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ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school: breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

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

SCHOOL DAY

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

The Superintendent/Principal is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help ensure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless circumstances require earlier admittance.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

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

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to their fullest potential.

Special education services are integrated across each grade level.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.

The Superintendent/Principal shall have the authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals.

The professional staff shall approve all textbooks and supplemental instructional materials for the support of the curriculum. Staff is encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these materials remains within the limits of the budget.

The faculty and administration shall regularly evaluate the educational program and recommend modifications and changes in curriculum content as well as the addition or deletion of courses in the instructional program.

The Superintendent/Principal shall make periodic reports to the School Committee on the effectiveness of the curriculum. The School Committee wishes to be informed of substantive revisions in curriculum.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

STUDENT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services to meet the needs of all students.

The Superintendent/Principal shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC April 2019

Adopted for LSSC Policy Manual 12/21/21

CROSS REF.: ACE, Nondiscrimination on the Basis of Disability

CURRICULUM ADOPTION

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

The Superintendent/Principal will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

HEALTH EDUCATION

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the district's health education program.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

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

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Associate Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Associate Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Associate Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

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

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

Updated based on Health Youth Act

In accordance with law ([Healthy Youth Act, senate No. 2495.](#)), the school committee has adopted this policy on the rights of parents and guardians in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of the school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily include a comprehensive sexual health education curriculum through the Program of Studies. The Superintendent/Principal of School will determine the administrator(s) responsible for sending out the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

In addition, the Wellness Department will communicate to parents at the beginning of the following courses, Intro to Wellness (9th Grade) and Health Issues (11th Grade) informing parents of the child's enrollment and highlighting this policy.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Withdraw their student from all or part of the instruction that involves comprehensive sexual health education curriculum by sending a letter to the course teacher or the department coordinator requesting the exemption. The student shall not be subject to disciplinary action, academic penalty or any other sanction. An alternative educational activity shall be made available to the students who have been withdrawn from this instruction.
2. Inspect the program instruction materials prior to the start of the course, if the parent or legal guardian requests to review the material.
- 3.

A parent or guardian who is dissatisfied with a decision of the administrator--designated by the Superintendent/Principal--concerning notice, access of instructional materials, or exemption for the student under the policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give parents/guardians timely written decisions, preferably within two weeks of the request. The School Committee will review the issue and give the

parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute. A copy of the notification letter to parents/guardians *is* on file in the Student Services office.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS: M.G.L. 71:32A

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 9-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among high school youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

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

The goals of this school district's special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

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

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq.
603 CMR 28:00 inclusive

POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The goal of the Lincoln-Sudbury Regional School District is to allow each student to grow and achieve at his or her own level, to gain independence and reliance, and to function within the least restrictive environment whenever possible.

In accordance with applicable federal and state laws and regulations, and inter-district agreements with the Sudbury and Lincoln Public Schools, eligible students at LSRHS between the ages of 14 and 22 or who are in grades 9 through 12, and who have not attained a high school diploma, will receive appropriate special educational services.

It is the desire of the District to work closely with parents in designing and providing programs and services to students with special needs.

Please refer to the following documents for further detail on LSRHS compliance with federal and state regulations, district policies and agreements, and information about specific current procedures. These documents are available in the office of the Director of Student Services.

- LSRHS District Compliance Assurance Plan
- LSRHS District Curriculum Accommodation Plan
- LSRHS Program of Studies Handbook
- LSRHS Student Services and Special Education Policies and Procedures Manual

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: Lincoln-Sudbury

Amended and Adopted for LSSC Policy Manual 12/21/21

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Student Services or designee and/or Superintendent/Principal.
2. The Director of Student Services or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. The Director of Student Services or designee and/or Associate Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
4. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods in a single day may be limited.
5. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe. Anyone completing an observation will be escorted by LS Staff.
6. The number of observers at any one time may be limited.
7. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
8. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
9. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform his or her contractual job duties.
10. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

11. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian prior to any follow-up TEAM meeting.

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC ADOPTED: September 2009
Adopted for LSSC Policy Manual 12/21/21

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

“School districts and parents/guardians have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent/guardian or designee is a good starting point for resolving the issue.”

