



# Lincoln Public Schools

Student & Parent Handbook  
2021-2022

# Parent & Student Handbook

## COVID-19 Specific Information

Policies and Protocols related to COVID-19 may override non-COVID-19 policies and protocols. The most up to date information can be found on our website.

The Lincoln Public Schools COVID-19 Resources

<https://sites.google.com/lincnet.org/lpsreopeningplan/home>

Health and Safety Protocols

<https://sites.google.com/lincnet.org/lpsreopeningplan/health-protocols>

# Commitment to Our Community

Let's work together to help keep our kids in school. The Lincoln Public Schools remain committed to safe, high-quality in-person learning in our school buildings. Keeping our kids in school, safely, is extremely important this year and depends on each of us accepting the shared responsibility to minimize the transmission of the COVID-19 virus. In the face of COVID-19, our whole school community must work together to protect each other's health and safety by making these essential commitments. We ask that you actively agree to work with us in the following ways to create an environment that is safe and supportive of positive educational and social-emotional outcomes. Please confirm your commitment that:

- My child will come to school each day with two appropriate two-layer masks and follow the mask-wearing rules and responsibilities in the [district mask protocol](#).
- I will screen my child each morning for COVID-19 symptoms using the [district-provided screening checklist](#).
- If my child has any of the symptoms on the COVID-19 screening checklist, or any other illness, I will keep them home, notify the school and contact my child's physician.
- If the school calls and notifies me that my child is exhibiting COVID-19 symptoms, I or a designated party, will pick him or her up within an hour of that call.
- I understand that the district strongly recommends that all children receive an annual flu vaccine and a COVID-19 vaccine, if eligible.
- I understand that the district strongly recommends that all children participate in the COVID-19 testing program, and that close contacts without symptoms who participate in testing can remain in school.
- I understand that if my child does not participate in the testing program, and is identified as a close contact they will have to quarantine at home and be absent from school.
- I understand that students participating in after-school extracurricular activities must participate in the testing program.
- If I have questions or concerns, or need help understanding any health and safety protocols, I will contact my child's teacher or the building principal.
- I have reviewed and agree to follow all of the procedures and policies established in the student handbook.

[    ] I commit to the health and safety of my school community by agreeing to all of the above.

# Student & Parent Handbook

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- Annual Medical Form
- Authorization to Release Records or Information
- Extracurricular Activities Medical Questionnaire
- Extracurricular Health Plan
- Financial Assistance Application
- Lincoln After-School Music Program (LASMP) Registration Form
- Massachusetts Free and Reduced Price School Meals Application
  - Instructions on How to Apply for Free and Reduced Price School Meals
  - USDA “I Speak” List
- Media Release
- Medication Authorization Form
- Permission to Publish Student Image and Work Form
- Student Use of Third-party Software – 2021-2022 Parental Permission Form

## Need for Information to be Translated

<p><b>English:</b> If your family needs information regarding the Lincoln Public Schools in a language other than English, please contact the Assistant Superintendent</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>	<p><b>Spanish:</b> Si su familia necesita información sobre Lincoln Public Schools en otro idioma aparte del inglés, por favor, comuníquese con la Asistente del Director (Assistant Superintendent).</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>
<p><b>German:</b> Falls Ihre Familie Informationen über die Lincoln Public Schools in einer anderen Sprache als Englisch benötigen sollte, kontaktieren Sie bitte den stellvertretenden Schulleiter (Assistant Superintendent).</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>	<p><b>Vietnamese:</b> Nếu gia đình bạn cần thông tin về Lincoln Public School bằng tiếng khác ngoài tiếng Anh thì vui lòng liên hệ với Thư ký trợ giúp (Assistant Superintendent).</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>
<p><b>Russian:</b> Если вашей семье нужна информация о Государственных Школах города Линкольна на другом языке, пожалуйста обращайтесь к помощнику заведующего школами района (Assistant Superintendent).</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>	<p><b>Simplified Chinese:</b> 若您想获得更多有关林肯公立学区的资料, 请与学区副督察 (Assistant Superintendent) 联系。</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>
<p><b>Traditional Chinese:</b> 若您想獲得更多有關林肯公立學區的資料, 請與學區副督察 (Assistant Superintendent) 聯繫。</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>	<p><b>Japanese:</b> 日本語でリンコン学区について、もっと資料をご希望の方は、ぜひ学区の副監督者(Assistant Superintendent) とご連絡をして下さい。</p> <p>Lincoln Public Schools Ballfield Road Lincoln, MA 01773 781-259-9402</p>

<p><b>Cape Verdean:</b>          Si nhôs família precisa di informaçon sobri Escolas Público di Lincoln na qualquer outro língua qui ca Inglês, por favor entra en contacto cu Superintendenti Assistenti (Assistant Superintendent).</p> <p><b>Escolas Público di Lincoln</b>          Ballfield Road          Lincoln, MA 01773          781-259-9402</p>	<p><b>Farsi:</b>          در صورتیکه خانواده شما احتیاج به اطلاعاتی راجع به مدارس دولتی لینکلن (Lincoln Public Schools) به زبانی غیر از زبان انگلیسی دارد، لطفاً با معاون سرپرست (Assistant Superintendent) تماس بگیرید.</p> <p><b>Lincoln Public Schools</b>          Ballfield Road          Lincoln, MA 01773          781-259-9402</p>
<p><b>Urdu:</b>          اگر آپ کے خاندان کولنکن سکول کے بارے میں معلوم کرنے کی ضرورت ہے تو براہ کرم اسسٹنٹ سپرنٹنڈنٹ (Assistant Superintendent) صاحب سے رابطہ کریں۔</p> <p><b>لنکن پبلک سکول</b>          بال فیلڈ روڈ          لنکن میسا چیوسٹس - 01773          فون نمبر - 781-259-9402</p>	<p><b>French:</b>          Si votre famille a besoin d'informations sur les écoles publiques Lincoln dans une langue autre que l'anglais, contactez l'assistant du directeur (Assistant Superintendent).</p> <p><b>Lincoln Public Schools</b>          Ballfield Road          Lincoln, MA 01773          781-259-9402</p>

### Contact Information

Superintendent's Office 781.259.9409  
 Rebecca E. McFall, Ed.D., Superintendent  
 Amy Pearson, Exec. Admin. Assistant, x4100  
 Hartwell Building  
 Ballfield Road  
 Lincoln, MA 01773

Curriculum Office 781.259.9402  
 Jess Rose, Assistant Superintendent  
 Suzette Brydie, Administrative Assistant, x4200

Special Education Office 781.259.9403  
 Mary Emmons, Administrator for  
 Student Services  
 Rose Smart, Administrative Assistant, x4400

Business/Personnel Office 781.259.9401  
 Mary Ellen Normen, Administrator for  
 Business and Finance  
 Maureen Onigman, Coordinator of  
 Business Operations, x4302  
 Chrisie Fallon, Human Resources and Payroll  
 Specialist, x4300

Technology Department 781.259.9400  
 Rob Ford, Director of Technology, x4307  
 Kerry Parrella Administrative Assistant, x4304

School Lunch Program 781.259.9400  
 Cathleen Higgins, Director, x4306

Facilities Department 781.259.9400  
 Michael Haines, Facilities Manager, x4305  
 Kerry Parrella, Administrative Assistant, x4304

Lincoln Preschool 781.259.9889  
 Lynn Fagan, Coordinator  
 Hartwell Building  
 Ballfield Road  
 Lincoln, MA 01773

Lincoln School  
 Grades K-4 781.259.9404  
 Grades 5-8 781.259.9408  
 Ballfield Road  
 Lincoln, MA 01773

Sarah Collmer, Principal Grades K-4  
 Sharon Hobbs, Principal, Grades 5-8  
 Beth McGuire, Administrative Secretary Gr K-4  
 Maureen Belt, Administrative Secretary Gr 5-8  
 Denise Careau, Administrative Assistant

METCO Office 781.259.9635  
 Marika Hamilton, METCO Director

Special Education Office 781.257.0987  
 Naomi Konikoff, Coordinator for Student Services  
 Kerri Martinec, Administrative Secretary

Hanscom Campus

Hanscom Primary School 781.274.7721  
 Julie Vincentsen, Principal  
 Lauren Braudis, Administrative Secretary

Hanscom Middle School 781.274.7720  
 Erich Ledebuhr, Principal  
 Mary Gately, Administrative Assistant  
 Jean Lantagne, Administrative Secretary

Special Education Office 781.274.6178  
 Denise Oldham, Coordinator for Student Services  
 Mary Cartier, Administrative Secretary

Hanscom Educational Liaison  
 Laurel A. Wironen, GS-11 USAF AFMC 66 FSS/FSFR  
[laurel.wironen@us.af.mil](mailto:laurel.wironen@us.af.mil) 781.225.2765

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District Website  
 Lincoln Public Schools  
[www.lincnet.org](http://www.lincnet.org)

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Lincoln School Committee  
[schoolcomm@lincnet.org](mailto:schoolcomm@lincnet.org)

Tara Mitchell, Chairperson 781.259.4505  
 Adam Hogue 978.828.6184  
 Jen James 339.234.1286  
 John MacLachlan 516.353.0466  
 Susan Taylor 781.259.9569  
 Kim Mack, METCO Rep. 617.331.6225  
[westindiandiva@msn.com](mailto:westindiandiva@msn.com)


Parent Teacher Organizations  
 Lincoln School PTO - [ptochair@lpto.org](mailto:ptochair@lpto.org)  
 Hanscom PTO - [HanscomPTO@gmail.com](mailto:HanscomPTO@gmail.com)





# LINCOLN PUBLIC SCHOOLS, LINCOLN, MA ACADEMIC YEAR CALENDAR 2021-2022

Approved at School Committee Meeting of January 14, 2021.

<b>August</b> 26-27: New Teacher Orientation 30-31: All Teachers Return		<b>August/September 2021</b> 19 days							<b>February 2022</b> 15 days							<b>February</b> 21 - 25: February Recess – No School	
<b>September</b> 1: Gr. 1-8 Students Return K Visits 2: K and Preschool Begin 6: No School 7: No School 16: No School		S	M	T	W	T	F	S	S	M	T	W	T	F	S		
		22	23	24	25	26	27	28			1	2	3	4	5		
		29	30	31	1	2	3	4	6	7	8	9	10	11	12		
		5	6	7	8	9	10	11	13	14	15	16	17	18	19		
		12	13	14	15	16	17	18	20	21	22	23	24	25	26		
		19	20	21	22	23	24	25	27	28							
		26	27	28	29	30											
<b>October</b> 11: No School 12: Faculty Development Day - No School		<b>October 2021</b> 19 days							<b>March 2022</b> 23 days							<b>March</b>	
		S	M	T	W	T	F	S	S	M	T	W	T	F	S		
							1	2			1	2	3	4	5		
		3	4	5	6	7	8	9	6	7	8	9	10	11	12		
		10	11	12	13	14	15	16	13	14	15	16	17	18	19		
		17	18	19	20	21	22	23	20	21	22	23	24	25	26		
		24/31	25	26	27	28	29	30	27	28	29	30	31				
<b>November</b> 11: No School 25 & 26: November Recess – No School		<b>November 2021</b> 19 days							<b>April 2022</b> 16 days							<b>April</b> 15: ½ Day (11:00 a.m. Release) 18 - 22: April Recess – No School	
		S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4	5	6						1	2		
		7	8	9	10	11	12	13	3	4	5	6	7	8	9		
		14	15	16	17	18	19	20	10	11	12	13	14	15	16		
		21	22	23	24	25	26	27	17	18	19	20	21	22	23		
		28	29	30					24	25	26	27	28	29	30		
<b>December</b> 24 - 31: December Recess – No School		<b>December 2021</b> 17 days							<b>May 2022</b> 21 days							<b>May</b> 30: No School	
		S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	3	4	1	2	3	4	5	6	7		
		5	6	7	8	9	10	11	8	9	10	11	12	13	14		
		12	13	14	15	16	17	18	15	16	17	18	19	20	21		
		19	20	21	22	23	24	25	22	23	24	25	26	27	28		
		26	27	28	29	30	31		29	30	31						
<b>January</b> 17: No School		<b>January 2022</b> 20 days							<b>June 2022</b> 16 days							<b>June</b> 20: No School 23: Closing Day All Students ½ Day (Includes 5 Snow Days)  NOTE: Teachers work one day after students leave.	
		S	M	T	W	T	F	S	S	M	T	W	T	F	S		
								1				1	2	3	4		
		2	3	4	5	6	7	8	5	6	7	8	9	10	11		
		9	10	11	12	13	14	15	12	13	14	15	16	17	18		
		16	17	18	19	20	21	22	19	20	21	22	23	24	25		
		23	24	25	26	27	28	29	26	27	28	29	30				
		30	31														

 School Committee Meeting

- = Half Days
-  = No School
-  = Weekends

**SCHOOL HOURS**

Lincoln K-8, Hanscom Primary and Hanscom Middle  
 Grades K-8 M, T, Th, F 8:00-2:50; W 8:00-12:35  
 Preschool @ Lincoln M thru F 8:15-12:15  
 Preschool @ Hanscom Morning Session: M thru F 8:00-10:30  
 Afternoon Session: M, T, Th, F 12:15-2:45  
 4-Hour Program: M thru F 8:00-12:00

**Curriculum Night Dates**

TBD: Hanscom Middle  
 TBD: Hanscom Primary  
 TBD: Lincoln 5-8  
 TBD: Lincoln K-4  
 TBD: Preschool @ Lincoln  
 TBD: Preschool @ Hanscom

# 2021-2022 Partial List of Religious and Cultural Observances

(Occurring during the Academic Year)

The Lincoln Public Schools District is a culturally and religiously diverse community. While the schools are not closed on all religious holidays, it is the intention of the District to respect religious and cultural days that are significant to the students, families, and staff. The following list, although not exhaustive, includes many holidays that may require a student to be absent from school. Students who miss schoolwork because of an excused absence, including absence(s) for religious observance, should not be expected to complete homework, study for tests, or do other schoolwork during their absence(s). They shall be given the opportunity to complete assignments and tests within a reasonable time, based on the circumstances. These absences should be managed in the same manner as absences for other excused reasons, including informing the school of the absence, talking with teachers about the absence(s) and missed work, etc. (Ref: [Policy IMDB](#), *Accommodations for Religious and Cultural Observances*).

Please contact the Lincoln Public Schools with information about any religious day not listed below, for inclusion in future lists.

