications in order to hold the date requested. The full amount on the Estimated Fee Calculation Worksheet, prepared by the School District, must be paid one week prior to the scheduled event. A final bill will be sent for any additional charges within one week after the event.
8. The Superintendent/Principal or the Director of Finance may waive security deposit fees, rental fees, custodial and other labor fees and equipment fees for School Related Groups and Community Service Organizations *as* defined in the Fee Schedule, a copy of which is attached. The Superintendent/Principal or the Director of Finance may waive or modify the insurance certificate requirement for School Related Groups and Community Service Organizations as defined in the Fee Schedule.

9. When police and/or fire protection is required, it is the responsibility of the user to arrange it at the user's expense with the Police Chief and/or Fire Chief.
10. Use of any tobacco products within the school building, within school facilities or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times, pursuant to MGL and the District's Tobacco Policy. This prohibition applies to the general public as well; signs shall be posted in all school buildings informing the general public of the requirements of state law.
11. No alcoholic beverages may be taken onto school property.
12. Adhesives or other materials that may damage interior finishes may not be used.
13. Food shall be prepared, served and consumed only in the cafeteria, kitchens and conference rooms, unless specifically waived in advance by the Superintendent/Principal or the Director of Finance.
14. All persons taking part in athletic activities shall wear appropriate gym shoes.
15. No gifts or gratuities shall be given to or accepted by school personnel assigned to supervise activities in the school.
16. Violations of any or all of these regulations may result in the denial of future use of school facilities, as well as other consequences.
17. Keys/key codes will not be issued to any group/individual. A custodian will be assigned to open and secure the facilities when necessary. Fees may be charged.
18. Whenever special school equipment such as, but not limited to, stage lighting, audio-visual or computer equipment and kitchen equipment is to be used by Community Users, they may be required to utilize, and be charged fees for, school personnel skilled in the use and maintenance of this special equipment.
19. The Superintendent-Principal or Director of Finance may assess additional fees in the event of any further requests or requirements in connection with the Community user's use of the Facility.
20. All Community Users shall be subject to the direction of designated school personnel in connection with the Community User's use of the Facility.

SOURCE: Lincoln-Sudbury

Adopted: 4/7/04

Amended: 2/15/05

Amended and Adopted for LSSC Policy Manual: 12/21/21

PUBLIC SOLICITATIONS IN THE SCHOOLS

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

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

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

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

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

CROSS REFS.: GBEC, Staff Gifts and Solicitations
JJE, Student Fund-Raising Activities
KHB, Advertising in the Schools

ADVERTISING IN THE SCHOOLS

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school district will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school district to promote any product will not be permitted by the Committee.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual: 12/21/21

CROSS REF.: KHA, Public Solicitations in the Schools

RELATIONS WITH POLICE AUTHORITIES

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

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

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

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

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

RELATIONS WITH PLANNING AUTHORITIES

The School Committee will participate in local and state planning functions that could directly affect District schools and their immediate environment.

The Superintendent or designee will keep the School Committee informed of planning matters bearing directly on the operation of the school or school-sponsored programs, and will undertake action on behalf of the School Committee to influence matters in the best interests of the students and the District.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES

The School Committee and its administrative officers welcome all who seek to serve the residents of the community and will participate with them in the planning and execution of such projects as will be mutually beneficial for students.

It is School Committee policy that the administration informs elected and appointed officials of the local and county government of the desire to work cooperatively for improved services.

SOURCE: MASC

Adopted for LSSC Policy Manual: 12/21/21

SECTION L

EDUCATION AGENCY RELATIONS

- LA EDUCATION AGENCY RELATIONS GOALS**
- LB COORDINATION WITH SUDBURY AND LINCOLN PUBLIC SCHOOLS**
- LB RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS**
- LDA STUDENT TEACHING AND INTERNSHIPS**

EDUCATION AGENCY RELATIONS GOALS

The School Committee appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school district and to other educational agencies, the Committee establishes these broad goals:

1. To encourage liaison with other educational agencies.
2. To supply educational services to and/or share with other educational agencies.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

COORDINATION WITH SUDBURY AND LINCOLN PUBLIC SCHOOLS

The School Committee recognizes its shared responsibility to coordinate its program of curriculum and instruction with those of the Sudbury Public Schools and the Lincoln Public Schools,

The School Committee and Administration, at their respective levels, will carry out this commitment through joint meetings, joint study arrangements, and other means appropriate to it.

SOURCE: Lincoln-Sudbury

Adopted 2/25/03

Adopted for LSSC Policy Manual 12/21/21

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions to educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school district involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school districts, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent/Principal will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

STUDENT TEACHING AND INTERNSHIPS

The Committee encourages the administration to cooperate with teacher-training institutions in the placement of student teachers in the school district. All initial arrangements with the colleges and universities will be subject to Committee approval.

The Committee authorizes the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the school district will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will ensure there are procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committee's policies.

SOURCE: MASC October 2016

Adopted for LSSC Policy Manual 12/21/21