“The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

**COMPENSATORY EDUCATION
(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades 9-12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Student Services. Student services parents need to ask medical professionals to complete the home and hospital form.

Homebound instruction is offered in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF.: 603 CMR 28.03 (3)(c)

SOURCE: MASC June 2020
LSSC Adopted: 12/21/21

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for their child, the following procedures shall be followed in accordance with the law:

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

The parent/guardian must certify in writing the name, date of birth, home address, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardian to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school extracurricular activities upon approval of the Superintendent.

If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.

SOURCE: MASC

LSSC Amended and Adopted: 12/21/21

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

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school district.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 71:37I; 71:37J
603 CMR 17.00

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents/guardians making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

School librarians assume a role in promoting principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. They work closely with teachers to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently so that students and teachers may experience the free and robust debate characteristic of a democratic society.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian(s) select and purchase resources to support the curriculum and students' recreational reading interests through the library's budget. Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
 - Based on knowledge of students
 - Based on requests of parents/guardians and students
- Needs of the individual school
 - Based on knowledge of the curriculum of the school
 - Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

File: IJLA

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed “standards” or “classics”, will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC October 2016

Amended and Adopted for LSSC Policy Manual: 12/21/21

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Acceptable Use

All students and faculty agree to the District's Acceptable Use Policy which outlines the purpose of the school's network and technology as well as policy enforcement. The Acceptable Use Policy is included in the Program of Studies and Policy Handbook.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Lincoln-Sudbury Regional School District

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

COMPUTER NETWORK-ACCEPTABLE USE POLICY

The Lincoln-Sudbury Computer Network consists of Google's G Suite, network file servers, and Internet access.

PURPOSE: It is the policy of the Lincoln-Sudbury Regional School District to provide access for employees and students to the L-S Computer Network and to other external services for educational and administrative purposes. Educational purposes shall be defined as classroom activities, career and professional development activities, and high-quality self-discovery activities of an educational nature.

The purpose of the L-S Computer Network is to assist teachers in preparing students for success in life and work. This is accomplished by providing them with a network that allows them access to a wide range of information and the ability to communicate with others.

The L-S Computer Network shall be used consistently with these educational purposes to increase communication, enhance productivity, provide information to the community, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information.

AVAILABILITY: The Superintendent/Principal or designee shall be responsible to implement, monitor, and evaluate the L-S Computer Network for educational and administrative purposes.

Access to the L-S Computer Network, including external services, shall be made available to employees and students for educational and administrative purposes, in accordance with administrative regulations and procedures to be developed by the Superintendent/Principal or his/her designee.

Access to the L-S Computer Network is subject to adherence with the District's Acceptable Use Policy and the exercise of good judgment and common sense. ALL USERS shall be required to comply with all administrative regulations and procedures governing use of the system. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook. Noncompliance with applicable regulations and procedures, or inappropriate use of the L-S Computer Network or external services may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Lincoln-Sudbury Regional School District. Violations of law may result in criminal prosecution as well as loss of user privileges and disciplinary action by the Lincoln-Sudbury Regional School District.

In compliance with the Children's Internet Protection Act (CIPA), L-S will utilize a filter to prohibit access to Websites which contain inappropriate material. The filtering will not impede educationally relevant sites.

ACCEPTABLE USE: The Superintendent/Principal or his/her designee shall be responsible to develop and implement administrative procedures, and student user agreements, consistent with the purposes and mission of the Lincoln-Sudbury Regional School District, as well as with law and policy governing copyright and other applicable law.

PERSONAL COMPUTING DEVICES: Staff and students may bring personal computing devices to L-S. In an effort to protect the L-S information network, the District reserves the right to investigate personal computing devices and/or peripheral devices at any point, if there is any reason to believe these are being used inappropriately, or in such a way as to threaten the network.

MONITORING USE: Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored, accessed, retrieved, downloaded, printed, copied or examined at any time by the network administrator, Superintendent/Principal or the Superintendent/Principal's designee to ensure appropriate use for educational and administrative purposes, and may be disclosed to others, including law enforcement officials. All School emails are public record <http://www.mass.gov/legis/laws/mgl/66-10.htm> and will be archived for 7 years. Emails are available as part of a public request, some are subject to redaction for certain privileged information (set by law.) Staff members should use the L-S email system for any school related issues.

