

| Item | Lincoln Policies Reviewed | MASC Policies Reviewed | Recommendation |
|------|--|--|--|
| 1 | | IB ACADEMIC FREEDOM | Do not adopt. More philosophical. |
| 2 | IC School Year: School Calendar | IC/ICA SCHOOL YEAR/SCHOOL CALENDAR | Keep Lincoln. Add clarifications around scheduled days vs. operating days. Add clarifications around what is counted toward minimum hours of structured learning time. |
| 3 | ID School Day | ID SCHOOL DAY | Recommend adopting MASC. Add portions of Lincoln and policy IDB regarding opening times and arrival/supervision. Principals reviewed. |
| 4 | IDB Student Time of Arrival and Supervision | | Remove as standalone policy. Incorporate into ID. |
| 5 | | IGA/IGD CURRICULUM DEVELOPMENT AND ADOPTION | Recommend adopting MASC. This was recently updated by MASC. |
| 6 | | IGB STUDENT SERVICES PROGRAMS | Do not adopt. |
| 7 | | IHAI OCCUPATIONAL EDUCATION | Do not adopt. |
| 8 | | IHAM HEALTH EDUCATION | Recommend adopting. Lisa reviewed. |
| 9 | | IHAM-R HEALTH EDUCATION (Exemption Procedure) | Recommend adopting. Confirmed with principals that the procedure of contacting principal first is appropriate. |
| 10 | IHAMA Teaching About Alcohol, Tobacco, and Other Drugs | IHAMA PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION | Keep Lincoln. Update coding to be IHAMA. Principals reviewed. |
| 11 | IHAMB Parental Notification Relative to Sex Education | IHAMB TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS | Keep Lincoln. Add minor wording to conform to MASC version. Update coding to be IHAMB. Lisa reviewed. |
| 12 | IHB Special Instructional Programs and Accommodations | IHB SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS) | Keep Lincoln. Lisa reviewed. |
| 13 | | IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES | Don't adopt. The district conforms to the law regarding 504 plans. |
| 14 | | IHBAA OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS | Propose adopting MASC. Lisa reviewed and made minor clarifications. |
| 15 | | IHBD COMPENSATORY EDUCATION (Title 1) | Do not adopt. Covered in policy DEC. This is basically saying we will use funds to supplement, not supplant. |

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| 16 | | IHBEA ENGLISH LEARNER EDUCATION | Propose adopting with minor modifications to clarify we are a K-8 district (confirmed this law does not apply to PreK). |
| 17 | | IHBF HOMEBOUND INSTRUCTION | Propose adopting MASC. Lisa reviewed and made minor clarifications. |
| 18 | IHBG Home Schooling | IHBG HOME SCHOOLING | Keep Lincoln - conforms to MASC language. Minor updates to clarify which administrator to contact and "parent/guardian" language. |
| 19 | | IHBG-R HOME SCHOOLING | Do not adopt. This is more procedure than policy. |
| 20 | | IHBH ALTERNATIVE SCHOOL PROGRAMS | Do not adopt. More appropriate for high schools. |
| 21 | | IHBHE REMOTE LEARNING | Recommend we do not adopt, but potentially update our Pandemic Response Policy EBCF to more broadly apply to all types of events that could cause remote learning to be put into effect, and to reference MASC's policy IHBHE for guidance. |
| 22 | | IHBHE-E REMOTE LEARNING ADDENDUM | Do not adopt, even if we adopt IHBHE |
| 23 | | IHCA SUMMER SCHOOLS | Do not adopt, more geared for high school when students need to make up credits. |
| 24 | IHCG After-School Programs | | Keep Lincoln. Update coding to IHCFB. |
| 25 | IIB Class Size | | Keep Lincoln. Parry and Angela reviewed. |
| 26 | IJ Instructional Materials | IJ INSTRUCTIONAL MATERIALS | Keeping Lincoln. Adding some bullets from MASC. |
| 27 | | IJ-R RECONSIDERATION OF INSTRUCTIONAL RESOURCES | Recommend adopting, as it can tie into IJL as well. Discuss with broader committee regarding adoption. |
| 28 | | IJL LIBRARY MATERIALS SELECTION AND ADOPTION | Propose adopting. Clarify our library is also called a "media center". Incorporate parts of IJLA. |
| 29 | | IJLA LIBRARY RESOURCES | Do not adopt, incorporated above. |
| 30 | | IJND ACCESS TO DIGITAL RESOURCES | Propose adopting MASC with minor edit. |
| 31 | | IJNDB EMPOWERED DIGITAL USE POLICY | Propose adopting MASC IJNDB with minor changes. |
| 32 | IJNDC Student Use of Information and Communication Technologies | IJNDC ACCEPTABLE USE OF DIGITAL RESOURCES | Propose adopting MASC's IJNDC with minor change. |
| 33 | | IJNDD POLICY ON SOCIAL MEDIA | Propose adopting MASC with minor modifications. |
| 34 | IJNDB (E) Student Use of 3rd Party Software Services | | Keep and renumber to IJNDE |
| 35 | IJOA Field Trips | IJOA FIELD TRIPS | Keep Lincoln. Add intro from MASC. Update "parent/guardian" language. |

