



CODE OF CONDUCT

It is the goal of the Lincoln Public Schools to establish and maintain respectful learning environments. The development and display of appropriate behavior, self-discipline and responsibility is a prerequisite for good education. School is a place where children and adults spend many hours learning, working and playing together. Schools need rules of behavior that ensure that everyone can be free from distraction, fear, or discomfort, so that learning can be successful. All members of the Lincoln school community have the following rights in our school:

- ❖ To be physically safe
- ❖ To work together in a common space that is pleasant, safe and orderly
- ❖ To be free from insults, bullying, harassment or abusive treatment
- ❖ To be protected by local, state, and federal laws

The Code of Conduct for the Lincoln Public Schools complies with chapter 71, section 37H of the Massachusetts General Laws, and federal regulations. Self-discipline and the ability of a learner to control his or her behavior is the desired outcome for our schools' Code of Conduct. Collaboration and cooperation between parents and school personnel is an important step to achieving this outcome. Please take the time to review our expectations for student behavior with your child.

While it is the school's expectation that students behave appropriately at all times, school personnel will take disciplinary action when behavior is disruptive to the learning process, destructive to property, abusive of others, or causes risk of injury. When positive behavioral supports and persuasive measures are not successful it may become necessary to impose sanctions as disciplinary measures.

The following rules are not intended to be all-inclusive and disciplinary consequences may result from other conduct, which is inconsistent with maintaining a respectful learning environment or is disruptive to the safe operation of the school. These rules apply in each of our schools and the general enforcement of the rules is the responsibility of all school personnel. Serious infractions are times when students are sent away from the classroom and will be investigated by the school Principal who will also be responsible for determining disciplinary consequences, if necessary.

LPS students at all times will:

- ❖ Be honest
- ❖ Act in a manner that does not disrupt learning
- ❖ Walk, ~~not run,~~ in the hallways or classrooms
- ❖ Be respectful ~~and of not break, damage, or destroy~~ school property, **personal property and the materials of others**
- ❖ ~~Be respectful and not break, damage, or steal~~ personal property or the materials of others
- ❖ Respect the rights of other students

- ❖ ~~Act in a manner that is inclusive of everyone without fighting, teasing, bullying, or name-calling~~
- ❖ ~~Use appropriate language and refrain from vulgarity and profanity~~

LPS students will not:

- ❖ Bring objects to school ~~which~~**that** are dangerous to others or disruptive to the educational process. This includes illegal objects such as knives, firearms, fireworks or other objects whether they are real or facsimile
- ❖ Possess or use illegal substances such as alcohol or drugs and will not smoke on school property or at any school sponsored event

Bullying Prevention and Intervention

The Lincoln Public Schools has implemented a professional development plan for all faculty; established a bullying intervention and prevention plan; established reporting requirements for all staff who witness or are aware of any incidents of bullying; developed investigation and disciplinary policies for acts of bullying; and established a plan to notify law enforcement when criminal charges may be appropriate. (JICK - Bullying Prevention) **Parents of students who are the target and the aggressor will be notified by the Principal when incidents of bullying occurs.**

Bullying is defined as 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. This also includes cyberbullying.

Cyberbullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, the transfer of signals, writing, images, sounds, or data that is transmitted in whole or in part by wire, radio, or electronic system. This includes electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include the distribution by electronic means of 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 listed in the definition of bullying.

Students who engage in inappropriate behavior

Whenever disciplinary sanctions are warranted, all students will be dealt with fairly and equitably, including the implementation of specially designed support plans that have been specified in Individualized Education Programs (IEPs) for students with special needs. Implementation of the Code of Conduct will respect the statutory rights for all students. Given that the development of good behavior is a learning process, a system of progressively more severe consequences may be implemented for students who are unable to follow the school's rules and change their behavior.

Consequences may range from warnings to the loss of certain school privileges including after-school detentions or suspension, either in school or out of school. In situations where consequences result from inappropriate behavior, parents will be notified by appropriate school personnel both by telephone and with written notification. In all cases where a student may be suspended, either in school or out of school, the school Principal will contact the parents by phone and in writing. Parents and students should be advised that discipline records are maintained as part of each student's temporary record. Temporary records are destroyed when students leave our schools except in cases when the school is required by law to forward information to the receiving school.