Month	Name of Holiday	Religion	Date(s)
September 2021	Labor Day		September 6
	Rosh Hashanah*	Jewish	September 7-8
	Yom Kippur*	Jewish	September 16
	Sukkot*	Jewish	September 21-27
	Autumnal Equinox		September 22
	Shemini Atzeret*	Jewish	September 28
	Simchat Torah*	Jewish	September 29
October	Navaratri	Hindu	October 6-14
	Indigenous Peoples' Day		October 11
	Dassera	Hindu	October 15
	Mawlid al-Nabi	Islamic	October 18
November	Diwali	Hindu	November 4
	Betsu Varas	Hindu	November 5
	Birth of Báb	Bahá'í	November 6-7
	Veterans Day		November 11
	Thanksgiving Day		November 25
	Chanukah*	Jewish	November 29-December 6
December	Winter Solstice		December 21
	Christmas Day	Christian	December 25
	Feast of Nativity	Armenian Orthodox, Orthodox Christian	December 25
	Kwanzaa	African American	December 26-January 1
January 2022	New Year's Day		January 1
	Pongal	Hindu	January 14-17
	Martin Luther King, Jr. Day		January 17
February	Lunar New Year	Chinese, Korean, Vietnamese	February 1
	Presidents' Day		February 21
	International Mother Language Day		February 21
	Maha Shivaratri	Hindu	February 28
March	Ash Wednesday, Beginning of Lent	Christian	March 2
	Beginning of Lent	Orthodox Christian	March 7
	Purim*	Jewish	March 17
	Holi	Hindu	March 18
	Vernal Equinox		March 20
	Bahá'í Naw-Rúz	Bahá'í	March 21
April	Ramadan begins*	Islamic	April 2-May 1
	Palm Sunday	Christian	April 10
	Rama Navami	Hindu	April 10
	Holy Thursday ( <i>Maundy Thursday</i> )	Christian	April 14
	Good Friday	Christian	April 15
	Passover*	Jewish	April 15-22
	Easter	Christian	April 17
	Patriots' Day		April 18
	Easter	Orthodox Christian	April 24
	Laila Al-Qadr*	Islamic	April 29
	Eid al-Fitr (End of Ramadan)*	Islamic	May 1
May	Declaration of the Báb	Bahá'í	May 23
	Ascension	Christian	May 26
	Ascension of the Baha'u'llah*	Bahá'í	May 29
	Memorial Day		May 30
June	Shavuot*	Jewish	June 4-6
	Juneteenth		June 20 (observed)
	Summer Solstice		June 21

\*Holiday begins at sundown.

# Checklist for Getting Ready for School

- ☐ Read and discuss sections of this Student & Parent Handbook with your children.
- ☐ Complete your child's annual forms.
- ☐ Prepare health and medical information and update your child's records with the school nurse.
- ☐ The school lunch program begins on September 2, 2021. Lunches are free for all students until June 30, 2022. (see Page 29-30 for more details).
- ☐ Bookmark and check the District's website often for information about the schools by logging in at <https://www.lincnet.org>.
- ☐ Join the Parent Teacher Organization (PTO) to learn about your child's school and how you can become involved.
- ☐ Complete Commitment to Our Community statement.

# Superintendent's Welcome

Rebecca McFall, Superintendent  
[bmcfall@lincnet.org](mailto:bmcfall@lincnet.org)

Dear Families and Caregivers,

We are looking forward to the 2021–2022 school year. It will be great to have all of our students and faculty back in our schools! We have created daily schedules that allow students to attend specials classes and for our students in grades 6 – 8 to rotate to their various subject area classrooms. After over a year of remote and single cohort learning environments, we anticipate that students will be very excited to return to a greater sense of normalcy. We also anticipate that there will be a period of re-adjustment needed. With this in mind, the beginning of the year will have a strong focus on building classroom connections and ensuring that students are ready to learn.

Our administrators, faculty, and staff are prepared to integrate important learning from the COVID school year into 2021-2022, including providing a greater sense of community for students, opportunities for small group learning, as well as more varied instructional approaches and using technology skills that deepen learning. While we are getting back to more typical school experiences, it is important that we acknowledge that the risk of COVID-19 is not completely behind us, especially for our students who are not yet able to receive vaccinations.

At this time, the Massachusetts Department of Elementary and Secondary Education (DESE) has lifted all COVID restrictions for the 2021–2022 school year. We expect to receive confirmation of expectations and requirements for PreK–12 public schools related to COVID-19 during the month of August. If there are any adjustments that will be made to our educational plans, you will receive a communication from me prior to the start of school on September 1, 2021. In particular, we are uncertain about what the mask wearing expectations will be for students and staff in our school buildings.

We are committed to continuing our efforts towards becoming an antiracist school district that ensures the well-being of our students of color and equity for all students. Over the last school year, we dedicated all of our district professional development time to this work and have taken our first steps to understand the actions our schools and district must take in order to provide equity of educational opportunities and experiences that allow all of our students to thrive and flourish. Last year we completed an equity audit that provided feedback on the district's strengths and areas of needed growth. This year, we will begin a multi-year process of focusing on the prioritized recommendations outlined in the [Equity Audit Report](#). We look forward to sharing our work with families in the coming school year.

I would like to extend a special welcome to those of you who are joining the Lincoln Public Schools community for the first time. We encourage you to participate in the Lincoln or Hanscom Parent Teacher Organization (PTO), or join the School Council, the Lincoln School Foundation (LSF), and METCO Coordinating Committee (MCC). Research shows that children feel more connected to their school and demonstrate increased learning when their family members are engaged in their learning experience and the school community; there are many different ways families can partner with their children's school and we encourage all families to be on the look-out for opportunities that principals and faculty share at the beginning of the year.

The culture of our district and the decisions we make regarding curriculum and learning, programming, budget, and all other aspects of our school communities are guided by our Core Values, Vision, and District Strategic Plan. We strive to engage all members of our school communities in discussion and collaborative input and to work hard to ensure that our communication is proactive and our decision-making processes are transparent. Our vision and Core Values are aspirational. As a community, we will continue on a path of continual growth to achieve our intended outcomes.

## Core Values

Excellence and Innovation in Teaching and Learning  
Respect for Every Individual  
Collaboration and Community

Narratives corresponding to our Core Values can be found on our website, <https://www.lincnet.org/Page/3154>.

## District Strategic Plan

The District Strategic Plan represents the identified priorities the district will work on in the coming school year. The School Committee and Administration work together to review district data and gather input from faculty and the community to determine the priorities for the district. In turn, each school identifies priorities that align with the District Strategic Plan.

### Strategic Priorities:

- Continue to develop a culture of trust, openness, reflection, and collaboration among our students, families, faculty, staff, and administrators. Cultivate a culture of continual feedback and growth with a focus on improved student outcomes.
- Create a common understanding of our vision of high-quality Deeper Learning instructional practices and continue to develop our equity lenses to ensure that curriculum and instruction are free from racial bias and provide equal access and relevance to all students, especially our students of color.
- Support and guide educator development of instructional units that provide equitable access for all students, engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences.
- Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students.
- Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices, and individual needs.
- Support educator's balanced use of assessment and data to understand student's learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools.
- Develop the social-emotional competencies of all educators and students. Develop antiracism competencies of all educators, staff, students, and families.

Develop a multi-year action plan to uproot and disrupt explicit, implicit, and systemic racism in our district in order to a) provide access to an equitable school experience that meets the unique needs of students and families; b) to foster a strong sense of belonging for all members of our school communities; and c) to become an intentionally antiracist district. Grow the capacity of faculty and staff to:

- meet the needs of all learners by implementing antiracist, deeper learning teaching strategies
- develop self, other, and organizational awareness related to race, inclusion, diversity, and equity
- develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities

These priorities provide the basis for the district professional development sessions our faculty will participate in on early release Wednesday afternoons throughout the year. We will continue our focus on providing an educational experience that is engaging, appropriately challenging, and supports the academic, creative, social, and emotional development of all students. This year, we will focus our district-wide attention on providing Deeper Learning experiences for students and developing ourselves individually and as schools and a district to implement antiracism practices so that all of our students are truly seen and honored.

In addition to our strategic work, the first phase of construction on the Lincoln School building project is completed and our students in grades 5 through 8 on the Lincoln campus will begin the school year in the newly renovated portion of the Lincoln School. The second and final phase of construction will be carried out this school year and our Lincoln School Preschool through grade 4 students will move into the completed Lincoln School in the fall of 2022. All information about the project can be found at <https://lincolnsbc.org/>. Sign up on the SBC website to receive weekly updates.

I wish your family all the best in the coming school year.



Rebecca McFall, Ed.D.  
Superintendent

## School Committee Welcome

Tara Mitchell, Chairperson

Dear Families and Caregivers,

The Lincoln School Committee welcomes you to the 2021- 2022 school year. After an unprecedented year, we are looking forward to being able to provide in-person learning for all students this fall. The School Committee is extremely grateful for the dedication and adaptability of the faculty, staff and students who were working and learning both in-person and remote last year. Our district was one of three percent of districts in Massachusetts that offered in-person learning five days a week for the whole school year. There were challenges, but also opportunities and many of these “silver-linings” will be incorporated into the teaching and learning models as we move forward.

We are happy that the Lincoln School renovation project is proceeding on-time and on-budget. Middle school students will be learning in new spaces this fall as construction continues for the Pre-K to fourth grade wing. That means that at the end of this year, all of the schools in our district will have been either newly built or renovated with 21<sup>st</sup> century learning in mind. These building changes have, and will continue to foster, enhanced learning opportunities for our students. We also recognize that it is the collaboration among teachers, specialists, administrators, and caregivers that is at the heart of providing a strong education for all our students.

Each year School Committee works with the LPS administrative team to ensure that we make optimal use of our resources in providing a full educational experience for our children, and we will be working to ensure that the goals and practices of the school system reflect the values of our communities. Even in the midst of a global pandemic, the Lincoln Public School District continued to forge ahead with its strategic priorities. A representative group of faculty, staff, students and community members joined together to become the LPS Anti-Racism Advisory Group (LAAG). With the help of an external consulting company, this group conducted an equity audit and published its findings in June. The School Committee is in support of the recommendations for the overall district but has also discussed the recommended actions specific to the School Committee and has made plans to put in place several changes to encourage a more inclusive committee space. We look forward to sharing some of these developments with you as the year gets underway and we continue to move towards becoming an anti-racist district.

We encourage you to stay engaged and informed. The School Committee has an open meeting roughly every other Thursday evening throughout the school year. (The specific schedule of meetings is available on the LPS website at <https://www.lincnet.org/Page/5239> under “Agenda, Reports, and Minutes of School Committee Meetings, School Year 2021-2022.”) At the beginning of each of these meetings, there will be an opportunity for public comments. We are hopeful that public comments can also be made by connecting to the meeting via ‘Zoom’ so that in-person attendance is not required. Because central office administrators are all normally in attendance, the meetings also provide opportunities to hear from them and to have them hear from you.

The agenda for each meeting will be posted in advance at the web page indicated above, and a summary of the agenda will be sent via e-mail in advance of each meeting. The meetings are videotaped and are subsequently available for live-stream viewing on local access cable television (Verizon and Comcast) or at the Lincoln TV website at <https://lincolntv.viebit.com/player.php?hash=schools>. As they are approved, we post the detailed minutes for each meeting to the same web page as the schedule and the agendas, so you can use that page to look backwards as well as forwards.

Outside of the meetings, you can contact the School Committee at any time by sending an e-mail to [schoolcomm@lincnet.org](mailto:schoolcomm@lincnet.org). A message to this address will be forwarded to all members of the School Committee. You can also contact individual members of the Committee. Our names are listed on the District’s website and posted in school offices, and numbers are available in the Lincoln PTO Directory, on the last page of this handbook, and in the Lincoln phone book. The School Committee typically creates other opportunities for public feedback on specific topics. These opportunities may include discussions at PTO meetings, opinion surveys, or open forums. We will provide notice to all members of the school community as we create and schedule these feedback opportunities. In particular, we expect to make a concerted effort to elicit input from the public during our budget process, in November and December, and during our strategic planning process in the late spring.

Please stay engaged, help us to make this a fruitful year, and help us to shape the future of the Lincoln Public Schools.

On behalf of the School Committee,

Tara Mitchell  
Chairperson

# Curriculum and Instruction

Jessica Rose, Assistant Superintendent  
[jrose@lincnet.org](mailto:jrose@lincnet.org)

## Curriculum and Instruction

Teaching and learning are at the core of the District's mission. The design and implementation of a cohesive, aligned curriculum, supported with effective instruction and quality assessments, comprise the foundation on which we build the educational program for our students.

The District's curriculum is standards-based, which means it focuses teaching on what students should know and be able to do. Our curriculum aligns with state and national standards in all subject areas and ensures a coherent program, grade-to-grade, that is comparable on both campuses.

The "what" of standards comes alive in the "how" of instruction. Our school system is committed to small class size as a key condition for classroom culture that engages students in learning both individually and with others. Our teachers are highly qualified and dedicated to substantive learning for all students. Four aspects of instruction are especially important in high quality teaching to support progress in learning for all students:

- **Meeting a Range of Student Interests and Needs in Every Classroom**  
This means holding high expectations and differentiating instruction. Teachers work to provide flexible, timely support for students who struggle, steady guidance for students to meet grade level expectations, and advanced learning opportunities for students who are ready for more challenge.
- **Promoting Social and Emotional Growth as Members of Classroom Communities**  
Academic progress is well supported in engaging learning environments that are socially and emotionally healthy. Through the "Responsive Classroom" program in kindergarten through grade four, students develop social skills and empathy with their peers. In middle school, teachers continue to build social and emotional strength through "Developmental Designs for Middle School," a program that extends the principles and practices of the Responsive Classroom.
- **Deeper Learning and AIDE (Antiracism, Inclusion, Diversity, and Equity)**  
The District is committed to developing our curriculum and our pedagogy so that all students engage in learning that is engaging, meaningful, and rooted in real-world problem-solving. Students should actively lead their own learning and see themselves reflected in the curriculum and teaching practices, as well as expand their worldview by explicitly learning about diversity.
- **Integrating Technology into Instruction**  
Equipped with a substantial amount of hardware and software, our classrooms are set up to involve students in using technology as part of their learning. Teachers use a variety of technology tools to expand access to information in order to deepen and extend content knowledge and learning.



# Reporting on School Progress

Jessica Rose, Assistant Superintendent

[jrose@lincnet.org](mailto:jrose@lincnet.org)

Lincoln Public Schools reports to parents and guardians on their children's progress in multiple ways. In all avenues of communication about student learning, the district has a twofold focus: the individual student's effort and growth as a learner, and the individual student's academic achievement. In the elementary grades, teachers hold parents/guardian conferences twice per year to discuss student learning and send home report cards twice per year, as well. In grades six-eight, conferences take place twice per year, report cards go home three times per year, and progress reports are sent home on an "as-needed" basis. Finally, the state testing program, the Massachusetts Comprehensive Assessment System (MCAS), occurs in the spring of each year; results of this testing are mailed home in the fall.

## Parent/Guardian Conferences

Conference dates are designated by the District and scheduled individually by the teachers for grades PreK-8 in the fall and spring. The fall conference is an opportunity for parents to share information with the teacher, to hear what the teachers have learned about each child, and to set student goals together. The spring conference focuses on the gains students have made and the goals for the remainder of the school year.

## Progress Reports

Progress reports are written, when needed, for students in grades six, seven, and eight. These reports are an opportunity for teachers to share information about student effort and achievement at mid-trimester and to make recommendations for next steps to support student growth. We encourage parents to review the progress reports with their child(ren) and to reinforce expectations for effort and achievement for the balance of the trimester.

## Report Cards

Report cards in grades K-5 are distributed two times per year: February and June. In grades 6-8, report cards are distributed three times per year: December, March, and June.