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| 36 | IJOB Community Resources Persons and Volunteers | IJOB COMMUNITY RESOURCE PERSONS/ SPEAKERS | Keep Lincoln with minor update. |
| 37 | | IJOC SCHOOL VOLUNTEERS | Do not adopt - covered in Lincoln IJOB. |
| 38 | | IK STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS | Propose adopting MASC. Many districts have this policy |
| 39 | IKB Homework | | Propose keeping Lincoln, but inquire about future work by administrators / School Councils to update create an internal procedure / policy related to homework. There is no standard MASC policy on Homework, however many districts have policies or internal procedures around this. |
| 40 | | IKE PROMOTION AND RETENTION OF STUDENTS | Propose adopting - worth showing that ultimate authority rests with the principal. Principals reviewed. |
| 41 | | IKF GRADUATION REQUIREMENTS | Do not adopt - HS only. |
| 42 | | ILD STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH | Propose adopting MASC. Rob Ford recommends as it speaks directly to Protection of Pupil Rights Amendment compliance. |
| 43 | | IMA TEACHING ACTIVITIES/PRESENTATIONS | Propose adopting MASC - fits with several ideas in Portrait of a Learner. |
| 44 | | IMB TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS | Do not adopt - more relevant to high school, and covered in part by IMA. |
| 45 | IMDA Clarification on Dissection in the Lincoln Public Schools | | Keep Lincoln, modify to clarify that "In the event dissection should take place" |
| 46 | IMDB - Accommodations for Religious and Cultural Observances | | Keep Lincoln. |
| 47 | IMDC Religious Music | IMD SCHOOL CEREMONIES AND OBSERVANCES | Keep Lincoln, change to IMD and update title, updated to clarify music and art applications. |
| | | IMG ANIMALS IN SCHOOL | Propose adopting MASC IMG as separate policy to our existing Service Animals policy. Added clarifying language to IMG below that all animals must be approved by the principal, and cross referenced this policy. |
| 48 | IMG(A) Service Animals in School (Guide or Assistance Dogs) | IMGA SERVICE ANIMALS IN SCHOOLS | Keep Lincoln with minor modifications, rename to IMGA |

SCHOOL YEAR/SCHOOL CALENDAR

The School Calendar for the ensuing school year shall be prepared by the Superintendent and presented for School Committee approval each year. All holidays provided by the State law shall be observed by all schools. Every effort will be made to coordinate with Lincoln Sudbury Regional High School and Bedford High School.

The Board of Education requires each School Committee schedule a 185-day school year to provide for the contingency of snow days and other schedule disruptions. A minimum of 180 days of school operations is required.

The minimum length of the school year shall be determined on the basis of required days and instructional hours in accordance with state regulations. Schools shall ensure that every student is scheduled to receive a minimum of 900 hours of structured learning time. Time which a student spends at school breakfast and lunch, passing between classes, at recess, in non-directed study periods, and participating in optional school programs shall not count toward meeting the minimum structured learning requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days that schools will be in session; holidays and vacation periods; and faculty professional development days. Other events such as parent/guardian conferences and curriculum nights may be added to the calendar prior to the start of the school year.

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

Reaffirmed at School Committee Meeting of November 2, 1981
Reaffirmed at School Committee Meeting of February 11, 1985
Revised at School Committee Meeting of March 22, 2018
Revised at School Committee Meeting of October 25, 2018

SOURCE: Lincoln

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent 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.

Each school building and campus shall be opened to K-8 students fifteen minutes before the start of the school day during which time supervision shall be provided. Parents/guardians will be informed of the opening and closing times. To help ensure the safety of all children, students shall not arrive at school prior to the supervision time unless prior arrangements have been made with the school principal or student's teacher.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
603 CMR 27.00

NOTE: Each Committee should verify the specific times set in the handbook for allowing students into the school building. In some cases, this may be established in the collective bargaining agreements.