Each of our schools has programs in place to help students build safe, respectful communities and to be reflective about the role that they play in our school. At the elementary grades the district uses Responsive Classroom[®] and at the middle school we are beginning Developmental Designs for Middle School[®]. Both of these programs have been successful in helping schools to emphasize social, emotional, and academic growth in a strong and safe school community thus enabling optimal student learning.

Suspension from school

If inappropriate behavior disrupts the orderly operation of the school or threatens the safety of other children or staff, a student may be temporarily separated from the classroom and sent to a designated area in the school. In those rare instances when a student's actions may be detrimental to the health or welfare of the school, including repeated disruptions, the student may be suspended from school for a period of time, typically 1 to 3 days but possibly up to 10. Suspensions may take the form of an in-school suspension in which students are expected to complete the work assigned by their teachers in a supervised area separate from their peers. Out of school suspensions are more serious and students will not be permitted to attend school until a reentry meeting between the student, the student's parents and the school Principal is conducted to review expectations for appropriate behavior.

In all cases, "due process" will be followed when students are disciplined. The following steps constitute due process:

1. All reports of serious infractions will be investigated by the school Principal who shall afford each student **the opportunity to report the incident.** ~~a hearing prior to the decision to suspend a student from school.~~
2. ~~At the hearing~~ **During the investigation,** the student will be informed of the infraction and who reported their behavior.
3. The student will be provided an opportunity to explain their behavior and speak in their defense.
4. If the student will be suspended, **the Principal shall afford the student a hearing prior to the decision to suspend from school. Parents shall be notified in advance and have the right to be present at the hearing.**
5. ~~he or she~~ **The student and parents** will be informed of the reason for suspension, the number of days and the date that he or she may return to school.
56. Parents of a student being suspended will be notified by telephone and receive written notice indicating the reason for suspension, the dates of the suspension, and the date

for a reentry meeting and return to school.

67. Parents and students will receive written notice of their right to appeal a suspension. Hearings for appeal will be scheduled with the Superintendent.

Expulsion from School

Expulsion is defined as a long term or permanent dismissal. Generally, expulsion is the very last measure. It will be reserved for instances of serious infractions or cases of chronic behavior for which there is little hope for improvement under school conditions and, because of which, the welfare of other students is seriously endangered.

Two specific violations that can result in expulsion are:

1. Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of or using a dangerous weapon, including, but not limited to a gun, knife, facsimile, replica or toy; or controlled substance as defined in Chapter 94-C of the Education Reform Act of 1993, including, but not limited to, marijuana, cocaine, and heroin; or
2. Any student who assaults a ~~student, Principal, Assistant Principal, teacher, teacher's aide~~ administrator, faculty or staff or other educational staff on school premises or at school-sponsored or school-related events, including athletic games.

Other than in cases covered by Massachusetts General Laws, Chapter 71, Section 37H and 37H 1/2, the School Committee shall not expel a student for alleged misconduct without following prescribed due process procedures.

Expulsion "due process" procedures:

1. Any student charged with a violation of a rule for which the student may be expelled from school shall be: a) notified in writing of the infraction and the fact that it could result in expulsion; b) provided an opportunity for a hearing before the Principal, with ~~legal representation if the student or his/her parents~~ and/or legal representation present if so desire; and c) provided an opportunity to present oral and written testimony at said hearing.
2. To support a recommendation for an expulsion by the Lincoln School Committee ("the Committee"), the Superintendent will present to the Committee a comprehensive written report of the offenses committed and measures taken by the staff to correct the student's conduct.
3. The Committee will ascertain whether the parent(s)/guardian(s)' cooperation has been sought and obtained in the corrective efforts; and whether they have been notified of their right to be present at the meeting during which the expulsion of their child was considered.
4. At the time an expulsion is imposed, the Committee will set the duration of the expulsion. School Committee action will be necessary for any possible re-admission of an expelled student.

Discipline of Students Receiving Special Education

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et. seq. (“the IDEA”) and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student’s disability.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student’s disability and the behavior subject to the disciplinary action, which is referred to a Manifestation Determination.

If the behavior is a manifestation of the student’s disability, the student’s Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his or her educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student’s disability, then the student may be removed from his or her educational placement to the same extent that a general education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his or her special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student’s IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student’s behavior is determined to be a manifestation of the student’s disability. These situations include when a special education student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at <http://www.doe.mass.edu/sped/prb/>. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at <http://www.doe.mass.edu/bsea/> or can be requested from the Administrator for Student Services at 781-259-9403.