In 2012-13, the District fulfilled a goal to shift to report cards based on standards, grades K-8. The revised report cards are called "standards-based report cards" because they:

- describe what students know and are able to do relative to Massachusetts standards;
- separate subject-area achievement from effort and growth as a learner;
- use specific categories and a consistent scoring system; and
- base summative scores on achievement toward the end of a learning period.

These report cards differ from a traditional report card because:

- the level of detail breaks down traditional categories into more specific areas of learning;
- a four-point scale is used instead of letter grades;
- the scoring scale describes individual student progress in reference to standards rather than using grades to indicate how a student's performance compares to the rest of the class; and
- scores are based on mastery at the end of a learning period rather than averaging grades earned throughout a learning period.

For more information on the standards-based report card, see the District's website:  
<https://www.lincnet.org/Page/104>.

"Report Card Information" is on the left side bar of the parent start page. This resource collection has guidelines for scoring, copies of the report cards, Frequently Asked Questions, and other documents.

## Massachusetts Comprehensive Assessment System (MCAS)

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

1. test all public school students in Massachusetts, including students with disabilities and English learners (ELs);
2. measure performance based on the Massachusetts Curriculum Framework learning standards; and
3. report on the performance of individual students, schools, and districts.

In addition, the MCAS program is used to hold schools and districts accountable on a yearly basis for the progress they have made toward the Massachusetts objective of reducing the number of students below proficiency.

Student results of spring MCAS testing are sent home to parents in the fall. School and district administrators review results to see patterns of performance and determine whether there are areas of need that merit further investigation. A report on school and District results is presented to School Committee in the fall.

### Schedule for Reporting on Student Progress

2021-22	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Parent Conferences		Grades PreK-8					Grades PreK-8			
Report Cards				Grades 6-8	Grades K-5					Grades K-8
MCAS	Results of ELA and math testing for grades 3-8 and science testing for grades 5 and 8 from the previous school year are sent home in the fall.									

# District Curriculum Accommodation Plan (DCAP)

Within the Lincoln Public Schools, there are coordinated efforts to assist classroom teachers in analyzing and accommodating diverse learning styles of all students in the regular classroom. There is a commitment to sustain the following organizational structures, procedures, and methods to help teachers meet those needs within the general educational program. These resources support the ongoing development of curriculum programs, accommodations and instructional practices that are responsive to all learners.

The purpose of the District Curriculum Accommodation Plan (DCAP) is to:

1. support and assist the principal/PK coordinator in ensuring that students in regular education are provided with instruction and accommodations to meet their needs.
2. support and assist classroom teachers with analyzing and accommodating the diversity of learners within the general education classroom environment.
3. support and assist classroom teachers with providing and implementing appropriate services and supports, including the provision of accommodation to address academic and behavioral needs.
4. to articulate the District's commitment to teacher mentoring and professional development and to support collaboration with parents/guardians in the education of their children through participation in School Councils and other identified activities.

## Teacher Collaboration and Mentoring

1. Grade level team structure with weekly grade level meetings
2. Meetings regarding specific subject areas
3. Differentiated mentoring program for new teachers
4. More intensive supports and professional development for less experienced teachers
5. Mentor support and training

## Coordination of Curriculum and Teaching Practices

1. Alignment and coordination of curriculum within and across grade levels and updating units of study
2. Provide opportunities for teacher leaders to develop skills for the purpose of supporting colleagues
3. Provide for summer and Wednesday afternoon professional development and collaborative practice groups to support student outcomes
4. Provide opportunities to examine student data in teams and to make adjustments for individuals and groups of students based upon need
5. Research-based reading instruction at the early grades in Foundations.

## Instructional Assistance and Support

1. Each building has intervention teams including but not limited to the following: Instructional Support Teams (IST), Student Support Teams (SST) and Behavioral Emotional Social Support Teams (BESST). These teams provide interventions and pre-referral strategies within general education to address academic, behavioral and social-emotional concerns.
2. All schools provide literacy and math support through district interventionists. These students are identified through IST and other collaborative monitoring methods to ensure students who need additional supports receive them. Students might receive assistance in small groups or 1:1 with interventionists who either push into general class instruction, or pull students out of the class for content-focused work, depending on the needs to students. In literacy and in math, interventionists might support students using the general education curriculum materials or could select specialized materials to supplement and bolster foundational and targeted skills.
3. Classroom instructional assistants are employed in the elementary grades.
4. School-based psychologists and Board Certified Behavioral Analysts provide behavioral analyses and consultations.

5. Related services provide Goal Focused Intervention Plans (GFIP) as part of a Tier II intervention.
6. Interventionists provide support in the areas of math and reading to address at-risk students requiring short-term support through Tier II interventions.
7. Title I tutors provide support and interventions in the area of reading and math for those students at the Hanscom Primary School.
8. School-based social workers and psychologists provide classroom instruction (SEL curriculum and anti-bullying curriculum) individual and small group support.

#### Student Performance Documentation

1. District assessments administered to monitor student progress and to document the need for literacy and math support
2. Documentation and intervention for those students at-risk as identified through MCAS
3. Assessment, intervention and instruction for students identified as English learners (ELs)

#### Special Assistance for Students

1. General Education Accommodations (as stated below)
2. Section 504 Accommodation Plans for identified students
3. Goal Focused Intervention Plans (Tier II)
4. Title I instructional support
5. Intervention specialists in the areas of math and reading to provide small group, general education support
6. Individualized Behavioral Plans to be implemented within the general education setting
7. Support and interventions through IST, SST and BESST

General Education Accommodations (teaching practices applied to all students who may require these within the general education setting and through general education supports)

#### Classroom Instruction and Assessments

1. Multi-modal instruction
2. Preferential seating (near the teacher and/or away from distractions)
3. Clarification and/or restating of instruction directions and concepts
4. Visual aids including but not limited to schedules, agendas, word banks
5. Explanation of the purpose of the lesson
6. Check in for understanding and comprehension
7. Clear and consistent academic expectations
8. Provision of models and examples
9. Highlighted text
10. Provision of graphic organizers
11. Provision of notes, outlines, or study guides
12. Chunking information
13. Allowing students time to ask clarifying questions
14. Pairing of verbal instruction with visual information
15. Review and preview of materials
16. Differentiated instruction to meet the needs of individual students
17. Breaks as needed
18. Movement breaks
19. Clear directions for multi-step projects
20. Written directions to accompany verbal directions
21. Extended time for tests/quizzes and assignments
22. Use of a timer for work completion and other activities
23. Reduced number of math problems for daily homework, tests, or quizzes
24. Study skills strategies

25. Providing adequate “wait time” for a response with possible cueing, prompting or previewing
26. Enlarged text or other visual accommodations
27. Individualized or small group supports
28. Home-to-school communication
29. As appropriate, alternative classroom assessments as long as progress and outcome is measured
30. Access to the computer/technology
31. Use of an amplification system
32. Use of calculator for multiplication facts

#### Organizational Strategies

33. Provision of graphic organizers and/or rubrics
34. Provision of notes, outlines, or study guides
35. Chunking assignments/information and long-term and/or multi-step projects
36. Use of a timer for work completion and other activities
37. Executive Functioning and organizational strategies and instruction
38. Support with organization planners, daily HW logs, timelines, check lists
39. Visual schedules and calendars
40. Use of an individual planner

#### Social-Emotional and Behavior Accommodations and Interventions

41. Preferential seating (near the teacher and/or away from distractions)
42. Clear and consistent behavioral expectations
43. Use of positive behavioral supports
44. Breaks as needed
45. Movement breaks
46. Implementation of individualized behavior plans
47. Providing prompts for transition from one activity to another
48. Providing consistency in schedule and previewing of changes to the schedule
49. Home-to-school communication
50. Creation and implementation of behavior contracts

## Special Education

Mary Emmons, Administrator for Student Services

[memmons@lincnet.org](mailto:memmons@lincnet.org)

The Lincoln Public Schools offers a range of special education services to meet the unique needs of each student with a disability. Individual special education programs are cooperatively developed by a team, which includes parents/guardians, teachers, administrators, and, when appropriate, other specialists and contracted providers. These teams make every effort to provide the appropriate special education program for children in a setting as close to the general education setting as possible.

The Lincoln Public Schools employs highly qualified special education faculty members including:

- Special Education Teachers
- Occupational Therapists
- Physical Therapists
- Speech and Language Pathologists
- Social Workers
- Special Education Tutors
- Board Certified Behavior Analyst
- Board Certified Behavior Analyst (BCBA)

- Teacher of the deaf/hard of hearing
- Psychologists
- School Physician

Contracted providers may include:

- Psychologists
- Teacher of the Visually Impaired
- Mobility Specialists
- Board Certified Behavior Analyst (BCBA)

When students require services beyond the capacities of the Lincoln staff, the District hires consultants and providers to collaborate with the schools or the Team may recommend placement outside of the school in an approved out-of-district special education placement in a collaborative or private day or residential school.

### What is Special Education?

Special education is instruction specifically designed, at no cost to families, to meet the unique needs of children with disabilities as identified through a comprehensive evaluation process. Special education can include classroom instruction, individual and small group specially designed instruction outside of the general education classroom, and in rare circumstances, instruction in Collaborative programs or DESE approved schools outside of the district as well as in hospitals or other state agency settings. It may also include instruction in social skills, adaptive physical education, and pre-vocational education.

The federal law that supports special education and related services is called the Individuals with Disabilities Education Act (IDEA). Under IDEA, all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Students are found eligible through a comprehensive process that includes:

- Classroom Interventions
- Request for an Evaluation
- Evaluation
- Eligibility Determination for Special Education
- Individualized Educational Program (IEP) Development
- Re-evaluations

#### 1. Child Find

The district is responsible for conducting child find activities for all students residing in the district (ages 3-the completion of 8<sup>th</sup> grade) in addition to students who attend private schools located within the town (ages 3 through the completion of -8<sup>th</sup> grade). Child-find for students from grade 9 through 21 years of age will be addressed by Lincoln Sudbury Regional High School or the Bedford High School.

#### 2. Identification

Your child may be having difficulty learning or struggling with emotional, social or behavioral challenges as a result of a disability. Some disabilities affect hearing or vision. Others may affect speech or communication skills. Still others may be less visible but still impact access educationally or socially.

If your child is having difficulty, your child's teacher(s) may first suggest a number of interventions, such as a referral to the Instructional Support Team (IST). The teams that provide support related to social, emotional, or behavioral concerns are comprised of general education faculty including your child's classroom teacher, general education teachers, a social worker, a psychologist, and other ancillary personnel (occupational, physical, special educator, and/or speech therapists). The team brainstorms strategies and intervention that are implemented by general education faculty to address the presenting needs of a child outside of special education. While implementing these strategies and interventions, data is collected to determine the effectiveness of these interventions on remediating the identified areas of concern. If the response to intervention is determined to be ineffective, a referral for evaluation may be made to determine eligibility for special education.

### 3. Evaluation

The Instructional Support Team may refer a child for an evaluation after a short period (four-twelve weeks) of general education interventions or at anytime during the intervention process. Parents/guardians may request an evaluation to determine if a child has a disability and is eligible for special education at any time. This is handled by calling or writing to the Principal or the Coordinator for Student Services. Explain that you think your child has a disability and may need special education services. Your child's team may also believe your child needs special help and will make a referral. The school will evaluate your child at no cost to you once written consent for evaluation is received.

Evaluating your child means more than administering a single test. The school must provide a comprehensive evaluation and evaluate your child in all the areas where your child may be affected by the suspected disability. This may include looking at your child's health, vision, hearing, social and emotional well-being, general intelligence, performance in school, and how well your child communicates with others and uses fine and gross motor skills. Additionally, the evaluation process will include observing your child within various school environments and assessing information from teaching staff that are involved in your child's school day. The evaluation must be complete enough to identify all of your child's needs for special education or related services and often involves reviewing existing information, gathering data from formal and informal tests, gathering information through interviews, conducting observations, and determining if more information is still needed. Sometimes parents/guardians choose to have their child evaluated outside of the school district by a private evaluator or at a hospital. When the school district is presented with a report from this outside or private evaluation, the district will still pursue conducting its own comprehensive evaluation and consider all evaluations through the Team process described below.

### 4. Eligibility

The information from a comprehensive evaluation process will be used to make important decisions about your child's education. All of the information will be received and discussed to determine whether your child is eligible for special education and/or related services to access the general curriculum and to help you and the school to determine your child's educational needs.

Parents/guardians are part of the IEP Team that determines a child's eligibility for special education services. The Team will look at all of the information gathered during the evaluation and decide if your child meets the definition of a "child with a disability." In order to be eligible, the Team must determine that your child has one or more of the disabilities listed below; is not making effective progress in school and that the lack of progress is causal to the disability; requires specially-designed instruction and/or related services to access the general curriculum.

#### IDEA's Categories of Disability

- |  |                     |
|--|---------------------|
| • Autism                                 | • Emotional         |
| • Developmental Delay (ages 3 through 9) | • Communication     |
| • Intellectual                           | • Physical          |
| • Sensory: Hearing, Vision, Deaf-Blind   | • Specific Learning |
| • Neurological                           | • Health            |

If the Team determines your child is not eligible for special education services, the school system must tell you this in writing and explain why your child has been found "not eligible." You will also be given information about what you can do if you disagree with this decision.

### 5. Writing an Individualized Education Program (IEP)

If the child is found eligible for special education, the next step is for the Team to write what is known as an Individualized Education Program (IEP). This is a written plan of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. The IEP has two general purposes: to develop goals that are appropriately ambitious and reasonably calculated to make progress and to identify the services the school district will provide for your child.

Once a year, a meeting must be scheduled with you to review your child's progress and develop your child's next IEP. The Team will talk about progress toward the goals in the current IEP, what new goals should be written, and whether any changes need to be made to the specialized instruction and related services your child receives. You do not have to wait for this annual review. You (or any other Team member) may ask to have your child's IEP reviewed at any time.

#### 6. Re-evaluation

Under the state and federal mandates (IDEA), your child must be re-evaluated at least every three years. The purpose of this re-evaluation is to determine if your child continues to be a "child with a disability" as defined by the law and to determine your child's educational needs.

The re-evaluation is similar to the initial evaluation. The Team begins by looking at the information already available about your child. Permission to conduct formal assessment is typically proposed. You must give your informed written permission before the school system may formally assess. The District may only go ahead without your informed written permission if the district requests a State due process hearing through the Bureau of Special Education Appeals (BSEA), and prevails at that hearing. Although the law requires that children with disabilities be re-evaluated at least every three years, your child may be re-evaluated more often if you, your child's teacher(s), or the Team request it.

If you have further questions about special education services for your child, you may contact the following Special Education Coordinators:

Denise Oldham is the Special Education Coordinator at the Hanscom Schools; she can be reached at [oldhamd@lincnet.org](mailto:oldhamd@lincnet.org) or by phone at 781-274-6178.

Naomi Konikoff is the Special Education Coordinator at the Lincoln School; she can be reached at [nkonikoff@lincnet.org](mailto:nkonikoff@lincnet.org) or by phone at 781-257-0987.

Lynn Fagan is the Lincoln Preschool Coordinator, serving all preschool students in the District (on both the Lincoln and Hanscom campus). She can be reached at [lfagan@lincnet.org](mailto:lfagan@lincnet.org) or by phone at 781-259-9889.