CURRICULUM DEVELOPMENT AND ADOPTION

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 School Committee will rely on the professional staff to design, implement, and regularly evaluate/modify instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent 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 or modified programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC 2023

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. Health education is taught as a component of Wellness.

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

LEGAL REF.: M.G.L. 71:1

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of 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 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 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 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

LEGAL REF.: M.G.L. 71:1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the Lincoln School Committee adopts the following policy on the rights of parents and guardians of our students in relation to health curriculum that includes human sexual education or human sexuality issues:

At the beginning of each school year, each school will send parents/guardians a letter that describes the topics in our health curriculum that primarily involve human sexual education or human sexuality issues. Parents/guardians of students who enroll in school after the start of the school year will be given the letter at the time of enrollment. If curriculum topics change during the school year parents/guardians will, to the extent practicable, be notified of this fact in a timely manner before implementation.

Each letter to parents/guardians will include a topical description of the curriculum covered by this policy. This letter will also inform parents/guardians that they may:

1. exempt their child from any lesson(s) that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a note to the school Principal requesting an exemption. A student who is exempted under this policy may be given an alternative, and
2. review instructional materials used to explore topics of sex education. These materials will be made accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school, or other locations agreed upon by the Principal.

The Superintendent of schools will instruct each principal to send this letter of notification by September 15 of each school year. A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent or designee for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision, may send a written request to the School Committee for review of the issue. 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 dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

LEGAL REF.: M.G.L. 71:32A
 603 CMR 5

Adopted at School Committee Meeting of December 1, 1997
Revised at School Committee Meeting of November 3, 2016

TEACHING ABOUT ALCOHOL, TOBACCO, AND OTHER 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 K-8.

The focus of the education program will be on alcohol, tobacco, and drug prevention and the physical, emotional, social, and legal impact of drugs and alcohol. The program shall also include information about effective techniques and skill development for delaying and abstaining from using alcohol, tobacco, and drugs in addition to effective techniques for resisting peer pressure.

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 adolescents on healthy decision-making:

- To prevent, delay age of first use and/or reduce alcohol, tobacco, and other drug experimentation and usage among children and adolescents.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and other drug use.
- To teach students a variety of skills, including self-management, negotiation and refusal communication and social skills, that will help them to make healthy decisions and avoid alcohol, tobacco, and other drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or designee 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 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.

LEGAL REFS.: M.G.L. [71:1](#); [71:96](#)

CROSS REFS: [GBEC](#), Drug Free Workplace Policy
[JCH](#), Drug and Alcohol Use by Students

SOURCE: Lincoln

Adopted at School Committee Meeting of October 20, 2016

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goal of the Lincoln Public Schools' special education programming is to allow every child to grow and achieve at their own level, to gain independence and self-reliance, and to be provided their education in the least restrictive environment as appropriate to meet their individualized needs. The Lincoln Public Schools offers a variety of services and supports to meet the needs of children with disabilities. There is a strong commitment to quality education and inclusive learning opportunities for all children.

The requirements and regulations of Chapter 71B of the Massachusetts General Laws, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, will be followed when identifying children with disabilities, in referring a child for evaluation, in determining eligibility, in developing the individualized education program, and in assessing their educational progress. State regulations require that children with disabilities from 3 years of age through 21 years of age who have not attained a high school diploma will be eligible for special education. Given the Lincoln Public Schools is a PK-8 school district, children with disabilities from 3 years of age through the completion of 8th grade may be found eligible for special education.

The School Committee believes that most children with special needs can be educated in the general school program if they are provided specialized instruction, modifications, accommodations and the support they need to meet their individual needs. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the District is committed to providing inclusionary learning opportunities to children with special needs within the general education setting. However, as appropriate, some students may require specialized instruction outside of the general setting in special classes or programs. In addition, when a child's needs cannot be met within the District, special programming outside of the school district will be pursued within other public school programs such as collaborative programs or Department of Elementary and Secondary Education approved private special education schools.

It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programming 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 disability, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Education Act
 Section 504 of the Rehabilitation Act
 M.G.L. 71B:1 et seq.
 603 C.M.R. 2800 et seq.

Adopted at School Committee Meeting of March 22, 2018

SOURCE: Lincoln

Lincoln Public Schools

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

HOLD - Check with Lisa Berard

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 Student Services Coordinator or designee and/or Principal.
2. The Student Services Coordinator 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. When a parent/guardian requests an observation of a special needs student or program, the Student Services Coordinator or designee will seek approval from the Administrator for Student Services and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Student Services Coordinator or designee and/or 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).
5. 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 may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. 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.
9. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
10. 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 their contractual job duties.
11. 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.