Discipline of Students Not Yet Eligible for Special Education

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
2. The parent requested an evaluation of the student; or
3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility.

If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible, the district must provide special education and related services in accordance with the IDEA.

Discipline of Students on 504 Plans

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. **Contact** the Administrator for Student Services, for more information.

Approved at School Committee Meeting of _____

Old Policy	Changes Made	Proposed Policy
<p style="text-align: center;">DISCIPLINE CODE</p> <p>Chapter 71, Section 37H of the Massachusetts General Laws requires that the School Committee of every town or district shall publish its adopted rules or regulations pertaining to the conduct of students and teachers. The law also provides that copies of the rules and regulations be filed with the Department of Education, for informational purposes only. The following discipline code has been adopted by the Lincoln Public Schools.</p>	<p>The introduction was changed from stating that the purpose of the policy was legal to stating that maintaining a respectful learning environment is the purpose.</p>	<p style="text-align: center;">CODE OF CONDUCT</p> <p>It is the goal of the Lincoln Public Schools to establish and maintain respectful learning environments. The development and display of appropriate behavior, self-discipline and responsibility is a prerequisite for good education. School is a place where children and adults spend many hours learning, working and playing together. Schools need rules of behavior that ensure that everyone can be free from distraction, fear, or discomfort, so that learning can be successful. All members of the Lincoln school community have the following rights in our school:</p> <ul style="list-style-type: none"> ❖ To be physically safe ❖ To work together in a common space that is pleasant, safe and orderly ❖ To be free from insults, bullying, harassment or abusive treatment ❖ To be protected by local, state, and federal laws
<p>Self-discipline, the ability of a learner to control his/her behavior, is the desired outcome of Lincoln's discipline code. Cooperation between the parents and the school is an important step to achieving this outcome. The proper school and classroom atmosphere, in which considerate and caring behavior towards others is expected and modeled, supports in a positive way this discipline code. School personnel are committed to encourage compliance with this code in a fair, consistent and judicious manner.</p>	<p>The language in these two paragraphs is similar but the new policy uses language that invites collaboration and parent participation.</p>	<p>The Code of Conduct for the Lincoln Public Schools complies with chapter 71, section 37H of the Massachusetts General Laws, and federal regulations. Self-discipline and the ability of a learner to control his or her behavior is the desired outcome for our schools' Code of Conduct. Collaboration and cooperation between parents and school personnel is an important step to achieving this outcome. Please take the time to review our expectations for student behavior with your child.</p>
<p>The school will take disciplinary action when behavior becomes disruptive to the learning process, destructive to property, abusive of other persons, and/or injurious to oneself. When persuasive and supportive measures</p>	<p>The language is similar in these paragraphs as well. However,</p>	<p>While it is the school's expectation that students behave appropriately at all times, school personnel will take disciplinary action when behavior is disruptive to the learning process, destructive to property, abusive of</p>