Mary Emmons is the District's Administrator for Student Services; she can be reached at [memmons@lincnet.org](mailto:memmons@lincnet.org) or by phone at 781-259-9403.

Additional information about special education programs can be found on the District's website at <https://www.lincnet.org/Page/120>, or you may request a copy of the District's special education services book. This document describes all services available to students with IEPs.

## METCO

Marika Hamilton, Lincoln METCO Director  
[mhamilton@lincnet.org](mailto:mhamilton@lincnet.org)

In the mid-1960's problems with racial imbalance in some Massachusetts public school systems led to programs aimed at alleviating racial isolation. In September 1966, seven towns inaugurated the Metropolitan Council for Educational Opportunity (METCO) program by accepting students from Boston. Lincoln was one of the founding partners of the METCO program and remains a strong, active advocate and partner today. The program continues in operation and



currently enrolls approximately 3,200 students in 33 suburban school districts. METCO is the largest and second oldest continually running voluntary desegregation program in the nation.

Students from both Boston and Lincoln receive an excellent education and benefit from a level of diversity that would otherwise be absent. The program allows children of different backgrounds a chance to develop lasting friendships, talk about different issues, and solve problems together. These experiences help prepare them for a world that is increasingly multi-racial and multicultural.

Graduates from the Lincoln School usually attend the Lincoln-Sudbury Regional High School. Some go on to Boston exam schools or to private secondary schools. After high school, the students consistently go on to higher education at a rate above that of students graduating from Boston Public Schools.

If you have any questions regarding the METCO program, please contact METCO Director Marika Hamilton at 781-259-9635 or at [mhamilton@lincnet.org](mailto:mhamilton@lincnet.org).

## Partnership with Hanscom Air Force Base

The Lincoln Public Schools has provided educational programs to eligible military dependent children for over 60 years under a variety of arrangements. The following provides a brief history of the relationship between Hanscom Air Force Base and the Lincoln Public Schools.

The land on which the Base is situated was originally under the jurisdiction of four towns: Bedford, Concord, Lexington, and Lincoln. The major part of the land was in Lincoln.

On March 18, 1957 at the Lincoln Town Meeting, a resolution was passed by the Town, which supported an agreement for the Lincoln Public Schools to administer the schools on Hanscom Air Force Base at the request of the Air Force and the then Department of Health, Education, and Welfare.

This resolution subsequently took the shape of a formal Agreement by which the Lincoln Public Schools agreed to educate the children on the Base under an educational program that "...is comparable to the free and appropriate public education provided for children in the Town of Lincoln who do not reside on Federal property..." Therefore, in addition to the core curriculum of language arts, mathematics, science, social studies, and foreign language, the array of programs offered on the Lincoln Campus (i.e., computer, art, music, physical education, special education) are also provided in the schools at Hanscom.

In June 2020, the Lincoln Public Schools was once again selected as the contractor by the Department of Defense Education Activity (DoDEA) to provide educational services to the children who reside on Hanscom Air Force Base. The current contract is for a period of five years from July 2020 through June 2025.

The principals and teachers assigned to the Hanscom Schools are all employees of the Lincoln Public Schools District and are included in contractual arrangements as teachers and employees of the Town of Lincoln. All of the school programs and employees come under the jurisdiction of the Lincoln School Committee. Additionally, the expenses for the Central Office (Superintendent, Assistant Superintendent, Administrator for Student Services, Director of Technology, and the Administrator for Business and Finance) are assumed by both the Lincoln Town Budget and the Hanscom School Contract.

All members of the Base community should feel comfortable about contacting the Superintendent of Schools with any matters of concern. If you have any questions, please do not hesitate to call:

Rebecca McFall, Superintendent of Schools, at 781-259-9409

Tara Mitchell, School Committee Chairperson, at 781-259-4505

## Title I

Title I is a federally-funded educational program. This program provides supplemental funds to assist schools and school districts with the highest student concentrations of poverty to meet educational goals.

Schools qualify annually based on demonstrating that the K-12, ages 5-17 membership has a sufficiently high percentage of economically disadvantaged students. Title I funds must be used to promote:

- high academic/achievement for all children;
- a greater focus on teaching and learning; and
- improved communication among schools, parents and communities.

Academic supports take place at school during the school year at the Hanscom Primary School. The Lincoln School does not currently receive Title I funding.

For further information, contact Mary Emmons, Administrator for Student Services at 781-259-9403 or [memmons@lincnet.org](mailto:memmons@lincnet.org).

## Faculty and Education Support Professional Qualifications

Massachusetts school districts ensure that all students are taught by highly-qualified teachers in the core academic subjects. Teachers must

- possess a Bachelor's degree;
- possess a Massachusetts teaching license in the area that one is teaching (licensure can be at the Preliminary, Initial, or Professional level equivalent to Provisional, Provisional w/Advanced Standing, and Standard certificates); and
- demonstrate Subject Matter Competency in each of the core academic subjects that the teacher is teaching.

Paraprofessionals assist teachers in instructing students and/or providing specially-designed instruction. A paraprofessional must be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics, or reading readiness, writing readiness, and mathematics readiness. Special education tutors provide instruction, support, and assistance to students with disabilities, most commonly individually or in small groups, according to the child's Individualized Education Program (IEP).

Tutors (paraprofessionals) who provide instructional support are required to work under the direct supervision of a certified teacher. In this partnership, the teacher prepares the lessons and plans the instructional support activities, and the paraprofessional works with the students to carry out the instruction. The teacher evaluates the achievement of the

students with whom the paraprofessional is working, and the paraprofessional works in close and frequent proximity with the teacher.

When the District employs paraprofessionals, one of the following requirements must be met:

1. an Associate's or higher degree; or
2. two years of study at an institution of higher education; or reading readiness, writing readiness, or mathematics readiness.

Parents/guardians have the right to request information regarding the professional qualifications of their child's teachers and paraprofessionals. Upon request, the District will provide the following information:

- whether the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing information;
- whether state licensing requirements have been waived for the teacher on a temporary basis;
- the type of college degree major of the teacher and the field of discipline for any graduate degree or certification; and
- whether the child is receiving Title I services from paraprofessionals and if so, his/her qualifications.

## Federal Grant Title Coordinators

The Lincoln Public Schools receives a variety of federal funds and as a result must adhere to the regulations of the following title(s). The Massachusetts Department of Elementary and Secondary Education requires that the grant descriptions and managers be published.

Listed on Pages 19 and 20 are the grant managers for the Lincoln Public Schools.

### Section 504 of the Rehabilitation Act of 1973

Mary Emmons, Administrator for Student Services at 781-259-9403, [memmons@lincnet.org](mailto:memmons@lincnet.org), serves as the District's Section 504 coordinator. Section 504 of the Rehabilitation Act of 1973 (the precursor of ADA) protects the rights of individuals with disabilities in programs and school activities receiving federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . ."

### McKinney-Vento Act

Mary Emmons, Administrator for Student Services at 781-259-9403, [memmons@lincnet.org](mailto:memmons@lincnet.org), serves as the District's McKinney-Vento Homeless Assistance Act compliance coordinator. The McKinney-Vento Act ensures homeless children transportation to and from school free of charge, with their choice of school they want to attend regardless residency. It further requires schools to register homeless children even if they lack normally required documents such as immunization records or proof of residence.

### Foster Care Education Stability

Mary Emmons, Administrator for Student Services at 781-259-9403, [memmons@lincnet.org](mailto:memmons@lincnet.org), serves as the point of contact for children in foster care. Under the "Every Student Succeeds Act" (ESSA), the point of contact will coordinate with the Department of Families and Children (DCF), will support "best interest" determination, support record transfer and enrollment, establish transportation as determined, and provide professional development to staff and administration (through on-line annual training).

Title I

Mary Emmons, Administrator for Student Services at 781-259-9403, [memmons@lincnet.org](mailto:memmons@lincnet.org), serves as the District's Title I coordinator. Title I provides federal financial assistance to school districts to provide supplemental educational services to meet the educational needs of economically disadvantaged children.

Title II-A

Jessica Rose, Assistant Superintendent at 781-259-9402, [jrose@lincnet.org](mailto:jrose@lincnet.org), serves as the District's Title II-A coordinator with responsibilities for preparing, training, and recruiting high quality teachers and principals. Title II-A provides federal assistance to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly-qualified educators.

Title III

Jessica Rose, Assistant Superintendent at 781-259-9402, [jrose@lincnet.org](mailto:jrose@lincnet.org), serves as the District's Title III coordinator with responsibilities for oversight of language instruction for limited English proficient and immigrant students. Lincoln is a participant in a consortium of towns in the EDCO Collaborative that has the responsibility for distributing Title III funds.

Title IV

Jessica Rose, Assistant Superintendent at 781-259-9402, [jrose@lincnet.org](mailto:jrose@lincnet.org), serves as the District's Title IV coordinator. Title IV provides districts with funds to build capacity and ensure that all students have access to a high quality educational experience, particularly in supporting well-rounded educational opportunities, safe and healthy students, and effective use of technology.

Title VI of the Civil Rights Act of 1964

Rebecca McFall, Superintendent at 781-259-9409, [bmcfall@lincnet.org](mailto:bmcfall@lincnet.org), serves as the District's Title VI coordinator of the Civil Rights Act of 1964. This Act prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Title IX of the Education Amendments of 1972

Rebecca McFall, Superintendent at 781-259-9409, [bmcfall@lincnet.org](mailto:bmcfall@lincnet.org), serves as the coordinator of Title IX of the Education Amendments of 1972. This law prohibits discrimination based on gender in educational programs that receive federal financial assistance.

## English Learners (ELs)

English learners (ELs) are students whose first language is not English and who are in the process of learning English. Students receive this designation if they are also currently unable to perform ordinary classwork in English.

The Lincoln Public Schools provides services to EL students. The school registration process includes a home language survey that staff conduct in-person with all families. Additionally, classroom teachers identify any new students who may use a language other than English at home. To determine eligibility for English learner services, our ESL teachers review teacher and parent information and administer an assessment developed by World-Class Instructional Design and Assessment (WIDA), an organization responsible for promulgating new standards and assessments for schools educating English learners. If faculty determine that a child meets eligibility guidelines, English learning services will begin for that child. State and federal laws require that EL students receive instruction designed to assist them with both learning English and with learning subject matter content.

Through EL services, faculty undertake ongoing assessment using instruments developed by WIDA. Faculty use the results from these assessments, along with in-district evidence, to determine when an EL student achieves proficiency levels and is eligible to exit from the program. When a student no longer needs services, parents are informed, and the student is

monitored for two years, per state regulation. Former English Learner (FEL) is the term used to designate students who at one time were classified and reported as EL but who subsequently met the district's English language proficiency criteria.

For further information, contact Jessica Rose, Assistant Superintendent, at 781-259-4200, or email [jrose@lincnet.org](mailto:jrose@lincnet.org).

## Translation Practices

The Lincoln Public Schools strives to communicate accurately and effectively with families, students, colleagues, partners, and the community. Translations and/or interpreters are available as requested.

For information, contact your child's principal or see Page i at the beginning of this document which has the following information translated into a number of different languages.

"If your family needs information regarding the Lincoln Public Schools in a language other than English, please contact the Assistant Superintendent."

Jess Rose, Assistant Superintendent can be reached by phone at 781-259-9402 or by email at [jrose@lincent.org](mailto:jrose@lincent.org).

## Special Education Parent Advisory Council (SEPAC)

SEPACs were established by state law to work at the community level to enhance service and programming for special needs children in the public schools. They augment the regional Advisory Councils and state Advisory Commission of Special Education. SEPAC membership includes parents, professionals, and community representatives. The SEPACs advocate for children with special needs and also support school staff, advising special education administrators, school departments, school committees, parents, and the community about issues affecting special education.

At this time, the Lincoln Public Schools is working to re-establish an active SEPAC. The district will begin the school year with an Interim SEPAC with a goal of reestablishing a SEPAC by the end of the 2021-2022 school year. Mary Emmons, the Administrator for Student Services (781-259-9403 or [memmons@lincnet.org](mailto:memmons@lincnet.org)) will continue to support parent leadership for the Lincoln Public Schools.

## Preschool Program

Lynn Fagan, Preschool Coordinator  
[lfagan@lincnet.org](mailto:lfagan@lincnet.org)

The Lincoln Preschool provides a developmentally-appropriate preschool program that addresses each individual child's physical, emotional, social, and intellectual growth. High standards are set for all children while valuing and accommodating individual differences, strengths, and needs. The Lincoln Preschool provides high quality programming with flexibility in scheduling and placement.

The preschool program is open to children of the residents of Lincoln, Hanscom Air Force Base and the children of Lincoln Public Schools faculty and staff members.

The Lincoln Preschool is a fully-integrated, inclusive program designed to meet the needs of students with and without disabilities. Children are assigned to classrooms with an appropriate balance of typically-developing students and students with disabilities. Faculty and staff are expertly trained to facilitate learning for all students in the program.

The Lincoln Preschool program follows the preschool curriculum standards as implemented by the Early Childhood Center faculty and staff of the Lincoln Public Schools. These standards are based on the Massachusetts State Curriculum Frameworks that include instruction in English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Sciences, the Arts, Health Education, and social and emotional approaches to play and learning.

The Lincoln Preschool employs and retains highly-qualified teachers who meet the Department of Elementary and Secondary Education's (DESE) standards. Each classroom is staffed with a teacher/student ratio that meets the requirements mandated by the Department of Early Education and Care and standards. The staff consists of Early Childhood Special Education teachers, tutors and aides, therapists in the fields of Speech/Language, Occupational, and Physical Therapies, a teacher of Intensive Special Needs, and a Program Coordinator. The Lincoln Preschool staff work together with families as a team.

On the Lincoln campus, an Extended Day Program is offered to provide an on-campus, low-cost daycare option for children of faculty and staff. The program supports the district in maintaining high-level teachers and expertise. The Extended Day Program is fully funded by parent payment. If slots are available, the option is offered to other children enrolled in the Lincoln Preschool.

On the Hanscom campus, an inclusion class with a higher teacher to student ratio is available to meet the more individualized special education needs of students that have had challenges participating in inclusion classrooms that have full enrollment. Instruction is provided individually and/or in small groups to preview, review and reinforce skills. The students recommended for this program require a high-to-moderate level of support due to decreased communication skills, challenges with social interactions, difficulties following large group directions and routines, difficulty adjusting to changes that occur in the typical day, and challenges regulating sensory stimuli.

## Registration and Enrollment

Parents/guardians who wish to enroll new students may contact the school secretary at any of the school offices. Parents/guardians should provide previous school records, if applicable, or school records will be obtained directly from the child's last school.

Copies of birth certificates, general health forms, immunization records, and proof of residency are required at the time of registration. Parents/guardians should inform the school if a child has an Individualized Education Program (IEP) or 504 Accommodation Plan requiring special education services or other accommodations and provide a copy of the IEP or 504 Plan.

Each spring, the Lincoln Public Schools register students who will be entering kindergarten in the fall. Children who will be five years old before October 1<sup>st</sup> are eligible to start kindergarten in September of that year.

Federal regulations require that incoming kindergarten students be screened to identify those who may need special education services to perform successfully in school. The screening will take place on one of several scheduled days, takes

approximately 45 minutes, and consists of performance samples in speech, language, cognition, perception, and gross and fine motor coordination. Results of the screening will be communicated to parents/guardians.