LIABILITY: The Lincoln-Sudbury Regional School District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Lincoln-Sudbury Regional School District shall not be responsible for ensuring the accuracy or usability of any information found on external services.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual 12/21/21

EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC Adopted August 2015
Adopted for LSSC Policy Manual 12/21/21

COMPUTER NETWORK-ACCEPTABLE USE POLICY - ADMINISTRATIVE PROCEDURES FOR IMPLEMENTATION

Policy Enforcement

- The District shall provide each user with copies of the Acceptable Use Policy and Procedures. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook.
- Access shall be granted to employees.
- Access shall be granted to students.
- The Superintendent/Principal or the Superintendent/Principal's designee shall be responsible for disseminating and enforcing policies and procedures.

Passwords

- User names shall be recorded on access agreements, where applicable, and kept on file.
- In applications where passwords are utilized, the initial passwords provided by the network administrator should be set to expire on login.
- Passwords are confidential. All passwords shall be protected by the user and not shared nor displayed.
- Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- System users shall not use another user's account.

Copyright

- Copyrighted software or data shall not be placed on the L-S Computer Network server without permission from the holder of the copyright and the system administrator.
- System users must comply with copyright laws and respect copyrights. Copyrighted material may be copied or redistributed only when the system user is authorized to do so in writing by the copyright holder or designee, or is authorized to do so under the copyright law "fair use" doctrine. Any system users who have a question about their right to use or redistribute copyrighted material should consult with the Superintendent/Principal, designee or the System Administrator.
- System administrators may upload/download public domain programs to the system/network.
- System administrators are responsible for determining if a program is in the public domain.

General Usage

- The Superintendent/Principal or Superintendent/Principal's designee shall be authorized to monitor, access, retrieve, download, print, copy or examine all system activities including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources, and to disclose such transmissions to others, including law enforcement officials.

System Maintenance

- The network administrator or the network administrator's designee shall be responsible for establishing appropriate retention and backup schedules.
- The network administrator or designee shall be responsible for establishing appropriate disk

usage limitations, if needed.

- System users should purge electronic information according to District retention guidelines.

Unacceptable Uses

- The L-S Computer Network is to be used for educational and administrative purposes, in accordance with the District's L-S Computer Network - Acceptable Use Policy. The following are some examples, but not an exhaustive list, of uses which are inconsistent with that Policy:
- Using the L-S Computer Network for political or commercial purposes of any kind.
- Forgery or attempted forgery.
- Except in the case of an authorized network administrator, Superintendent/Principal or Superintendent/Principal's designee, attempting to monitor, read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send or receive electronic mail.
- Using the L-S Computer Network for illegal purposes, the support of illegal activities, or for any activity prohibited by District policy.
- Attempting to harm or destroy equipment, materials, data or programs on the L-S Computer Network or on the network of any other agency connected to the Internet.
- Using vulgarity, ethnic or racial slurs, harassment, slander, or other inflammatory language. Language should always be appropriate to the context in which it is used.
- Pretending to be someone else when sending/receiving messages.
- Transmitting or viewing any sexually explicit or pornographic materials or material not considered to be of value in an educational setting.
- Revealing personal information (addresses, phone numbers, etc.) regarding oneself or another to an unknown party.
- Attempting to impersonate or to gain unauthorized access as a system administrator or as any other user.
- Attempting to harm or destroy data of the L-S Computer Network, another user on the network, or any other agency connected to the Internet.
- Encouraging or supporting the prohibited activities of others.
- Spamming [sending massive, inappropriate and unsolicited information] or flooding [transferring data without intent of meaningful communication].

District Response to Infractions

- Deliberate attempts to degrade or disrupt system performance are violations of District policy and may be criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Vandalism is a violation of District policy and may be criminal activity under applicable state and federal laws. Vandalism shall result in the cancellation of system privileges and shall require restitution for costs associated with hardware, software, and system restoration.
- The District shall cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's network.

A user who violates District policy or administrative procedures or uses the L-S Computer Network inappropriately shall be subject to suspension or termination of L-S Computer Network privileges and shall be subject to appropriate District disciplinary action and/or prosecution.