12. 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

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 they may obtain while observing the program.”

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 8 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

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 district 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 Administrator for Student Services.

Homebound instruction is offered in basic elementary subjects and 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

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet 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 his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the Superintendent or designee 14 days before the program is established and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing the name, age, and place of residence of each child in the program.

The Superintendent or designee 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 designee 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 parent/guardian to teach the children.
3. The textbooks, workbooks and other instructional aides to be used by the children and teaching manuals to be used by the parent/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 activities of an extracurricular nature upon approval of the Superintendent.

LEGAL REFS.: M.G.L. [69:1D](#); [76:1](#), Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324
(1987)

Adopted at School Committee Meeting of May 10, 2018

SOURCE: Lincoln

Lincoln Public Schools

AFTER-SCHOOL PROGRAMS

The Committee supports the development of the whole child by ensuring comprehensive access to academic enrichment, physical education, music, drama, and art throughout the school day and beyond. To the extent possible, programs such as interscholastic sports, after-school academic support, music and drama programs and other extra-curricular activities should be made available to all students. The Committee views Extended Day Programs (such as LEAP and Hanscom Club House and Youth Center) as essential components to meeting the crucial needs of students and families for after school care, enrichment, and socialization. Extended Day Programs provide an important link to offerings from Lincoln Parks and Recreation and other Lincoln or Hanscom-based clubs and organizations that creates a strong network of opportunities for students to advance their interests or to try something new.

Voted at May 6, 1996 School Committee Meeting
Revised at School Committee Meeting of November 8, 2018

SOURCE: Lincoln

CLASS SIZE

The School Committee recognizes the importance of maintaining appropriate class sizes in order to sustain a high-quality school system. This policy establishes recommended and/or maximum average class sizes for each grade in the Lincoln Public Schools. For all schools and grades, the recommended and maximum averages should include all students who are enrolled and integrated into regular classrooms.

I. Lincoln Schools (Lincoln School)

A. Lincoln School Grades 6-8: Maximum = 24

In grades 6-8, the average class size may not exceed 24, except with the approval of the School Committee, at the recommendation of the Superintendent, to provide for special circumstances.

B. Lincoln School Grades K-5: Recommended Average Class Sizes

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|---|----|
| Kindergarten: | 18 |
| 1 st grade: | 20 |
| 2 nd and 3 rd grades: | 21 |
| 4 th and 5 th grades: | 22 |

For grades K-5, this policy establishes recommended average class sizes, which may not be exceeded, both as specified below and with the approval of the School Committee:

- * A given cohort of students may only exceed the recommended average class size a total of two times during grades K-5, and then by not more than 2 students (as measured by the average class size for the cohort, not by individual classrooms).
- * If a cohort has exceeded the recommended average class size two times, and is projected to exceed it a third time, the Superintendent must add, and the School Committee must fund in the Base Budget, another section of the grade for that cohort.
- * A determination of whether or not a grade has exceeded the recommended class size will be based on the enrollment figures reported to the Department of Education on October 1st.

In no case can the average class size of a K-5 grade exceed the recommended average size for that grade plus two students.

This policy does not preclude the Superintendent from recommending, nor the School Committee from approving, smaller class sizes than the largest ones permitted by this policy, when it is believed that smaller classes will better meet the learning needs of a particular cohort of students. It is also important to note that individual class sizes within a grade may vary at the discretion of the Principals, provided that the average class size does not exceed the recommended class size in grades K-5 (except as described above), or the maximum in grades 6-8.

II. Hanscom Schools

Class size for Hanscom is established through the contract negotiations process with the DoDEA.

Timing Considerations

The number of classroom sections and resulting average class sizes should be established as a part of the budgeting process in the fall and early winter, preceding each school year. This practice is necessary in order to submit the schools' budgets to the town for a vote in the spring of each year.

Post-Planning Period Financial Contingencies

In recognition of the fact that children come in and out of the district throughout the year, by May 1 of each school year, the Superintendent of Schools will submit updated enrollment projections and a staffing report to the School Committee in which he/she outlines the staffing requirements for the following school year. In instances when the arithmetic average for class size based upon these enrollment projections would exceed the recommended average class size +2 in grades K-5, or result in a cohort exceeding the recommended average class size for a third time, or exceeds the maximums in grades 6-8, he/she shall: (1) recommend a date for deciding whether or not to add a new section or teacher; (2) prepare a financial plan to demonstrate what impact the cost of a new section will have on the following year's budget; and (3) whenever warranted, appear before the Finance Committee or confer with DoDEA to request additional funding to carry out this policy. As a general rule, the entire process should be completed before July 1.