<p>are unsuccessful, it may become necessary to use punishment as a disciplinary measure. In extreme cases, reasonable, force or restraint may be used by the teacher and/or administrator for the purpose of maintaining order and safety (See also Physical Restraint Policy - File Code: JG),</p>	<p>the proposed policy removes reference to restraint and introduces positive behavioral supports.</p>	<p>others, or causes risk of injury. When positive behavioral supports and persuasive measures are not successful it may become necessary to impose sanctions as disciplinary measures.</p>
<p>Whenever disciplinary action is warranted, all students will be dealt with equitably, including special treatment that has been specified in an Individual Education Plan under Chapter 766 of the Massachusetts General Laws. Implementation of the code will respect all students' statutory rights.</p>	<p>In the Proposed Policy reference to students in special education has been moved to one section.</p>	
<p>Any searches of individuals shall be conducted in a manner that is consistent with both federal and state law. All students and staff should be aware that all lockers, desks, computers and/or any other school equipment are the property of the Lincoln Public Schools and, as such, students should <u>not</u> have a reasonable expectation of privacy with respect to any items or information placed in these areas.</p>	<p>Reference to searching lockers has been removed in the Proposed Code of Conduct</p>	
<p><u>RULES</u></p> <p>The following rules are based on common sense and allow us to do four things:</p> <ol style="list-style-type: none"> 1. Be physically safe 2. Work together in a common space 3. Assure good health 4. Obey local and state laws <p>These listed rules are not intended to be all inclusive and disciplinary consequences may result from other conduct which is inconsistent with the four goals stated above. These rules apply to all the Lincoln Public Schools and the general enforcement of the rules is the responsibility of all school personnel.</p>	<p>The proposed Code of Conduct includes rules written in a positive style when appropriate. The rules are also written to be less specific. The intent was to remove the listing of all potential inappropriate behavior that could occur in school and in it's place provide</p>	<p>The following rules are not intended to be all-inclusive and disciplinary consequences may result from other conduct, which is inconsistent with maintaining a respectful learning environment or is disruptive to the safe operation of the school. These rules apply in each of our schools and the general enforcement of the rules is the responsibility of all school personnel. Serious infractions are times when students are sent away from the classroom and will be investigated by the school Principal who will also be responsible for determining disciplinary consequences, if necessary.</p> <p>LPS students at all times will:</p> <ul style="list-style-type: none"> ❖ Be honest ❖ Act in a manner that does not disrupt learning

<p><u>Rule 1</u> Students are expected to behave in an orderly fashion. Such activities as pushing, shoving, fighting, wrestling, running, loud noise or any other disruptions which interfere with the educational process in the school are prohibited.</p> <p><u>Rule 2</u> Students are expected to show respect for other people. There will be no physical or sexual abuse and no verbal harassment.</p> <p><u>Rule 3</u> Students will not take anything, without permission, that belongs to someone else or to the school.</p> <p><u>Rule 4</u> Students will not damage school and/or student property.</p> <p><u>Rule 5</u> Students will not bring objects to school which are dangerous to other people and/or disruptive to the educational process.</p> <p><u>Rule 6</u> Students will not leave the school grounds without permission.</p> <p><u>Rule 7</u> Students will not possess and/or use illegal objects, i.e. weapons or fireworks, or facsimile weapons, in school or at any school sponsored event.</p> <p><u>Rule 8</u> Students will not possess and/or use illegal substances, i.e. drugs, in school or at any school sponsored event.</p> <p><u>Rule 9</u> Students will not bring nor use cigarettes or alcohol in school or at any school sponsored event.</p>	<p>broad statements about the expectation for student conduct.</p>	<ul style="list-style-type: none"> ❖ Walk, not run, in the hallways or classrooms ❖ Be respectful and not break, damage, or destroy school property ❖ Be respectful and not break, damage, or steal personal property or the materials of others ❖ Respect the rights of other students without fighting, teasing, bullying, or name-calling ❖ Use appropriate language and refrain from vulgarity and profanity <p>LPS students will not:</p> <ul style="list-style-type: none"> ❖ Bring objects to school which are dangerous to others or disruptive to the educational process. This includes illegal objects such as knives, firearms, fireworks or other objects whether they are real or facsimile ❖ Possess or use illegal substances such as alcohol or drugs and will not smoke on school property or at any school sponsored event
	<p>The Proposed Code of Conduct includes language regarding bullying</p>	<p>Bullying Prevention and Intervention</p> <p>The Lincoln Public Schools has implemented a professional development plan for all faculty; established a bullying intervention and prevention plan; established reporting requirements for all staff who witness or are</p>

	<p>prevention and intervention as required by current law.</p>	<p>aware of any incidents of bullying; developed investigation and disciplinary policies for acts of bullying; and established a plan to notify law enforcement when criminal charges may be appropriate. (JICK - Bullying Prevention)</p> <p>Bullying is defined as 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. This also includes cyberbullying.</p> <p>Cyberbullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, the transfer of signals, writing, images, sounds, or data that is transmitted in whole or in part by wire, radio, or electronic system. This includes electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include the distribution by electronic means of 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 listed in the definition of bullying.</p>
<p><u>CONSEQUENCES - Due Process</u></p> <p>When any of these rules are abused, certain consequences will follow. In all cases the infraction of the rule(s) should be reported to the school principal who will confer with the student and parents, if necessary. The school department will make every</p>	<p>The list of consequences has been removed and the proposed Code of Conduct places the</p>	<p>Students who engage in inappropriate behavior</p> <p>Whenever disciplinary sanctions are warranted, all students will be dealt with fairly and equitably, including the implementation of specially designed support plans that have been specified in Individual Education Programs (IEPs) for students with special needs.</p>