SOURCE: Lincoln-Sudbury Program of Studies
Adopted for LSSC Policy Manual 12/21/21

Lincoln-Sudbury Regional School District

INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district website.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the

first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC: Adopted August 2015
Adopted for LSSC Policy Manual 12/21/21

POLICY ON SOCIAL MEDIA

The Superintendent and the Associate Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the Associate Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

FIELD TRIPS/STUDENT TRAVEL

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the administration and reviewed by the School Committee. These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Superintendent/Principal.

All trips must comply with Student Travel Regulations approved by the School Committee.

All trips which include late night travel (midnight to 6 am.) or an overnight stay away from students' homes must have the prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee shall also consider the educational appropriateness of the trip, and the value of the trip in relation to the cost prior to granting initial approval. overnight trips should offer significant educational benefits to- students that clearly justify the time and expense of the trip.

Final approval shall not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school. The School Committee shall only review school-sanctioned trips for approval. The School Committee shall not review or approve trips that are privately organized and run without school sanctioning.

SOURCE; Lincoln-Sudbury
Adopted 12/14/04 Amended 4/11/06
Adopted for LSSC Policy Manual 12/21/21

STUDENT TRAVEL REGULATIONS

1. Transportation

- The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.
- Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with applicable law.
- The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”. (FMCSA ratings are available at <http://www.safersys.org/>).
- The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the District that allows verification of the subcontractor's qualifications.

2. Trip Scheduling

- Arrangements for overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.
- Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements.
- Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.
- Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
- If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

- The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

- Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.
- If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

4. Student Supervision

- Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with applicable law.
- CORI checks are recommended but not required by law for bus drivers who do not regularly work for the District and who will not have direct and unmonitored contact with students. If such checks are not done, a chaperone must always be present whenever students are on the bus,
- All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.

SOURCE: Lincoln-Sudbury

Adopted 12/14/04

Amended 4/11/06

Adopted for LSSC Policy Manual 12/21/21

OUTSIDE SPEAKERS POLICY

The School Committee supports efforts to bring in outside speakers to address students and faculty on important matters of public or educational concern. In doing so, the Committee wishes to foster a spirit of free inquiry and to encourage the timely discussion of a wide variety of issues. The Committee further believes it is important that a range of viewpoints is presented on each issue. The Committee encourages the school to ensure that viewpoints presented are subject to critical evaluation, allowing students the opportunity to form their own opinions based, in part, on the discourse presented.

SOURCE: Lincoln-SUdbury
Adopted 9/23/03
Adopted for LSSC Policy Manual 12/21/21

CROSS REF: ADDA, Background Checks

File: IJOC

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

All volunteers who have direct and unmonitored contact with students must undergo a Criminal Offender Record Information (C.O.R.I.) check, in compliance with M.G.L., Chapter 385 of the Acts of 2002, An Act Further Protecting Children.

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

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

CROSS REF.: ADDA, Background Checks

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, Associate Principals, parents/guardians, and the Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Associate Principals will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the Superintendent/ Principal.

PROMOTION POLICY FOR GRADUATION

To move from:	A student must have earned:	And:
9 th to 10 th Grade	20 credits	Not deficient by more than 2 credits in required courses
10 th to 11 th Grade	44 credits	Not deficient by more than 2 credits in required courses
11 th to 12 th Grade	68 credits	Not deficient by more than 2 credits in required courses

SOURCE: Lincoln Sudbury
Adopted for LSSC Policy Manual 12/21/21

GRADUATION REQUIREMENTS

In order to graduate from Lincoln-Sudbury you must accumulate 89 credits, which reflect a balanced program of study. In order to earn credit, you must receive a passing grade of D- or better and meet the attendance requirements. Typically, full year courses grant 4 credits per course and semester courses grant 2 credits per course.

The required credits are:

Total Credits

Digital Literacy and Computer Science – credits must be earned in specific computer technology courses **2 credits**

Below is a list of courses that qualify for this requirement.

- Computer Science Department: all courses
- FATA Department: Digital Imaging, Graphic Design, 3D Modeling & Rapid Prototyping, Architectural Design, Music Technology and Composition
- Math Department: Trigonometry Precalc Foundations/Precalculus, Algebra II Foundations

Please refer to Departmental sections for detailed course descriptions.