In the event of an unusually large number of new students enrolling over the summer, the Superintendent shall notify the Chairperson by August 15 of the need for additional staffing and will use his/her professional judgment to determine how best to maintain class size. Nothing will preclude the School Committee from adding new sections at any time during the year.

Approved at School Committee Meeting of November 2, 1981

Revised at School Committee Meeting of February 11, 1985

Revised at School Committee Meeting of October 26, 1987

Revised at School Committee Meeting of September 21, 1992

Revised at School Committee Meeting of June 5, 2000

Revised at School Committee Meeting of December 6, 2007

SOURCE: Lincoln

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 materials include print and/or digital textbooks and accompanying consumables, supplementary materials, library materials, and any other materials used to educate students. The School Committee, subject to budgetary constraints, will furnish these materials.

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, the School Committee expects the professional staff to select a body of materials that are aligned with the following criteria. They must:

1. Support the District Strategic Objectives and the District Vision .
2. Present balanced views of international, national, and local issues and problems of the past, present and future.
3. Provide materials that stimulate growth in factual knowledge, literary appreciation, and help students develop abilities in critical reading and thinking.
4. Help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. 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. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The Superintendent or designee shall establish a process and guidelines for the selection of major instructional materials, such as textbooks or comprehensive curriculum programs that educators will be required to use as part of the core curriculum.

LEGAL REFS.: M.G.L. [71:48](#); [71:49](#); [71:50](#)
Department of Elementary and Secondary Education (DESE) regulations
603 CMR 26.00

CROSS REF.: IGA/IGD, Curriculum Development and Adoption
KEC, Public Complaints about the Curriculum or Instructional Materials

Adopted at School Committee Meeting of November 3, 2016

SOURCE: Lincoln

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 schools.

Ideologies -- Schools 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

LIBRARY / MEDIA CENTER 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.

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 / media center 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 and literary appreciation.
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 students may develop the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to society.
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 / media center.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the libraries/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.

Initial purchase suggestions for library / media center materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library / media center. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library / media center books will be accepted in keeping with the above policy on selection. Complaints about library / media center books will be handled in line with Committee policy on reconsiderations about instructional materials.

Circulation records are governed by student record law and shall not otherwise be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

SOURCE: MASC

Lincoln Public Schools

LEGAL REF.: 603 CMR 26:05, FERPA, See website for list:
<https://www.mass.gov/info-details/massachusetts-law-about-student-records#massachusetts-laws->

CROSS REF.: IJ-R, Reconsideration of Instructional Resources
KE, Public Complaints

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. The School Committee intends to support such use with appropriate budgetary allocations, providing for timely updates to technology as necessary.

The Superintendent, in conjunction with the Director of Educational Operations and Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources.

SOURCE: MASC 2023

LEGAL REFS: 47 USC § 254

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.

USE OF TECHNOLOGY IN INSTRUCTION

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, digital literacy, and computer science skill sets. Information and communication technology are an integrated part of the curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Students shall use digital resources, including technology devices, software, and services, as well as the district's network and telecommunications systems in a responsible, efficient, ethical, and legal manner.

SOURCE: MASC 2023

ACCEPTABLE USE OF DIGITAL RESOURCES

The Superintendent, in conjunction with the Director of Educational Operations and Technology, shall develop and implement appropriate procedures for the use of digital resources. Guidelines shall address classroom management of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for malicious activities with the potential of damaging or destroying programs or data.

Technology procedures 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 in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

The Superintendent and the Director of Educational Operations and Technology will develop expectations for responsible use of digital resources. These expectations will be reviewed annually with all students and acknowledged by the parent or guardian of all students.

All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources. Employees must use district resources for the purposes directly related to educational and instructional purposes.

On the recommendation of the Superintendent in conjunction with the Director of Educational Operations and Technology, the district shall determine when and which digital resources can be made available to the community. All guest users will be prompted to and must accept a digital use agreement prior to use.

Those violating the expectations for responsible use of digital resources will be subject to appropriate consequences.