<p>effort to issue discipline in a manner that is both equitable and commensurate with the nature of the infraction and will provide the student a meeting before imposing any consequences.</p> <p>The assignment of consequences #1-9 (listed below) shall be the joint responsibility of the faculty and administration and can be taken by the school principal or his/her designee. Consequences #10 or #11 shall be taken only by the principal, and suspension or expulsion requires additional due process requirements outlined further below in this policy.</p> <ol style="list-style-type: none"> 1. Revoking recess privileges. 2. Writing a note of apology to the offended party. 3. Writing a letter of explanation to his/her parents. 4. Revoking participation in special school activities, such as field trips, attending programs after-school activities, etc. only with principal's review and permission. 5. Detaining the student(s) after school after notifying parents. 6. Noting infractions of the discipline code on the student's report card. 7. Suspension from school according to the procedures established by the Lincoln School Committee, for extreme or repeated cases or in cases falling within the purview of Mass Gen. L. ch. 71, § 37H 1/2, and where parents have been notified. (For a further elaboration of the due process requirements for suspension, see below) 8. Warning the student(s) against future infractions. 9. Notifying parent(s) of the behavior. 10. Requiring the student(s) to perform repair work and/or paying for damages, in cases where there are damages. [Assignment of restitution for damages shall be the sole responsibility of the principal.] 	<p>responsibility for selecting and applying discipline action on the Principal.</p> <p>Curriculum to prevent the need for discipline is referenced in the Proposed Code of Conduct.</p>	<p>Implementation of the Code of Conduct will respect the statutory rights for all students. Given that the development of good behavior is a learning process, a system of progressively more severe consequences may be implemented for students who are unable to follow the school's rules and change their behavior.</p> <p>Consequences may range from warnings to the loss of certain school privileges including after-school detentions or suspension, either in school or out of school. In situations where consequences result from inappropriate behavior, parents will be notified by appropriate school personnel both by telephone and with written notification. In all cases where a student may be suspended, either in school or out of school, the school Principal will contact the parents by phone and in writing. Parents and students should be advised that discipline records are maintained as part of each student's temporary record. Temporary records are destroyed when students leave our schools except in cases when the school is required by law to forward information to the receiving school.</p> <p>Each of our schools has programs in place to help students build safe, respectful communities and to be reflective about the role that they play in our school. At the elementary grades the district uses Responsive Classroom® and at the middle school we are beginning Developmental Designs for Middle School®. Both of these programs have been successful in helping schools to emphasize social, emotional, and academic growth in a strong and safe school community thus enabling optimal student learning.</p>
--	--	--

<ol style="list-style-type: none"> 11. Notification of the police by the principal. 12. Expulsion of the student(s) from school, consistent with the due process requirements outlined below. 13. Invoking other more stringent discipline in the case of serious or repeat violations of this policy. 		
<p><u>SUSPENSION</u></p> <p>The principal may suspend a student who is guilty of serious disobedience or misconduct for a period of up to ten (10) school days. The suspension may be as a disciplinary measure or as a prelude to expulsion or expulsion procedures.</p> <p>The “due process” suspension procedure will be:</p> <ol style="list-style-type: none"> 1. A student reported by a faculty member for an infraction of a regulation that could warrant a suspension is given a hearing by the principal. 2. At the hearing, the student is orally informed of the infraction, told by whom it was reported, and allowed to speak in his/her own defense. 3. If there is any question on the part of the student about the infraction, a meeting of the student, the faculty member reporting the infraction, and the principal is arranged. 4. If a student is suspended, he/she is informed of the reasons for the suspension, number of days and dates of suspension, and what day (date) he/she may return to school. 5. Parents of the student being suspended are notified by telephone, when possible, of the suspension. 6. A letter is sent to the parents notifying them of the suspension, reasons for the suspension, dates of suspension, and date student may return to school. 7. Parents are requested to contact the school before the student returns from suspension. 	<p>Procedures regarding suspension practices are updated in the Proposed Code of Conduct. In-school suspension is described. The due process language is similar.</p>	<p>Suspension from school</p> <p>If inappropriate behavior disrupts the orderly operation of the school or threatens the safety of other children or staff, a student may be temporarily separated from the classroom and sent to a designated area in the school. In those rare instances when a student’s actions may be detrimental to the health or welfare of the school, including repeated disruptions, the student may be suspended from school for a period of time, typically 1 to 3 days but possibly up to 10. Suspensions may take the form of an in-school suspension in which students are expected to complete the work assigned by their teachers in a supervised area separate from their peers. Out of school suspensions are more serious and students will not be permitted to attend school until a reentry meeting between the student, the student’s parents and the school Principal is conducted to review expectations for appropriate behavior.</p> <p>In all cases, “due process” will be followed when students are disciplined. The following steps constitute due process:</p> <ol style="list-style-type: none"> 1. All reports of serious infractions will be investigated by the school Principal who shall afford each student a hearing prior to the decision to suspend a student from school. 2. At the hearing the student will be informed of the infraction and who reported their behavior. 3. The student will be provided an opportunity to explain their behavior and speak in their defense.