English - credits to include:

16 credits

- Writing (Ninth grade course will meet this requirement) **2 credits**

Please refer to the English section for courses that fulfill these requirements.

Fine, Applied & Technical Arts - credits must be earned in specific arts courses.

2 credits

Please refer to the FATA section for courses that fulfill this requirement.

History & Social Sciences -credits to include:

12 credits

United States History 4 credits

Please refer to the History section for courses that fulfill this requirement.

Language - two sequential years in the same language

8 credits

Mathematics

8 credits

Science - credits to include:

8 credits

- Biological laboratory science 4 credits
(all full-year Biology courses fulfill this requirement)
- Physical laboratory science 4 credits
(Practical Physical Science and all full-year Earth Science, Chemistry and Physics courses fulfill this requirement)

Wellness - credits to include:		12 credits
Ninth grade year	4 credits	
1 credit in Intro to Wellness		
1 credit in Foundations of Strength Training		
2 credits from the Wellness elective choices		
Sophomore year	4 credits	
1 credit in Outdoor Pursuits		
1 credit in CPR & Community Action		
2 credits from the Wellness elective choices		
Junior year	4 credits	
1 credit in Health Issues		
1 credit in Cardiovascular Health		
2 credits from the Wellness elective choices		
12 th Grade Wellness Requirement:		
All seniors are required to Participate in Escalation Workshop and Senior Service Workshop.		
Credits required in specific subjects	68	
Additional credits required	21	
Total credits required to graduate	89	

Community Service Graduation Requirement - Each student is required to perform a minimum of 15 hours of community service. Refer to the next pages for details.

SOURCE: Lincoln-Sudbury Program of Studies
LSSC Amended and Adopted for Policy Manual: 02/08/22

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the district's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school district must be approved in advance by the School Committee.
5. Teacher and parent/guardian evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

POLICY ON RESEARCH STUDIES

Only those research studies which are determined to be of benefit to the educational process at Lincoln-Sudbury Regional High School and respectful of the rights of privacy of students will be approved.

Procedures:

1. Approval Criteria: Requests for research studies will be approved in accordance with the following criteria:
 - a. Students' and staff participation is voluntary.
 - b. Students who are subjects in any research study must have parent or guardian approval.
 - c. Students' and staff rights of privacy are protected.
 - d. Results of the study are of benefit to the educational processes at LSRHS, will be made available to LSRHS, and will carry appropriate credit to LSRHS.
 - e. Opportunities for LSRHS staff involvement are maximized.
 - f. The study is sound in all respects including objectives, feasibility, professional ethics, and purposes for which the results will be put *to* use.
 - g. Persons conducting the study are professionally qualified, responsible and of worthy reputation.

2. Documentation:
 - a. All requests for research studies will be submitted in writing to the Superintendent/Principal together with appropriate documentation of the research plan and objectives and of compliance with the approval criteria stated above.
 - b. All requests for research studies will be approved in writing by the Superintendent/Principal together with appropriate terms and conditions. The LSRHS faculty member(s) responsible for coordination and monitoring shall be specified in such documentation.

3. Implementation:
 - a. The Superintendent/Principal is responsible for supervision of these procedures including necessary approval and documentation.
 - b. The Superintendent/Principal is to be advised promptly of all requests that are approved. The prior advice of the School Committee may be sought at any time and shall be sought in any case when there is a question regarding the application of any of the criteria cited above.

SOURCE: Lincoln-Sudbury
Undated policy from 1986 Policy Manual
Amended and approved 3/11/03
Adopted for LSSC Policy Manual 12/21/21

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspects of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging artwork that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

SOURCE: MASC

Adopted for LSSC Policy Manual 12/21/21

LEGAL REF.: 603 CMR 26:05

ANIMALS IN SCHOOL

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

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

Associate Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Superintendent shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the Superintendent/Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Superintendent/Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc..) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent/Principal.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

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

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

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the Superintendent or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to

remove the animal to a different location designated by the Superintendent/Principal or designee and an alternative plan will be developed with appropriate District staff. Such a plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent/Principal or designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016
Adopted for LSSC Policy Manual 12/21/21