SOURCE: MASC 2023

LEGAL REF: 47 USC § 254

CROSS REF: GBEE PERSONNEL USE OF TECHNOLOGY
JICJ STUDENT USE OF TECHNOLOGY
KDC COMMUNITY USE OF DISTRICT RESOURCES

POLICY ON SOCIAL MEDIA

The Superintendent and the School 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) Inappropriateness of posting images, video or audio recordings of students or student work on personal social media accounts, or discussing students on social media.
- 5) Examples of inappropriate behavior from other districts, as behavior to avoid
- 6) Monitoring and penalties for improper use of district computers and technology
- 7) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

When suspected inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly investigate and 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

STUDENT USE OF THIRD-PARTY SOFTWARE SERVICES

The Lincoln Public Schools will protect student privacy and safety when entering into agreements with third-party software services by verifying compliance with the Children’s Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) and all existing district policies. If a third-party software service utilizes individual student accounts, the district will obtain consent from parents prior to issuing the account.

The district will maintain a publicly available list of third-party services that utilize district-supplied individual student accounts. The services included on the list will be reviewed annually, and services will be added or removed as appropriate. During the course of the school year, teachers may propose the use of additional third-party services, and pending school and district approval, obtain consent from parents.

Adopted at School Committee Meeting of June 12, 2014
Revised at School Committee Meeting of March 18, 2021

SOURCE: Lincoln

FIELD TRIPS

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

Definition/Application of Policy

Any trip organized or conducted by an employee of the Lincoln Public Schools which takes students away from the Lincoln or Hanscom Schools campuses shall be considered a field trip. All field trips shall be governed by this policy.

Field trips should be educational in nature and shall be preceded and followed by appropriate learning experiences related to the trip.

Students on field trips are representatives of their schools and are expected to behave appropriately at all times including time beyond school hours. School rules and regulations apply to all field trips.

Funding

School system funds, grants, gifts and proceeds from fundraising may be used to fund field trips. Additionally, parents/guardians may be requested to pay for additional costs for field trips, including admission fees, housing, food, etc. However, it is the policy of the School Committee that organizers of field trips ensure that no student is excluded because of such additional costs. If fundraising efforts are not sufficient and / or the school budget cannot subsidize the cost of those students who are unable to pay, then the trip will be automatically disapproved.

Should students be involved in fundraising, the amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework and after-school activities. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

DAY FIELD TRIPS

Approval

1. Permission to take a day field trip shall be secured from the Principal prior to making any arrangements or advertising for the trip. A field trip form must be filed with the Principal who will authorize the trip by signing the request form and forwarding it to the Superintendent. A copy of the approved field trip form will be returned to the Principal.
2. Vehicles of common carriers or the transportation contractor may be used. Additionally, drivers designated by the administration and covered by the appropriate insurance may be used to transport students on day trips.

3. All proposals for day field trips must include appropriate notification for the school nurse who will prepare a medical needs list for the supervising teacher. The school nurse will coordinate delegation of medication to a trained teacher.
4. Parental/Guardian permission slips must be secured for all trips. Permission information shall specify, at a minimum, date, time, location and method of transportation. A separate permission by a parent or guardian must be given for each field trip. At the start of each year parents/guardians may sign a blanket field trip permission slip allowing their child to participate in walking field trips that are contained on campus, i.e., Hanscom Air Force Base.
5. All field trips must be adequately supervised by classroom teachers. Additionally, classroom assistants and adult volunteers may assist as chaperones. Volunteer chaperones must have CORI checks in accordance with M.G.L c.71 s38R.

LATE NIGHT AND OVERNIGHT FIELD TRIPS

Definition: Any student travel sponsored by the Lincoln Public Schools that is planned to occur between the hours of midnight and 6:00 a.m., or that will include an overnight stay away from a student's home.

The Lincoln Public Schools will sponsor late night or overnight field trips only when these trips relate to the curriculum or extra-curricular activities at the specific school. Trips that do not relate to the educational program will not be approved. The School Committee shall vote to approve all late night or overnight field trips upon the recommendation of the Superintendent. From time to time teachers organize overnight trips that take place during school vacations. Teachers may distribute information about these trips providing all materials indicate that the trip is not sponsored by the Lincoln Public Schools and has not been approved by the School Committee.

Teachers proposing to take students on a late night or overnight field trip are required to submit a written proposal to their Principal who will review and approve the request prior to submission to the Superintendent for recommendation to and approval by the School Committee. Advance approval is required.

Except in unusual circumstances, proposals must be submitted a minimum of three months prior to the approval date. Sufficient time should be allowed to finalize plans after approval has been granted.