		<ol style="list-style-type: none"> 4. If the student will be suspended, he or she will be informed of the reason for suspension, the number of days and the date that he or she may return to school. 5. Parents of a student being suspended will be notified by telephone and receive written notice indicating the reason for suspension, the dates of the suspension, and the date for a reentry meeting and return to school. 6. Parents and students will receive written notice of their right to appeal a suspension. Hearings for appeal will be scheduled with the Superintendent.
<p><u>EXPULSION</u></p> <p>Expulsion is defined as a long term or permanent dismissal. Generally, expulsion is the very last measure. It will be reserved for instances of serious infractions or cases of chronic behavior for which there is little hope for improvement under school conditions and, because of which, the welfare of other students is seriously endangered.</p> <p>Two specific violations that can result in expulsion are:</p> <ol style="list-style-type: none"> 1. Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of or using a dangerous weapon, including, but not limited to a gun, knife, facsimile, replica or toy; or controlled substance as defined in Chapter 94-C of the Education Reform Act of 1993, including, but not limited to, marijuana, cocaine, and heroin; or 2. Any student who assaults a student, a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games. <p>Other than in cases covered by Massachusetts General</p>	<p>Procedures regarding expulsion practices remain the same in the Proposed Code of Conduct.</p>	<p>Expulsion from School</p> <p>Expulsion is defined as a long term or permanent dismissal. Generally, expulsion is the very last measure. It will be reserved for instances of serious infractions or cases of chronic behavior for which there is little hope for improvement under school conditions and, because of which, the welfare of other students is seriously endangered.</p> <p>Two specific violations that can result in expulsion are:</p> <ol style="list-style-type: none"> 1. Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of or using a dangerous weapon, including, but not limited to a gun, knife, facsimile, replica or toy; or controlled substance as defined in Chapter 94-C of the Education Reform Act of 1993, including, but not limited to, marijuana, cocaine, and heroin; or 2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games. <p>Other than in cases covered by Massachusetts General Laws, Chapter 71, Section 37H and 37H 1/2, the School</p>