In addition to criteria above, there is also a requirement regarding residency in the Town of Lincoln in order to be able to enroll students in the Lincoln Public Schools (please see the section titled Residency Requirement).

## Residency Requirement

Residency in the town of Lincoln or in Hanscom Air Force Base housing is a requirement for enrollment in the Lincoln Public Schools. Proof of residency is evidenced by deeds, leases, utility bills, and formal identification documents. Details regarding proof of residency are available in the school offices. Boston children attend the Lincoln Public Schools through participation in the METCO Program. METCO students must be Boston residents. Non-resident town employees may request to have their children attend school in Lincoln. Requests for enrollment of employee's children must be submitted in writing to the Superintendent each year by April 1<sup>st</sup>.

## Homeless Students

The federal McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless students in school. Students without a permanent place to live have the right to either remain in their school of origin or to attend school where they are temporarily residing. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing. Students will be enrolled immediately even if they do not bring the records usually required for enrollment with them. For more information, contact Mary Emmons, Homeless Education Liaison for the Lincoln Public Schools, at 781-259-9403 or [memmons@lincnet.org](mailto:memmons@lincnet.org). For state information, contact Sarah Slautterback at the Department of Elementary and Secondary Education via phone at 781-338-6330 or via email at [sslautterback@doe.mass.edu](mailto:sslautterback@doe.mass.edu).

## Foster Care

Ensuring educational stability for students in Foster Care is required under Every Student Succeeds Act (ESSA-2015). Foster Care students are those students who are placed by the Department of Children and Families (DCF) into 24-hour, out-of-home care away from parents/guardians. These placements include foster family homes; foster home of relatives; emergency shelters (STARR programs or Transitional Care Units); residential facilities; child care institutions; group homes; and pre-adoptive homes. The law requires that Foster Care students continue to attend their school of origin unless it is determined that it is in the child's best interest to enroll and attend in the district in which Foster Care is provided. The districts will collaborate with the Department of Children and Families to ensure transportation to the school of origin.

# Massachusetts Military Interstate Children's Compact Commission

Process: The Lincoln Public Schools follow the guidance provided by Massachusetts Military Interstate Children's Compact Commission (MIC<sup>3</sup>) to address eligibility, placement and attendance of students of military families.

In addition to providing supports related to access for qualifying military students who reside in Lincoln and are enrolling in the Lincoln School, the District also provides extensive supports to military families and their child dependents residing on Hanscom Air Force Base. The Hanscom Middle School, Hanscom Primary School, and Lincoln Preschool at Hanscom receive and transfer out a large number of students annually. Immediate enrollment happens with special consideration and processes in place for students with disabilities and the need for specialized accommodations.

When parents/guardians transfer from the Hanscom Air Force Base, a complete set of unofficial records are provided that contain essential information to support enrollment in the child's receiving school. When we receive new students, the student is placed based upon information provided by the family until official school records are received.

## Class Size

The School Committee recognizes the importance of maintaining small class sizes in order to sustain a high-quality school system and to provide an environment in which the teacher can provide differentiated instruction designed to meet the unique learning needs of all students. The School Committee has established a class size policy that sets recommended and/or maximum average class sizes for each grade in the Lincoln Public Schools. In general, on the Lincoln campus class size is capped at 24 students for grades 6 to 8; 22 students for grades 4 and 5; 21 students for grades 2 and 3; 20 students for grade 1; and 18 students for kindergarten. On the Hanscom campus, class size is capped at 23 students for grades 4 to 8 and 18 students for K to 3. Under special circumstances, with the approval of the School Committee, at the recommendation of the Superintendent, the class size may be greater or less than recommended. School Committee policy, File: IIB, Class Size, provides additional information regarding class size. Contact Rebecca McFall, Superintendent, at 781-259-9409 or [bmcfall@lincnet.org](mailto:bmcfall@lincnet.org) for more information.

## Structured Learning Time

The Lincoln Public Schools develops a calendar for the school year that includes 185 school days at each elementary and middle school. State law requires that every school committee shall operate the schools within its district at least 180 school days in a school year plus additional days for schedule adjustments. The District ensures that every elementary student, grades 1-5, is scheduled to receive a minimum of 900 hours per school year of structured learning time. The middle schools, grades 6 to 8, are scheduled for at least 900 hours and strive to meet 990 hours per school year of structured learning time for secondary schools. All kindergarten students must receive a minimum of 425 annual hours of structured learning time. Time not counting toward the 900/990 hours of structured learning includes time spent in homeroom, passing between classes, at recess, at lunch, as well as time in non-directed study, receiving school services, and in optional school programs. This is in accordance with 603 CMR 27.00: M.G.L. c. 69, s.1G; St. 1993, c.71, s.29.



# Attendance

School attendance and, more importantly, readiness to learn are critical to the success of each child's learning. The instructional day will begin promptly at 8:00 a.m. and end at 2:50 p.m. on Monday, Tuesday, Thursday, and Friday with independent work assigned for after school hours. Early release on Wednesdays is 12:35 p.m.

Massachusetts General Laws require that all children between the ages of six and sixteen must attend school. Students are expected to attend school except for reasons of illness, quarantine, and other extenuating pre-approved circumstances.

Massachusetts General Law, 15E: Interstate Compact on Educational Opportunities for Military Students states that "students of active duty personnel shall have additional excused absences at the discretion of the District relative to leave or deployment."

With guidance from the Every Student Succeeds Act, the Massachusetts Department of Elementary and Secondary Education accountability system defines chronically absent as "missing at least 10% of the days enrolled regardless of whether the absences are considered excused, unexcused, and/or for disciplinary reasons."

Unexcused absences or tardies include:

- family vacations
- tardiness and early release without documentation of a physician or other medical provider
- habitual truancy or willful refusal to attend school (eight days of absence within 45 school days)
- family events not considered to be an emergency

Excused absences or tardies include:

- up to five consecutive days of illness as reported by the parent/guardian (after five consecutive days, documentation is required by the physician or medical provider).
- medical appointments and/or procedures.
- extended absences as approved by a physician's note.
- religious holiday observations.
- Bereavement.
- court dates.
- children of active duty military personnel who are absent due to leave restrictions and/or reunification due to deployment.
- approved absences due to exceptional reasons as determined by the principal.
- absences required due to COVID-19 protocols.

Early dismissals should only be excused for reasons as outlined above.

Terms

- Absence: student is not in attendance at school for the day or for at least half of the school day
- Tardy: student arrives late to school and is required to go to the office before going to the classroom
- Early dismissal: student is dismissed from school with a note or a phone call from the parent/guardian
- Excused absence: discussed and approved by the school principal or designee, as described in school district policy (Student Absences and Excuses, Policy JH) or with documentation from a medical provider

The goal of these attendance procedures is to work with parents/guardians to ensure consistent attendance and access to learning. The district is legally obligated to monitor and address chronic absenteeism from school.

Absence Notification

Parents/guardians are responsible for notifying the school on the day of the absence in the event of an absence from school. Parents/guardians need to call the phone number provided by the individual school to notify the school of the child's absence as early as possible. This notification does not constitute an excusal of the absence.

#### Process to Address Absences from School

1. When a parent/guardian has not informed the school on the day of the student's absence, an automated call or phone call initiated by the office will be made to the parent/guardian. If there is no response from the parent/guardian within an hour after the call, the principal or designee will call the parent/guardian to determine if they are aware of their child's absence or to determine the reason for the absence. If the parent/guardian is not aware their child is absent, the district will contact the school resource officer to conduct a safety and wellness check of their home or initiate steps to locate their child. The principal or designee will notify the Superintendent or designee in cases of unaccounted for students.
2. A letter will be sent to the parent/guardians when a student has been absent a total of five days (10 half days) within 45 school days unless these absences are excused by a medical provider note or when circumstances have been previously approved by the principal or designee. This letter will serve as a reminder that the child's attendance is of concern and serve as an invitation to meet with the principal to discuss ways to improve the child's attendance. When appropriate, the child will also be invited to this meeting.
3. When a pattern of non-attendance (without excusal) results in absences of 10 (20 half days) or more within a 90-day period, the Principal or designee will arrange a meeting with the parents/guardians and, when applicable, the child to develop an intervention plan to increase attendance. This meeting may include other staff or resources that may be helpful in the development of this plan or intervention. The following may be included: Principal, general educator, school social worker and/or school psychologist, the METCO Director, Student Services Coordinator, and the school resource officer. The school resource officer is a partner to the school and parents/guardians in matters of attendance.

#### Process to Address Tardiness

1. When a student is tardy (arriving after 8:00 a.m.) they are required to go to the office to obtain a tardy slip to enter the classroom.
2. The school will document student tardiness and will notify the parents/guardians via a phone call when the child is tardy more than six times within 45 school days. During this phone call, the parent/guardian will be asked the reason for the child's tardiness.
3. When a child is tardy more than six times in 45 school days and the reasons for tardiness are not considered excused, a meeting with the parent/guardian and, when applicable, the child will be scheduled. This meeting may include appropriate faculty members and when necessary, the school resource officer.

#### Family Vacations

Family vacation days are considered unexcused absence days. Make-up work will not be provided in advance of a trip, and parents/guardians will need to support their child in making up the work missed upon their return. If a child will be absent from school, parents/guardians shall provide a note to the school principal notifying the district of the dates of the absence.

#### Provision of Make-up Work

When a child is absent for two or more consecutive days, it is the parent's/guardian's responsibility to contact the general education teacher (K-5<sup>th</sup> grade) and arrange to pick up the work (when ready) in the main office. If the child is a middle school student (6-8<sup>th</sup> grade), parents/guardians should contact the school secretary to coordinate a time to pick up the make-up work at the main office.

### Massachusetts Regulations and Obligations

Please note, the Massachusetts regulations below are considered to be a last resort to support students with significant truancy issues and/or unexcused school attendance issues:

- When a student has accumulated eight or more unexcused absences, within a quarter of school (45 school days), the principal or other administrator may file a “Child Requiring Assistance” report with the court. This is a regulation under Chapter 119 of the Acts of 2012. School districts are required to address unexcused attendance for a child who is habitually truant or fails to obey reasonable procedures provided by the school.
- A 51A is a report of suspected child abuse or neglect that is filed with the Department of Children and Families. Under MGL, Chapter 119, section 51A, a report of educational neglect can be filed on behalf of a child under the age of 16 years of age if the child is not attending school on a regular basis.

## Educational Services at Home or Hospital

The Lincoln Public Schools provides educational services for homebound or hospitalized children due to medical reasons that prohibit school attendance. Students qualify for the service when a physician provides written documentation that the child must be outside of school for 14 days or longer. Students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services, if requested, and the medical need is documented by the physician. The District may pursue additional information as needed to provide these services. At a minimum, the physician's signed notice must include information regarding: the date the student was admitted to a hospital or was confined to home; the medical reason(s) for the confinement; the expected duration of the confinement; and what medical needs of the student should be considered in planning the home or hospital education services.

Educational services shall be provided with sufficient frequency to allow the student to continue his or her educational program as long as such services do not interfere with the medical needs of the student. These services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. This is in accordance with 603 CMR 28.03(3)(c). For further information, contact Mary Emmons, Administrator for Student Services, at 781.259.9403 or [memmons@lincnet.org](mailto:memmons@lincnet.org).

## Transition to High School

In eighth grade, a series of events are scheduled to familiarize both students and parents with the programs at the public high schools available to Lincoln students: Lincoln-Sudbury Regional High School and local vocational high schools, and two high schools for Hanscom students: Bedford High School and Shawsheen Vocational High School. (Note: Dependents of retired military personnel living on Hanscom Air Force Base are not eligible to attend Bedford High School or Shawsheen Vocational High School and will matriculate to Lincoln-Sudbury Regional High School.) Events are designed to explain the curriculum, introduce course materials and requirements, and help parents/guardians and students with the registration of the first year's courses. Visits to these schools are made during eighth grade. There are also planned visiting days for students and parents/guardians to talk informally with students about the learning environment at the high school. Placement exams in science and algebra are offered in the spring to help determine appropriate placement in freshman courses at the high school.

For further information contact Sharon Hobbs, Principal, Lincoln School 5-8 at 781-259-9408, [shobbs@lincnet.org](mailto:shobbs@lincnet.org) or Erich Ledebuhr, Principal, Hanscom Middle School at 781-274-7720, [ledebuhre@lincnet.org](mailto:ledebuhre@lincnet.org).

## School Health Information

Audra Maria, Lincoln School Nurse  
[amaria@lincnet.org](mailto:amaria@lincnet.org)

Eileen Dirrane, Hanscom School Nurse  
[dirrane@lincnet.org](mailto:dirrane@lincnet.org)

Please read the information that briefly outlines the Lincoln Public School's policies on illness and medications, important state requirements for physical exams, and immunizations for students entering grade four or seven, and requirements for participation on sports teams.

After you have read the information, please feel free to call the school nurse if you have any questions. The Lincoln Campus nurse, Audra Maria, can be reached at 781-259-9407 or by email at [amaria@lincnet.org](mailto:amaria@lincnet.org); the Hanscom Campus nurse, Eileen Dirrane, can be reached at 781-274-7723 or by email at [dirrane@lincnet.org](mailto:dirrane@lincnet.org).

### Illness Policy

Children who are ill are to be kept at home until they have been without fever, vomiting, and/or diarrhea for 24 hours. However, children with ear infections or sinus infections may return to school before 24 hours of antibiotic therapy have passed if the child is feeling well enough to return to school.

Please see COVID-19 protocols  
<https://sites.google.com/lincnet.org/lpsreopeningplan/health-protocols>

Children who are in school and develop symptoms of any of the above will be sent home. It is the responsibility of the parent/guardian to provide transportation home for his/her ill child.

### Medication Policy

The Lincoln Public Schools Medication Policy provides for the health and safety of students requiring medications during the school day.

A medication authorization form must be completed and be on file in the school Health Office before any medication is administered.

The following statements highlight the main points of the policy. The entire policy is available for review in each Health Office.

- Medication orders must be renewed at the beginning of each school year.
- Any medication prescription or OTC medication requires written authorization from a **student's health care provider and a parent/guardian**.
- The pharmacy-labeled container can be used in lieu of a physician's order only in the case of short-term medications, i.e., those medications to be given for ten (10) days or less.
- All medication **MUST** be delivered to the Health Office by the student's parent/guardian or a designated adult.
- Only a 30-day supply of medication will be accepted at any time.
- All medication (prescription or OTC) must be delivered in a correctly-labeled pharmacy or manufacturer's medication container.
- All medications must be picked up by a parent /guardian before the close of the school year. Any medications not picked up by the close of the school year will be disposed of.

## Emergency Medications

### EpiPens

Students with diagnosed or suspected life-threatening allergies to foods, insects and/or latex MUST have the ANAPHYLAXIS EMERGENCY ACTION PLAN, or a health care provider medication administration form on file in the Health Office. This medication order must be renewed for the start of each school year. EpiPens must have a pharmacy label on the manufacturer's box.

### Inhalers

Students with a diagnosis of asthma who may require the use of an inhaler/nebulizer during the school day MUST have a Massachusetts Asthma Action Plan, or a health care provider medication administration form on file in the Health Office.