Proposals for late night and overnight field trips

Proposal must address each of these items:

1. Grades/classes participating.
2. Educational or extra-curricular purpose of the trip. Overnight Trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
3. Connections to the curriculum including learning activities in preparation for the trip and follow-up after the trip.

4. Details concerning destinations and itinerary (include departure date and time and estimated return time).
5. Transportation plans that take into account the following considerations:
 - a. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk vehicular accidents during this time period.
 - b. Transportation, unless provided by the district's transportation contractor, must be procured using the guidelines and regulations of Chapter 30B, State Procurement Act. No perks for students or teachers will be allowed, except for those specifically identified by the vendor through the procurement process.
 - c. The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoided. Such trips should generally use commercial motor coaches.
 - d. Trips planned to include late night or overnight student travel should involve pre-trip checks of vendors.
 - e. School officials should ensure that the selected carrier is licensed for passenger transportation and conduct an appropriate review of the carrier's safety status.
 - f. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.
6. Accommodation plans
Overnight accommodations should be made in advance with student safety and security in mind. All accommodations must be procured using the guidelines and regulations of Chapter 30B, State Procurement Act. No perks for students or teachers will be allowed, except for those specifically identified by the vendor through the procurement process.
7. Proposed cost of the trip per student, a complete budget for the trip (including funding for chaperones etc. teacher stipends as negotiated in the LE A contract) and sources of funding.
8. Number of students and adults participating, including percentages of the class/group. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.
9. Information about chaperones
 - a. Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents/guardians and volunteers, must have CORI check in accordance with M.G.L. C71 §38R.
 - b. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the school district and who will not have direct and unmonitored contract with students. If such checks cannot be done, a chaperone must always be present whenever students are on the bus.
10. Sample of information packet prepared for parents/guardians (including information about optional trip insurance).

11. Notification of the School Nurse who will prepare a medical needs list for the supervising teacher. In the event that the school nurse will not attend the field trip, the school nurse will coordinate delegation of medication to a trained teacher or nurse assistant.
12. Copy of permission language to be used for the trip. Permission requests must include language releasing teachers, administrators, School Committee members, the school district and the Town from liability relating to the cost of sending a student home for disciplinary reasons.
13. An agenda for a parent/guardian meeting to describe the trip and its purpose.
14. Provisions to ensure that all students are able to attend the trip if they so desire.
15. Proposal for overnight trips must be signed by the faculty member(s) proposing such trip.

A complete copy of the itinerary, and roster of participants must be on file at the Principal's office for the duration of the trip.

Vote at June 3, 2004 School Committee Meeting
Revised at School Committee Meeting of October 6, 2016

SOURCE: Lincoln

COMMUNITY RESOURCE PERSONS AND VOLUNTEERS

Citizens with relevant gifts and talents should be encouraged by the school staff to assist them in various aspects of the school program either directly or indirectly. 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.

In all situations where citizens assist in any aspect of the school program, the staff member in charge of the school, department, team, class, etc., shall have full authority over and responsibility for the activities of the citizen(s) helping.

The purpose of citizens' assistance is to help enrich and improve the school's educational program in some way. Citizens may assist in clerical work, in supervising pupil functions, in demonstrating skills, assisting in some aspect of instruction, conducting electives or other school activities, giving educational talks, performing in the area of music, drama, dance, etc. Care should be taken in selecting these individuals to ensure that they respect diversity in thinking, varying views and are not attempting to inappropriately influence points of view.

Compliance with CORI regulations is required for community resource persons and volunteers.

CROSS REF.: ADDA, Background Checks

Accepted by School Committee, November 2, 1981
Revised at School Committee Meeting of February 11, 1985
Revised at School Committee Meeting of March 22, 2018

SOURCE: Lincoln

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, principals, parents/guardians, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC October 2016

HOMEWORK

Homework shall be assigned to students with a view to establishing habits of self-discipline, research and creativity. The Principal shall establish among teachers an understanding of adequate homework appropriate to grade level and subject.

Approved at School Committee Meeting of November 2, 1981
Reaffirmed at School Committee Meeting of February 11, 1985

SOURCE: Lincoln

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 Principal 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 building Principal.

SOURCE: MASC

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardian; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
CROSS REF.: JRA, Student Records
SOURCE: MASC February 2018

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 is 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 a teaching activity or presentation.