<p>Laws, Chapter 71, Section 37H and 37H 1/2, the School Committee shall not expel a student for alleged misconduct without following prescribed due process procedures.</p> <p>Expulsion “due process” procedure:</p> <ol style="list-style-type: none"> 1. Any student charged with a violation of a rule for which the student may be expelled from school shall be: a) notified in writing of the infraction and the fact that it could result in expulsion; b) provided an opportunity for a hearing before the principal; with legal representation if the student or his/her parents so desire; c) provided an opportunity to present oral and written testimony at said hearing. 2. To support a recommendation for an expulsion by the Lincoln School Committee (“the Committee”), the Superintendent will present to the Committee a comprehensive written report of the offenses committed and measures taken by the staff to correct the student's conduct. 3. The Committee will ascertain whether the parent(s) / guardian(s)' cooperation has been sought and obtained in the corrective efforts; and whether they have been notified of their right to be present at the meeting during which the expulsion of their child was considered. 4. At the time an expulsion is imposed, the Committee will set the duration of the expulsion. School Committee action will be necessary for any possible re-admission of an expelled student. 		<p>Committee shall not expel a student for alleged misconduct without following prescribed due process procedures.</p> <p>Expulsion “due process” procedures:</p> <ol style="list-style-type: none"> 1. Any student charged with a violation of a rule for which the student may be expelled from school shall be: a) notified in writing of the infraction and the fact that it could result in expulsion; b) provided an opportunity for a hearing before the Principal, with legal representation if the student or his/her parents so desire; and c) provided an opportunity to present oral and written testimony at said hearing. 2. To support a recommendation for an expulsion by the Lincoln School Committee (“the Committee”), the Superintendent will present to the Committee a comprehensive written report of the offenses committed and measures taken by the staff to correct the student's conduct. 3. The Committee will ascertain whether the parent(s)/ guardian(s)' cooperation has been sought and obtained in the corrective efforts; and whether they have been notified of their right to be present at the meeting during which the expulsion of their child was considered. 4. At the time an expulsion is imposed, the Committee will set the duration of the expulsion. School Committee action will be necessary for any possible re-admission of an expelled student.
<p><u>DISCIPLINE OF SPECIAL EDUCATION STUDENTS</u></p> <p>All students are expected to meet the requirements for behavior as set forth in this policy. However, students eligible for special education are entitled to certain</p>	<p>Procedures regarding discipline of students receiving special</p>	<p>Discipline of Students Receiving Special Education</p> <p>All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain</p>

<p>additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et. seq. (“the IDEA”) and its implementing regulations (34 CFR 300 et. seq.).</p> <p>Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student’s disability.</p> <p>Any time school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student’s disability and the behavior subject to the disciplinary action, which is referred to a Manifestation Determination.</p> <p>If the behavior is a manifestation of the student’s disability the student’s Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise.</p> <p>If the behavior is not a manifestation of the student’s disability, then the student may be removed from his</p>	<p>education or 504 accommodations remain the same in the proposed Code of Conduct.</p> <p>Language is changed to “people first language” and the district contact person was the Director of Pupil Personnel an old job title now known as Administrator for Student Services.</p>	<p>additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et. seq. (“the IDEA”) and its implementing regulations (34 CFR 300 et. seq.).</p> <p>Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student’s disability.</p> <p>Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student’s disability and the behavior subject to the disciplinary action, which is referred to a Manifestation Determination.</p> <p>If the behavior is a manifestation of the student’s disability, the student’s Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his or her educational placement unless the parent and the school agree otherwise.</p> <p>If the behavior is not a manifestation of the student’s disability, then the student may be removed from his or her educational placement to the same extent that a</p>
---	---	---

educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:

1. Carries or possesses a weapon (including facsimile weapons) to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to

general education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his or her special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student

<p>whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.</p> <p>For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at http://www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at http://www.doe.mass.edu/bsea/ or can be requested from the Director Pupil Personnel at 781-259-9403.</p> <p><u>DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION</u></p> <p>A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.</p> <p>The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:</p> <ol style="list-style-type: none"> 1. The parent of the student expressed concern in writing to supervisory or administrative personnel 		<p>commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.</p> <p>For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at http://www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at http://www.doe.mass.edu/bsea/ or can be requested from the Administrator for Student Services at 781-259-9403.</p> <p>Discipline of Students Not Yet Eligible for Special Education</p> <p>A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.</p> <p>The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:</p> <ol style="list-style-type: none"> 1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related
--	--	--

<p>of the student’s school or to a teacher of the student that the student is in need of special education and related services; or</p> <ol style="list-style-type: none"> 2. The parent requested an evaluation of the student; or 3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student. <p>The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility.</p> <p>If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible the district must provide special education and related services in accordance with the IDEA.</p> <p><u>DISCIPLINE OF STUDENTS WITH 504 PLANS</u></p> <p>School personnel may not suspend a student with an accommodation plan in accordance with Section 504 of</p>		<p>services; or</p> <ol style="list-style-type: none"> 2. The parent requested an evaluation of the student; or 3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student. <p>The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility.</p> <p>If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible, the district must provide special education and related services in accordance with the IDEA.</p> <p>Discipline of Students on 504 Plans</p> <p>School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. Contact the Administrator for Student Services, for more information.</p>
---	--	--

the Rehabilitation Act for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students.

Please contact the Administrator for Student Services for more information:

Hartwell Building
Ballfield Road
Lincoln, MA 01773
781-259-9403