A student in Grades 4-8 may be allowed to self-carry his/her inhaler with written parent permission and the authorization of the school nurse.

ALL MEDICAL AUTHORIZATION FORMS ARE AVAILABLE IN THE FAMILY DOCUMENT CENTER ON THE DISTRICT'S WEBSITE AT [www.lincnet.org](http://www.lincnet.org).

### Over-the-Counter (OTC) Medications

Over-the-counter medications are treated just like prescription medications. The same rules and procedures apply.

### OTC Pain Medications

Tylenol or Ibuprofen may be dispensed by the school nurse when the "Permission to Administer Tylenol/Ibuprofen" form is on file in the nurse's office. Please note that EACH CHILD must have a new form on file every school year. We CANNOT take verbal permission from a parent/guardian over the phone for any medication. We CANNOT accept email authorization unless written signature is provided.

Feel free to copy the form if you need more than one. Forms are also available in the Family Document Center on the District's website at <https://www.lincnet.org/Page/4608>. Please note that while the state laws regarding the dispensing of medication are strict, they have been enacted for the protection of your child(ren).

### Immunization Requirements

All students are required to be immunized according to state laws and regulations. According to Massachusetts Department of Public Health (DPH) Regulation 105 CMR 220 entitled "Immunization of Students Before Admission to School," no student shall attend preschool through 8<sup>th</sup> grade without a certificate of immunization or a copy of school immunization record which documents successful immunization in accordance with Department of Public Health (DPH) recommended schedule.

Preschool students require the following immunizations:

- DTaP/DTP vaccine-4 doses
- Hepatitis B vaccine-3 doses
- Polio vaccine - 3 doses
- Hib vaccine - 3 doses
- MMR vaccine- 1 dose
- Varicella vaccine - 1 dose OR physician-certified history of varicella disease

Kindergarten students require the following immunizations:

- DTaP/DTP vaccine-5 doses
- Polio vaccine - 4 doses
- Hepatitis B vaccine- 3 doses
- MMR vaccine- 2 doses

- Varicella vaccine - 2 doses OR physician-certified history of varicella disease

Grade 1-8 students require the following immunizations:

- DTaP/DTP vaccine- 5 doses
- Polio vaccine - 4 doses
- Hepatitis B vaccine - 3 doses
- MMR vaccine - 2 doses
- Varicella vaccine - 2 doses OR physician-certified history of varicella disease

Grade 7 students also require the following:

- Tdap - 1 dose
- Meningococcal Conjugate Vaccine (MenACWY) – 1 dose

### Immunization Exemptions

There are two situations in which children who are not immunized may be admitted to school:

1. **Medical Exemption Form:** If a physician submits documentation attesting that an immunization is medically contraindicated.
2. **Religious Exemption Form:** If a parent/guardian submits a written statement that immunizations conflict with their sincere religious beliefs.

The forms noted above are available in the Family Document Center on the District's website at [www.lincnet.org](http://www.lincnet.org).

**Medical and Religious exemptions MUST BE RENEWED ANNUALLY AT THE START OF THE SCHOOL YEAR.**

### Participation in Extra-Curricular Activities and on Interscholastic Sports Teams

Before a student is allowed to try out, practice, compete, perform, or in other ways participate in any extra-curricular activity (drama, clubs, or sport), the following forms **MUST** be on file in the Health Office.

Forms will be distributed to athletes at the beginning of each season.

The following forms can be found in the forms section at the back of the handbook:

- Annual Medical Form
- Extracurricular Activities Medical Questionnaire Form
- Extracurricular Health Plan
- Medication Authorization Form

## Wellness

### Snack

Many classrooms have a mid-morning snack, particularly for young elementary students. Children should bring a simple and nutritious snack that can be eaten within 10-15 minutes. Candy and soda are not permitted. Individual dietary restrictions should be communicated to the classroom teacher. The school encourages parents and students to purchase and use minimal packaging and to recycle whenever possible. Our schools are also vigilant about protecting the health and safety of children with life-threatening allergies. In the event that a student is allergic, please contact the school nurse.

Classrooms that have students with life-threatening allergies may have restrictions on snacks and other foods (i.e., no peanuts, etc.).

### Pregnant Students

The Lincoln Public Schools must comply with Title IX: 20 U.S.C. 1681 and 34 CFR 106.40(b) and, therefore, has the following policy regarding pregnant students:

The Lincoln Public Schools maintains availability of all school programs for pregnant students. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth, they are permitted to return to the same academic and extracurricular programs as before their leave. The District does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue in school other than the same health and immunization records that are required of all students. The only limitations or accommodations implemented for a pregnant student will be those deemed necessary by the student's physician, as documented in writing by that physician.

### Smoking

The Lincoln School Committee, recognizing that the health of students and employees is a matter of concern and that there are harmful effects of primary and secondary smoke, has declared that the entire school campus be smoke free. Smoking by any person, therefore, is not permitted at any time in school buildings, on school buses, or on school grounds. This regulation also applies to school district vehicles.

### Counseling

The Lincoln Public Schools has social workers and school psychologists in the schools to provide academic, social, emotional, and behavioral counseling to students including information regarding a broad spectrum of education and career opportunities. Guidance and counseling will be available in a student's primary language and with materials that do not discriminate and/or limit choices on the basis of race, color, sex, religion, national origin, gender identity, or sexual orientation. Information regarding counseling services for students with disabilities can be found in the Lincoln Public School Special Education Services guide or by contacting Mary Emmons, Administrator for Student Services, at 781.259.9403 or [memmons@lincnet.org](mailto:memmons@lincnet.org).

## Financial Assistance

Mary Ellen Normen, Administrator for Business and Finance  
[mnormen@lincnet.org](mailto:mnormen@lincnet.org)

The Lincoln Public Schools is committed to ensuring that all students participate in all aspects of the educational program, including extracurricular activities and services that are fee based. We understand that from time to time a family's financial situation may change, and we want to be responsive to the pressures families may face in supporting their children's participation in these important school-based activities. We are able to do this through the generosity and support of many local organizations.

The School Committee's policy addresses possible adjustments in the form of a reduction to fees associated with transportation, athletics, curriculum-based overnight field trips, and instrument rental for in-school music activities (LASMP is excluded). Based on the Federal Poverty Assistance guidelines, this policy is designed to ensure a fair assessment of financial need and to provide an objective measure that the District can apply to requests for financial assistance. The following procedures will be used to determine eligibility and levels of support.

### Financial Assistance Guidelines

1. Up to 100 percent financial assistance is available to families earning less than two times the Federal Poverty Guideline.
2. Reduced fees are available for families earning less than three and one-half times the Federal Poverty Guideline.
3. In order to apply for waiver or reduction of fees, an annual application must be completed prior to the start of the activity for which the fee is assessed. The two-sided application form and instructions can be found on Pages 90-91.
4. Copies of the following documentation are required with a family's application for financial assistance:
  - a. Signed federal tax return(s) for the most recent tax filing year in the form of IRS 1040 pages 1 and 2 including all supporting schedules for all adults residing in the household, and if applicable:
  - b. Copy of recent Leave & Earnings Statement (LES) for military families
  - c. Transitional Assistance Letter (issued in August);
  - d. Child Support and Alimony agreements;
  - e. Supplemental Security Income (SSI) and Disability Income;
  - f. Section 8 Housing Voucher
  - g. Any other documentation to demonstrate a change in income or financial status since the most recent tax year filing, such as, records of unemployment compensation, layoff notice, or payroll statements showing reduced earnings, etc.
5. The District will also verify sources of income or other holdings through public agencies and public records as may be necessary to make a determination.
6. All documentation will be kept confidential and will not be included in any student file. Applications will be retained for the period of time that a child is enrolled in the Lincoln Public Schools, after which time, they will be destroyed.

Completion of all information is necessary in order to make a determination. Incomplete applications will be returned. See No. 7 for mailing information.

7. Submit the completed application with all required documentation to:  
Mary Ellen Normen, Administrator for Business and Finance  
Lincoln Public Schools  
Ballfield Road  
Lincoln, Massachusetts 01773

Once a determination regarding eligibility for financial assistance is made, the applicant will be notified of the decision in writing. Please allow at least two weeks for processing.

## School Lunch Program

Cathleen Higgins, Director of Food Services  
[chiggins@lincnet.org](mailto:chiggins@lincnet.org)

The new school year is upon us, and we want to extend a warm welcome and let you know that the Lincoln Public Schools Food Service program has some exciting things planned for your child's school cafeteria. Our job is to make sure that we serve healthy, well-balanced meals and that our students enjoy what they eat. We are looking forward to a great year ahead and are very excited about the opportunity to make your child's dining experience at the school cafeteria a memorable one.



The school lunch program will begin Thursday, September 2, 2021 on both campuses. Lunch will be served to grades K-8 each Monday, Tuesday, Thursday and Friday (full days). **Lunches are free to all students until June 30, 2022. Lunches should be ordered each morning in the classroom.**

Menus are published before each month and will be available on the District's website: <https://www.lincnet.org/Page/195>.

Since we have returned to in-person service, students may choose to purchase additional items. This can be done through our Nutrikids Point of Sale System.

#### NUTRIKIDS® Computerized Point of Sale (POS) System

The Lincoln Public Schools Food Services program will continue our successful NUTRIKIDS® computerized Point of Sale (POS) System. The Lincoln Public Schools Food Service is pleased to provide parents a convenient, easy, and secure online prepayment service through a website called [www.MySchoolBucks.com](http://www.MySchoolBucks.com). This service allows parents to deposit money into their child's school meal account online at any time and also provides the ability to view their child's account balance. Parents also have the option to receive low balance email alerts. Parents can set up automatic payments to replenish their student's lunch account. There is also a free smartphone app available.

We strongly recommend that parents/guardians deposit money into the student's account. By having money in each child's account prior to entering the cafeteria, we find the lunch lines move along much faster, so your child has more time to eat and be with friends. In addition, parents will have the ability to view their child's transaction report. This transaction report will show all dates and times that a child has purchased an additional lunch or any other items within the past 90 days. Parents can also send payments in by check to the school cafeteria office. Please make checks payable to the Town of Lincoln. There are links for more information on the Food Services page of the District's website <http://www.lincnet.org/foodservices>.

The following forms can be found in the forms section at the back of the handbook:

- 2021-2022 MA Application for Free and Reduced Price School Meals
- How to Apply for Free and Reduced Price School Meals

## *Transportation Information*

For Students Attending the Lincoln School  
Mary Ellen Normen, Administrator for Business and Finance  
[mnormen@lincnet.org](mailto:mnormen@lincnet.org)

**Again this year, all students who ride the bus will be assigned a bus route and a specific seat assignment. Seat assignments will be based on the order in which the student gets on the bus in the morning. This will help minimize exposure and enable the school to identify close contacts should we have positive COVID-19 cases. Students are required to wear masks at all times on the bus. Hand sanitizer will be available as students enter the bus.**

Bus routes have been posted on the front doors of the Lincoln School. A complete listing of all bus routes will be posted on the Transportation page of the District's website at <https://www.lincnet.org/Page/262>. Please check in one of these places to make sure that you know what time your child will be picked up in the morning. Keep in mind

that these routes indicate the approximate time of your child's morning pick-up. It takes a few weeks for drivers to become familiar with the routes, and traffic patterns may fluctuate, therefore, the times may vary slightly from this schedule. After the first few weeks, we will review the schedule and let you know if adjustments need to be made. In the meantime, please be sure that your child is at his/her stop at least 5 to 10 minutes before the indicated time.

### Bus Passes

Bus passes were mailed to all students whose families requested bus transportation. All K-6 grade students who live less than two miles from the school are required to pay for bus transportation. Additionally, all 7<sup>th</sup> and 8<sup>th</sup> grade students, irrespective of how far they live from school, are required to purchase bus transportation. Invoices have been mailed to all who need to purchase bus passes. Families can pay for their child's bus pass as follows:

- Online using one of two options. Payment by electronic check, which costs 25¢ per transaction or payment by MasterCard or Discover credit card with a convenience fee based on the amount of the transaction.

Please use the "Payments" button located toward the bottom of every page on the District's website or the direct link to the page at <https://www.lincnet.org/Pace/4609> to access this convenient payment method.

- By mailing a check made out to the "Town of Lincoln" to the Lincoln Public Schools, Business Office, 6 Ballfield Road, Lincoln, MA 01773.

It is imperative that the bus passes be displayed so that they are easily visible to the bus driver. Most children attach the bus pass to their backpack. Please contact Maureen Onigman at [monigman@lincnet.org](mailto:monigman@lincnet.org) or call 781-259-2646 should you have any questions or if you did not receive your pass.

Students who violate bus rules will be referred to their principal, and parents will be notified. Serious or repeated infractions may result in the loss of a child's privilege to ride a school bus. Responsibility for transporting children to school, in these cases, will shift from the school to the parent or guardian.

### Financial Assistance

Eligible families will be considered for reduced or waived fees. The Financial Assistance policy can be found on Page 28. The application for financial assistance is available in the Forms section at the back of the Handbook. Applications should be submitted to Mary Ellen Normen, Administrator for Business and Finance, Lincoln Public Schools, Ballfield Road, Lincoln MA 01773. If you have any questions regarding the application process, please contact the Business Office at 781-259-9401.

### Reporting Problems

We want to ensure that our transportation program provides high quality service to our students and families. In the event that there is a serious problem that needs to be reported (i.e., missing bus, significant scheduling problem, bus pass not received in the mail, etc.), please email Maureen Onigman at [monigman@lincnet.org](mailto:monigman@lincnet.org) or call 781-259-2646.

### Seat Belts

All of our buses are equipped with color-coded seat belts -three (3) to a seat. At the beginning of the school year, all children will be instructed in the use of the belts and encouraged to use them on a daily basis. Please discuss the importance of using seat belts with your children before school begins.

### Bus Rules for Kindergarten Drop-off

The bus is an extension of school; therefore, bus riders will be subject to the same rules and expectations as in school. For kindergarten riders, the following special rules will apply:

1. Drivers will not accept notes, verbal directions, or special arrangements for dropping off kindergarten riders in any place other than his/her designated area. Drivers are instructed to only drop a child off at their designated stop with an authorized adult present to receive the child.
2. Kindergarten riders will not be allowed to get off their buses unless an authorized adult is waiting at the designated stop for each child. If no adult is waiting, the driver will honk the horn to announce the arrival of the bus. If after a period of waiting no adult appears, the child will be driven back to school. The bus driver will call the bus company, and the bus company will call the school office to alert the principal or his/her designee that no adult was at the bus stop. The school will notify the family or emergency contact that the child is being returned to school at the end of the bus route. The school will continue to attempt to make telephone contact with the family to alert them that their child is in route back to school. Parents will need to pick up their child at the school office.
3. A kindergarten rider may exit the school bus with his/her sibling, provided the sibling is in third grade or above. If a kindergartner and his/her first or second grade sibling are not met by an adult at the designated area, both children will be returned to school following procedures detailed in #2 above.

## Bus Safety Rules

### Waiting for the Bus

#### On the way to school

- wear masks at all times
- arrive early enough at the bus stop to avoid running across the street to catch an approaching bus.
- wait on the sidewalk, in a driveway or car, or any safe area off the road.
- be alert as you wait for your bus. No roughhousing with other children or playing with balls or other toys that could distract you.
- if an object drops into the street, leave it. no matter how valuable or important it is. It can be replaced -you cannot be replaced!