SOURCE: MASC

CLARIFICATION ON DISSECTION IN THE LINCOLN PUBLIC SCHOOLS

In the event that dissection is chosen by a teacher as a teaching strategy:

- All students and parents shall be informed of their right to choose not to take part.
- Students should feel comfortable in opting not to dissect and should be treated in a non-judgmental fashion.
- Whenever possible, alternatives to physical dissection that preserve the integrity of the science program shall be made available to students.
- Students who are exempted should be expected to master the appropriate content, understandings, and skills necessary to achieve success in the subject area through the alternatives offered.

Adopted July 1993

Revised at School Committee Meeting of November 8, 2018

SOURCE: Lincoln

ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES

A student may not be penalized for his/her observance of a religious holiday. Any student who is absent because of religious or cultural observances shall have that absence excused and shall be provided the time and the opportunity to make up missed work, activities, and/or assessments. It is expected that students will meet with their teacher(s) in advance of a planned absence or at least upon the first day of their return to agree mutually upon a due date for missed work. In no case shall the timeframe to make up missed work be less than a week. Teachers will be responsible for providing students with missed materials relative to future assessment.

Similarly, families will be encouraged and invited to notify coaches, advisors, club leaders, etc. of student absences for religious or cultural observances. Students will not be penalized (e.g., held out of post absence participation) in their extra-curricular activities (e.g., sports, theater, clubs, etc.) for such absences.

Open and timely communication between students, families, and educators shall ensure that the opportunity to make up work does not place an unreasonable burden upon any of the parties.

REFS. IMDA policies of: Bedford, Concord-Carlisle, Westford, Belmont, Wayland

Adopted at School Committee Meeting of May 24, 2018

SOURCE: Lincoln

SCHOOL CEREMONIES AND OBSERVANCES

In accordance with State guidelines concerning religious holidays, the Lincoln Public Schools are neutral in matters of religion, and no religious celebrations may be held in the public schools. This requirement of neutrality will neither preclude nor hinder the Lincoln Public Schools from educating students to respect religious diversity. 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: Such efforts to promote respect and an understanding of different religions and customs may include religious music, providing that:

Music Programs:

- Performances of music that recognizes religious holidays or religion generally must be for artistic reasons, not religious reasons. Program notes or other commentary should inform the audience as to the educational purpose for using such music.
- School concerts that present a variety of selections may include religious music, alongside secular music, provided that the program is not dominated by religious music, and that the musical selections reflect the diversity of the school.
- Musical selections are made to enhance appreciation through understanding, while not engaging students in religious ceremony, ritual, or the promotion of any one religion.

Art:

- Teachers should avoid assigning or encouraging art work 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.

LEGAL REF.: 603 CMR 26:05

Reaffirmed at School Committee Meeting of April 8, 1985

Revised at School Committee Meeting of April 5, 2018

SOURCE: Lincoln

SERVICE ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The Lincoln Public Schools 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 in accordance with federal law and will permit such animals on school premises and on school transportation.

For the purpose of this policy, the Americans with Disabilities Act states that 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.” Upon approval, reasonable modification in policies, practices, or procedures will be considered to permit the use of other trained service animals. When considering other service animals to be approved, the Superintendent or designee will determine whether the school or facility can accommodate the animal’s, size and weight and if their presence compromises the legitimate safety requirements necessary for the safe operation of the school or facility.

Under the Americans with Disabilities Act, a “service animal must be harnessed, leashed, or tethered unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices.” When this is the case, “the individual must maintain control of the animal through voice, signal, or effective control.”

Proof of current rabies vaccination will be required when dogs or other applicable service animals are allowed in school or on school grounds. In addition, animals must be clean, healthy and free of fleas, mites and ticks.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several types of service animals that assist individuals with disabilities. Examples of supports include, but are not limited to animals that:

- assist individuals who are blind or have severe sight impairments as “guide dogs”;
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- assist mobility-impaired individuals with balance issues and;
- assist individuals with health disabilities to alert them to specific health issues.

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, parent/guardian, or person having 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 School Principal 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 building Principal or designee and an alternative plan will be developed with appropriate District staff. Such 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 parent/guardian of the student.

When a student or staff member 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 understand this policy.

The Superintendent 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.: Americans with Disabilities Act (2010)

CROSS REF: Massachusetts Department of Health, "Animals in the Classroom: Recommendations for Schools," December 2003

IMG, Animals in School

Adopted at School Committee Meeting of September 13, 2018

SOURCE: Lincoln

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high-quality educational program to all students in a safe and healthy environment.

The Principal, in consultation with the School Nurse, shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building 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 any other conditions established by the 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.

SOURCE: MASC - Updated 2023