#### When boarding the bus:

- wear masks at all times
- wait until the bus comes to a full stop before moving toward it.
- enter the bus single file without pushing or crowding.
- go directly to your assigned seat, and sit down immediately.
- remember that seats are to be shared. School bus seats can hold from two to three children. Each child should take up only one place.

#### While on the bus:

- wear masks at all times
- only sit in assigned seat
- listen to and follow the driver's instruction at all times.
- all students should act courteously to fellow passengers as well as pedestrians and motorists.
- no play-fighting, teasing, pushing, hitting, fighting, swearing or throwing objects allowed on the bus. Everyone should keep their hands to themselves and treat one another with respect.
- stay seated while the bus is moving. Seatbelts are recommended. Do not kneel or stand on seats. Climbing over/under seats is prohibited.
- stay in your assigned seat until you reach your destination. No switching.
- the aisle must be kept clear. No feet, book bags, or equipment will be allowed in the aisle or on a seat. Unless items can be held on your lap or stored under your seat, they cannot be transported on the

school bus.

- talk quietly; do not yell or use abusive language.
- do not distract the driver; he/she has an important job to do.
- keep hands, heads, and arms inside the bus. Never throw objects out a window.
- never damage the bus in any way. Destroying property will be dealt with severely. Also, remember not to litter. Help keep your bus clean.
- do not eat or drink while on the school bus without obtaining permission from the driver or monitor.

When exiting the bus at school

- stand up only when the bus comes to a full stop.
- leave the bus in an orderly manner from front to back.
- if an object drops into the street, leave it, no matter how valuable or important it is. It can be replaced -you cannot be replaced!

## Walking/Biking to School

Students are encouraged to walk or bike to school where possible. Rules and procedures at each school regarding walking or bicycling will, to the greatest extent possible, encourage these options and offer appropriate suggestions (e.g., use of safety equipment, advice about safe routes, etc.) and establish appropriate conditions (e.g., designated areas for parking bicycles).

For their personal safety, children should be encouraged to walk or bike in groups whenever possible, stay on the paths and crosswalks, and cross with the crossing guard where appropriate. By state law, bicyclists must wear safety helmets.

# Communication, Cancellations & Emergency Planning

Clear, timely, and targeted communication is critical to a successful response to a crisis or emergency on our school campuses. The District's faculty, staff, and administration have worked closely with Lincoln's public safety officials and Hanscom Security Forces to develop emergency response plans.

LPS relies primarily on email and a phone messaging service to deliver information about emergencies, school cancellations, and other urgent announcements. Automated phone messages are sent to home, office, and mobile phone numbers provided by parents. Electronic mail messages are also automatically sent to each of the email addresses in our student records.

### School Cancellations

In the event that school is cancelled or delayed for any reason, information about the school schedule will be broadcast via the District's automated phone and electronic mail systems. Information will also be posted on the District's website and on TV channels 4 (CBS/WBZ), 5 (ABC/WCVB), 7 (NBC/WHDH), and 8 (FOX 25).

In rare circumstances, weather conditions become so severe that safe practice requires us to send children home during the school day. Despite the unlikelihood of such an event, parents should nevertheless plan with their children for such occasions and inform the school in writing about permissions for releasing children to alternate emergency contacts when school is dismissed early. Please take the time now to discuss these plans with your children and make sure your children know who can be called in such an emergency if we cannot reach you. Early dismissal information will be communicated via the District's automated phone and electronic mail systems.

As a reminder, parents are responsible for their children prior to boarding the bus and after disembarking from the bus. In cases of bad weather, parents are free to make the decision to keep their children at home even if schools are open. Parents are urged to exercise their own best judgment regarding their child's safety and whether to send their child to school in bad weather if they believe travel is dangerous. Children will be marked absent from school but will not be penalized for missing school due to inclement weather.

During snow emergencies, parents are asked not to call school to check on cancellations unless absolutely necessary. Phone lines must be kept open for emergency communications. Please check the District's website for information and updates on the status of school operations during poor weather.

In the event that school is closed due to inclement weather, all after-school electives and evening events will also be cancelled. This includes athletics, theater productions, school clubs, instrumental music lessons, etc.

## Student Records

The Student Record Regulations adopted by the Department of Elementary and Secondary Education, apply to all public elementary and secondary schools in Massachusetts. The regulations are designed to ensure parents'/guardians' and students' rights of confidentiality, inspection, amendment, destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the District for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results, class rank, school-sponsored extracurricular activities, evaluations, IEPs and comments by teachers, counselors, and other persons, disciplinary records, medical records and other information. The temporary record is destroyed within two and one-half years after the student leaves the school system.

### Parents'/Guardians' and Students' Rights

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade. They may exercise these rights just as their parents/guardians may. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00.

**Inspection of Record:** A parent/guardian or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request unless the parent/guardian or student

consents to a delay.

The parent/guardian and eligible student have the right request and to receive a copy of any part of the record; the school may charge a reasonable fee for the cost of duplicating the materials. Requests should be submitted in writing. The District has ten school days to prepare the records. The parent/guardian and eligible student may request to have parts of the record interpreted by a qualified professional from the school or may invite anyone else of their choice to inspect or interpret the record with them.

**Confidentiality of Record:** Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian or eligible student.

**Amendment of Record:** The parent/guardian and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent/guardian and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the record and to receive a written decision. A parent/guardian or eligible student who is not satisfied with the principal's decision may appeal to Administrator for Student Services or the Superintendent as is appropriate.

**Transfer of Records:** The Lincoln Public Schools will provide a complete set of the student's records when they know that a student intends to transfer or have transferred to another public school district in the country. The student's complete record can be sent without prior consent.

**Destruction of Records:** The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates, or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent/guardian and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Special education records will be destroyed within two and one-half years after leaving the system. Parents will be notified before the destruction of the record. Notification will be via postal mail and/or email.

## Lincoln Public Schools Annual Notice The Family and Educational Rights and Privacy Act (FERPA) MA Student Records Regulations

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations ("Massachusetts Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered the ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts

Student Records Regulations by contacting Mary Emmons, Administrator for Student Services at [memmons@lincnet.org](mailto:memmons@lincnet.org). These rights include:

1. The right to access the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten school days of a request. Massachusetts General Laws Ch. 71, Section 34H, however, provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Administrator for Student Services.
2. The right to request amendment of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts Regulations authorize disclosure without consent.

Some of the Exceptions:

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Such school officials include professional, administrative, and clerical staff who are employed by or under agreement with the Lincoln Public Schools. A school official may also include a contracted provider outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records.
  - The Lincoln Public Schools may disclose information to eligible receiving high schools for the purpose of transition from eighth to ninth grade.
  - The Lincoln Public Schools also disclose all student records (which include health records and special education records, if any) without parent/guardian/eligible student consent to officials of other schools in which the student seeks or intends to enroll, or in such case the student has enrolled with or without receipt of a request from such school officials.
  - The Lincoln Public Schools may disclose, without written consent, designated "directory information," which is information generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the district to include this type of information from your child's records in certain school publications. Information that a district designates as directory information may be disclosed to outside organizations (for example, yearbook publishers) without prior consent.
  - Lincoln Public Schools has designated elementary students' names, grade level, and classroom assignment as "directory information" and middle and students' names, team/class assignment, weight and height of athletic team members, class, participation recognized activities and sports, and honors and awards as "directory information." If a parent or eligible student does not want the district to disclose any of the above directory information, the parent/eligible student must notify the building principal in writing by (insert date), or otherwise the information will be released without further notice or written consent.
4. The right to file a complaint concerning alleged failures by the district to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

# Authorization to Release Records and Information

To request that student records and/or information be released to another district or to an individual, complete the “Authorization to Release Records and Information” form found on Page 81, and return it to the secretary in your child’s school.

## Non-Discrimination and Discrimination Grievance Procedures

The Lincoln Public Schools is committed to ensuring that all of its programs and facilities are accessible to all students, staff, and members of the public. We do not discriminate on the basis of age, color, active military/veteran status, disability, national origin, ancestry, race, religion, sex, gender identity, sexual orientation, pregnancy or pregnancy-related conditions, or housing status.. Inquiries regarding the District’s compliance with Title IX and other civil rights laws may be directed to the Superintendent of Schools, Lincoln Public Schools, Hartwell Building, Ballfield Road, Lincoln, MA 01773.

Massachusetts and federal law make it clear that all aspects of public school education must be fully open and available to all members. No school may exclude a child from any course, activity, service or resource available in that school on the basis of age, color, active military/veteran status, disability, national origin, ancestry, race, religion, sex, gender identity, sexual orientation, pregnancy or pregnancy-related conditions, or housing status. of such child.

Public law further requires that a person with a disability, regardless of nature and severity of handicap, must be provided a free appropriate public education in the least restrictive environment.

It is also the policy of the School Committee to promote, by affirmative action, equal employment opportunity without discrimination on account of age, color, active military/veteran status, disability, national origin, ancestry, race, religion, sex, gender identity, sexual orientation, pregnancy or pregnancy-related conditions, or housing status.. Further, a qualified person with a disability, who, with reasonable accommodation, can perform the essential functions of the job should not be disqualified simply because they have difficulty performing tasks that bear only a marginal relationship to a particular job. This policy shall be implemented to the full extent feasible in all its employment practices and by the inclusion of appropriate provisions in contractual agreements.

The Lincoln Public Schools is an affirmative action employer. Inquiries regarding the District’s compliance with Title IV, Title IX, and Section 504 and other civil rights laws may be directed to the Superintendent of Schools, Lincoln Public Schools, Hartwell Building, Ballfield Road, Lincoln, MA 01773.

Additional information is available on the website of the Office for Civil Rights, U.S. Department of Education at <http://www.ed.gov/about/offices/list/ocr/>.

Inquiries about Title IX and other federal civil rights laws may be directed to the Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491 (phone number: 617-223-9662).

If you believe you or your child has been discriminated against, you should file your complaint to one of the following individuals:

Sarah Collmer, Principal, Lincoln School K-4, @ 781-259-9404, [scollmer@lincnet.org](mailto:scollmer@lincnet.org)  
Sharon Hobbs, Principal, Lincoln School 5-8, @ 781-259-9408, [shobbs@lincnet.org](mailto:shobbs@lincnet.org)



Julie Vincentsen, Principal, Hanscom Primary School, @ 781-274-7721, [vincentsenj@lincnet.org](mailto:vincentsenj@lincnet.org)  
Erich Ledebuhr, Principal, Hanscom Middle School, @ 781-274-7720, [ledebuhre@lincnet.org](mailto:ledebuhre@lincnet.org)  
Lynn Fagan, Lincoln Preschool Coordinator, @ 781-259-9889, [lfagan@lincnet.org](mailto:lfagan@lincnet.org)

The District's coordinator for all issues relating to civil rights and discrimination is Rebecca McFall, Superintendent. The Superintendent can be reached by phone at 781-259-9409, via email at [bmcfall@lincnet.org](mailto:bmcfall@lincnet.org) or in writing at:

Lincoln Public Schools  
6 Ballfield Road  
Lincoln, MA 01773

## Harassment and Harassment Reporting and Investigation Procedures

It is the policy of the Lincoln Public Schools to prevent unlawful discrimination or harassment of any individual working in or attending the schools and to encourage individuals to bring concerns about discrimination or harassment to the attention of the Administrative Team or the Superintendent of Schools.

The Lincoln Public Schools expect all individuals - employees and students alike - to treat each other with dignity and respect. As an equal opportunity employer, we are committed to maintaining an environment in which no employee, student, or visitor is subjected to unequal treatment because of race, color, disability, sex, age, national origin, religion, gender identity, or sexual orientation. The Lincoln Public Schools will not tolerate any discrimination against or difference in treatment by or among employees, students, visitors, or others, based on these characteristics.

### HARASSMENT

Harassment in the workplace is unlawful. Harassment includes verbal or physical conduct that may or does offend, denigrate, or belittle any individual by reference to any of the characteristics listed above. Such conduct includes showing pictures, telling jokes, making innuendoes, vulgar gestures, or other behavior that creates an atmosphere of intolerance, bias, or intimidation.

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, dirty jokes, showing of offensive pictures, offensive sexual contact, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature under any of the following conditions:

1. acceptance of or submission to such conduct is made a term or condition of an employee's employment, either explicitly or implicitly;
2. the employer's response to such conduct is used as a basis for employment decisions affecting that employee;
3. such conduct interferes with an employee's work performance; and/or
4. the conduct creates an intimidating, hostile, or offensive work environment.

Harassment in any form or for any reason is forbidden. This includes harassment of a subordinate by a manager, between employees, between students, or between students and employees, including student harassment of faculty and staff.

Under Title IX Regulations (8/14/2020) Sexual Harassment is defined as:  
Conduct on the basis of sex that satisfies one or more of the following:

- Unwelcome conduct determined to be so severe, pervasive and objectively offensive that it denies a person equal access to the recipients education (hostile environment) program or activity.
- Quid pro quo sexual harassment-unwelcome sexual conduct placing conditions of the provision of an aid, benefit or service
- Sexual Assault 20 U.S.C.1092(f)(6)(A)(v), Dating Violence (34 U.S.C.12291 (a)(10), Domestic Violence (34 U.S.C. 12291 (a)(30)

Investigations under Title IX, require a formal complaint. All staff must report incidents (observed, overheard or shared by the person) of sexual harassment to the Superintendent, who is also designated as the Title IX Coordinator. Investigation procedures related to Title IX complaints will be conducted as per regulation.

### REPORTING HARASSMENT/INVESTIGATION

The Lincoln Public Schools urges all those in the school community to bring any concerns or complaints of harassment to an administrator's attention so that the issue can addressed.

A report can be made to a principal or a district administrator.

The Superintendent or their designee(s) will be the person(s) responsible for processing complaints and determining how the investigation will be conducted for incidents reported. All investigations will remain confidential to the extent possible.

1. Any member of the school community who believes they have been harassed will report the incident to a principal or a district administrator. All complaints will be investigated promptly and resolved as soon as possible.
2. Upon receiving a complaint, the administrator will notify the Superintendent who will direct their designee(s) to conduct an investigation.
3. The Superintendent's designee(s) will investigate the problem through the following process:
  - a. The Superintendent's designee(s) will meet with the person making the charge to gather information and obtain a clear understanding of the person's statement and may interview witnesses.
  - b. The Superintendent's designee(s) will meet with the person accused of the charge to obtain their response to the complaint.
  - c. The Superintendent's designee(s) will hold meetings with each party to further establish the facts if necessary.
  - d. Upon completion of the investigation a summary of the findings will be provided to the Superintendent and the parties will be provided with written notification of the completion of the investigation and next steps.

After review of the investigation summary of findings by the Superintendent (as the Title IX Coordinator), the Superintendent or their designee(s) may take steps to gather additional evidence or information needed to determine the appropriate actions to be taken, including disciplinary or legal actions.

It is unlawful to retaliate against or punish any student or employee who files a complaint of harassment or who cooperates in an investigation of a complaint of harassment, and the Lincoln Public Schools will not tolerate any retaliation. The Superintendent will take disciplinary action against any person who engages in any such retaliation.

The state agency responsible for enforcing the law prohibiting harassment is the Massachusetts Commission Against Discrimination, One Ashburton Place, Suite 601, Boston, Massachusetts. <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>

The federal agency responsible for enforcing federal laws prohibiting harassment is the Equal Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, Massachusetts.

<https://www1.eeoc.gov/field/boston/index.cfm>

[See School Committee Policy Ac/ACAB](#)

Revised at School Committee Meeting of January 23, 2020.

## Code of Conduct

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

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

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

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

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

Lincoln Public School students will, at all times

- be honest
- act in a manner that does not disrupt learning
- walk, not run, in the hallways or classrooms
- be respectful of school property, personal property, or the materials of others
- be respectful of personal property or the materials of others
- respect the rights of other students
- act in a manner that is welcoming and friendly
- use appropriate language

Lincoln Public School students will not

- break, damage, steal, or destroy school property
- break, damage, steal, or destroy personal property of others
- fight, tease, bully, harass, or call others names
- use vulgar or profane language
- bring objects to school that are dangerous to others or disruptive to the educational process. This includes illegal objects such as knives, firearms, fireworks, or other objects whether they are real or facsimile possess or use illegal substances such as alcohol or drugs and smoking or any related activities of any substance, in any form, by any person, is not permitted at any time in school buildings, school buses or on school grounds.

## Bullying Prevention, File JICFB

The Lincoln Public Schools, in accordance with M.G.L.c.71 § 370, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Lincoln Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying and cyber-bullying of any type has no place in a school setting. The Lincoln Public Schools will endeavor to maintain a learning and working environment free of bullying and cyber-bullying. The Lincoln Public Schools shall prohibit bullying, cyber-bullying and retaliation. This prohibition applies to all Lincoln Public School employees, contractors, volunteers, parents/guardians and students, including conduct between/among all parties.

In addition to prohibitions related to student-on-student bullying, cyber-bullying, and retaliation, M.G.L. c.71 § 370 protects students from staff-on-student bullying, cyber-bullying, and retaliation.

Definitions as defined under M.G.L. c.71 § 370

“Bullying” is the repeated use by one or more students or by a member of a school staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of digital and/or online content, including but not limited to, a web page, blog, or social media posting in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents or guardians and families are expected.

For the purpose of this policy, whenever the term bullying is used, it is to denote either bullying or cyber-bullying.

“Retaliation” is any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person in response to an action that person has taken or knowledge that person has. Retaliation against a reporter or witness of bullying during an investigation is also prohibited.

“Perpetrator” is a student or a member of a school staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

“Target” is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

### Prohibitions

#### Bullying is prohibited

- on school grounds
- on property immediately adjacent to school grounds
- at school-sponsored or school-related activities
- at functions or programs whether on or off school grounds
- at school bus stops
- on school buses or other vehicles owned, leased or used by the school district
- through the use of technology or an electronic device owned, leased or used by the Lincoln Public Schools

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Lincoln Public School district if the act or acts in question

- create a hostile environment at school for the target
- infringe on the rights of the target at school
- materially and substantially disrupt the education process or the orderly operation of a school

### Bullying Prevention and Intervention Plan

The Superintendent and/or the Superintendent’s designee shall oversee the development of a bullying prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

### Reporting

Students or adults who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall not, however, be subject to discipline for failing to report bullying. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. To make an anonymous report, please fill out a Reporting Form and leave it in the specified location identified in each school office.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or became aware of to the school principal.

#### Investigation Procedures

The Principal, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal shall promptly investigate the report of bullying, using a Bullying/Cyber-Bullying Investigation Reporting Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged target's needs for safety and respond as needed to restore a sense of safety for that student.

Confidentiality and security shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

However, if the school principal determines that bullying has occurred, the principal shall take appropriate disciplinary action. While bullying is not a criminal offense, if it is believed that criminal activity has occurred, the local law enforcement agency shall be notified to pursue possible criminal charges.

The investigation shall be completed within a timely manner. The parents or guardians of alleged victims and perpetrators shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. Disciplinary actions regarding the perpetrator will not be shared with the target's parents/guardians due to rights protected under the Family Educational Rights and Privacy Act (FAPE). The Principal shall contact the parents or guardians as to the status of the investigation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal. Confidentiality shall be maintained to the extent consistent with the school's obligations under law (FERPA).

#### Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

#### Target Assistance

The Lincoln Public Schools shall provide counseling or referral to appropriate services, including guidance, academic and therapeutic interventions, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

#### Training and Assessment

Training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for K-8 students.

#### Communication with Other School Districts

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

#### Students with Disabilities and Vulnerable Students

Whenever the evaluation of the Individualized Education Program (IEP) team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

In addition, the district recognizes and addresses in the Bullying Intervention Plan, students who may be vulnerable to being targets of bullying based upon actual or perceived differentiating characteristics. For these vulnerable students, the district will identify steps to support the acquisition of skills, knowledge and strategies needed to prevent or respond to bullying.

#### Allegations of Bullying by School Staff

The principal, upon receipt of a report of alleged bullying of a student by school staff, shall take appropriate actions as outlined in district procedures and policies including taking measures to provide safety to the alleged target as necessary. A staff member who is the subject of a complaint of alleged bullying, will be informed and will be allowed the opportunity to present facts as they see them in accordance with district policies and procedures. If the Superintendent or designee determines that a staff member has bullied or taken retaliation against a student, the student's parent/guardian will be notified of the action taken to prevent further occurrence. All notice to parents must adhere to state and federal privacy laws. The school district will not provide specific information to the parent/guardian about disciplinary actions taken.

#### Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to members of the school staff, students and their parents or guardians, in age-appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook. The Bullying Prevention and Intervention Plan shall be posted on the District's website.

**REFERENCES:** Updated Model Bullying and Intervention Plan, Massachusetts Department of Elementary and Secondary Education, June 2014

**LEGAL REFERENCES:** MGL 71:370

**CROSS REFERENCES** (will be indicated as policies are revised and adapted):

Current references

- Discipline Code (JK)
- Student Computer and Internet Use (IJNDCA)
- Non-Discrimination and Discrimination Grievance Procedures (AC)

- Harassment and Harassment Reporting and Investigation (ACA)
- Student Conduct on School Buses (EEAEC)

Adopted at School Committee Meeting of December 2, 2010

Revised at School Committee Meeting of November 7, 2013

Revised at School Committee Meeting of November 17, 2016

#### Development and Implementation of Bullying Prevention Specific to Students with Disabilities

The District implements specific practices in regards to aggression and students with disabilities. For students identified with a disability on the autism spectrum and other disabilities that make a student susceptible to being a target or perpetrator, the Individualized Education Program (IEP) Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

#### Students Who Engage in Inappropriate Behavior

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

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

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

In addition, the District has formed a Social Emotional Learning Task Force task to determine its needs and to make recommendations for the future.

#### Property Searches

Any searches of individuals shall be conducted in a manner that is consistent with both federal and state law. All students and staff should be aware that all lockers, desks, computers and/or any other school equipment are the property of the Lincoln Public Schools, and as such, students should not have a reasonable expectation of privacy with respect to any items or information placed in these areas.

#### Suspension from School

In compliance with Chapter 222 and Chapter 71, §37H 3/4, the Lincoln Public Schools has a commitment to educating students, promoting school attendance, and collaborating with families. In some situations, inappropriate behavior disrupts the orderly operation of the school or threatens the safety of other children or staff. When this occurs, a student may be temporarily separated from the classroom and sent to a designated area in the school. In those rare instances when a



student's actions may be detrimental to the health or welfare of the school, including repeated disruptions, the student may be suspended from school for a period of time, typically one to three days but possibly up to 10 days for a short-term suspension or for more than 10 days for a long-term suspension. Long-term suspensions will not last more than 90 days or extend beyond the end of the school year.

The principal may remove a student from participation in extracurricular activities and school-sponsored events and day student privileges. In these cases, there is no right to due process.

Suspensions may take the form of an in-school suspension in a supervised area separate from their peers. Out-of-school suspensions are more serious, and students will not be permitted to attend school until a reentry meeting between the student, the student's parents, and the principal is conducted to review expectations for appropriate behavior. For both in-school and out-of-school suspensions, students will have the opportunity to engage in academic work and make up assignments missed. For long-term suspensions, the principal will develop and implement an Education Service Plan for the student. This plan will include alternative options for making academic progress during the suspension.

Emergency suspensions for up to two (2) days may be applied when a student poses a danger to persons or property, disrupts the order of the school, or when the principal determines there is no other alternative available to alleviate the danger or disruption. When this occurs, the student's safety will be taken into consideration, and transportation will be coordinated.

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

1. All reports of serious infractions will be investigated by the principal who shall afford each student an opportunity to detail his/her involvement or describe the incident.
2. During the investigation, the student will be informed of the infraction and the evidence of his or her behavior.
3. The student will be provided an opportunity to explain his or her behavior and speak in his or her defense.
4. If the student will be suspended, the principal shall afford the student a hearing prior to the decision to suspend from school. Parents/guardians shall be notified orally and in writing in advance of the hearing and have the right to be present at such meeting. For long-term suspensions, students have the right to counsel, may bring witnesses, and have the hearing recorded.
5. The student and parents/guardians will be informed orally and in writing of the reason for suspension, the number of days, the date that he or she may return to school, and the date for a reentry meeting and return to school.
6. Parents/guardians and students will receive written notice of their right to appeal a long-term suspension. Hearings for appeal will be scheduled with the Superintendent within five (5) calendar days of the start of the suspension, with the option to request within seven (7) days. The Superintendent will hold the hearing within three (3) school days of the request; however, an extension of up to seven (7) calendar days may be requested by the parents. Appeals to the Superintendent may be audio recorded. The Superintendent will issue a decision within five (5) calendar days.
8. Parents/guardians and students will be informed orally and in writing about emergency removals and the opportunity to participate in a hearing with the principal will be allowed within the two (2) school days.

#### Expulsion from School

Expulsion is defined as a long-term or permanent dismissal. Generally, expulsion is the very last measure. It will be reserved for instances of serious infractions or cases of chronic behavior for which there is little hope for improvement under school conditions, and because of which, the welfare of other students is seriously endangered. Expulsion will be applied when other remedies have been employed. Under law, students expelled from school will be provided with alternative access to education.

Two specific violations that can result in expulsion are:

1. any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of or using a dangerous weapon, including but not limited to a gun, knife, facsimile, replica, or toy;

or controlled substance as defined in Chapter 94-C of the Education Reform Act of 1993, including but not limited to, marijuana, cocaine, and heroin; or

2. any student who assaults educational staff on school premises or at school-sponsored or school-related events, including athletic games.

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

#### Expulsion “Due Process” Procedures

1. Any student charged with a violation of a rule for which the student may be expelled from school shall be: a) notified orally and in writing of the infraction and the fact that it could result in expulsion; b) provided an opportunity for a hearing before the principal with legal representation present if the student or his/her parents and/or legal representation so desire; c) provided an opportunity to present oral and written testimony at said hearing; and d) have the hearing recorded.
2. Students who are expelled are to be provided with educational services through a School-wide Education Service plan that is developed and implemented by the Principal (37H, 3 / 4).
3. Parents/guardians and students will receive written notice of their right to appeal an expulsion. Hearings for appeal will be scheduled with the Superintendent within five (5) calendar days of the start of the suspension, with the option to request within seven (7) days. The Superintendent will hold the hearing within three (3) school days of the request, however an extension of up to seven (7) calendar days may be requested by the parents/guardians. Appeals to the Superintendent may be audio recorded. The Superintendent will issue a decision within five (5) calendar days.

#### Disciplining Students with Special Needs

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, students may be excluded from their programs, just as any other student can be, for up to 10 school cumulative days per school year. However, when a student is excluded from their program for more than 10 school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, the student’s Team must convene a meeting (a “Manifestation Determination Team Meeting”) to determine whether the student’s behavior was caused by their disability or had a direct and substantial relationship to their disability.

Regardless of the manifestation determination, the District may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days on its own authority if the behavior involves weapons or illegal drugs or another controlled substance; the infliction of serious bodily injury on another person while at school or a school function; considered case-by-case unique circumstances; or on the authority of a hearing officer if the officer orders the alternative placement after the District provides evidence that the student is “substantially likely” to injure him/herself or others.

At the Manifestation Determination Team Meeting, members of the Team, including the parent/guardian, will review all relevant information in the student’s file, including the IEP, teacher observations, and any information provided by the parent/guardian to determine if the conduct in question is caused by or had a direct and substantial relationship to the child’s disability or was the direct result of the District’s failure to implement the IEP.

If the Team determines the behavior was not a direct result of the student’s disability or any other suspected disability, or the result of the District’s failure to implement the IEP, the school may discipline the student according to the school’s code of student conduct, except that the District must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the parent(s)/guardian(s) consent(s), to a new IEP.

The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student to address the problem behavior. In the event a student possesses, uses, sells, or solicits a controlled substance, or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

Please note that when a student with a disability is reported to the police for an alleged crime, special education and disciplinary records must be furnished to the police. The Individuals with Disabilities Education Act Regulations at 34 CFR 300.529 state the following:

Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Right and Privacy Act (Authority: 20 U.S.C. 1415(k)(9)).

Additional information regarding the procedural protections for special education students can be obtained from the Administrator for Students Services. The Administrator for Students Services can also provide information on disciplinary procedural protections available to students who have identified disabilities and who are not eligible for services under the IDEA.

#### Disciplining Students Not Yet Found to Have Special Needs

If a student may be a student with a disability, then all disciplinary action should afford the student the protections available as if they were a student with identified special education needs. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

The District may be considered to have prior knowledge if

- the parent/guardian had expressed concern in writing; or
- the parent/guardian had requested an evaluation; or
- district staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The District may not be considered to have had prior knowledge if the parent/guardian has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the District had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited

evaluation to determine eligibility. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

#### Discipline of Students on 504 Plans

School personnel may not suspend a student on a 504 plan for more than 10 consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. Contact Mary Emmons, Administrator for Student Services, at 781-259-9403 or email [memmons@lincnet.org](mailto:memmons@lincnet.org) for more information.

## Anti-Hazing

The Lincoln Public Schools is committed to the safety and well-being of all students. When students at the middle school level participate in a school team or organization, they need to be aware and are informed of the anti-hazing law, 603 CMR.33.00: M.G.L.c269 section 19 which states:

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

As a member of a school team or organization it is important for the adults supervising these activities to inform our students and to support them to understand that making others do things that would put them at physical and/or emotional risk in order to be part of the group is prohibited by law. The district wants all students to feel safe and welcome when they chose to participate in in school teams and/or organizations.

## Anti-Hazing, File JICFA-E

The Lincoln Public Schools community is committed to the safety and well-being of all students. The purpose of this policy is to prevent hazing, to address hazing if it should occur, and to ensure a response to those students who are impacted by hazing.

#### DEFINITION

As per M.G.L. CH. 269. S 17, the term hazing means any conduct or method (to include the use of digital or social media platforms) of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

#### REPORTING HAZING

Any person who observes what appears to be the activity of hazing shall report such information to the adult in charge of the group or organization or the Principal and include the date, time, location, names of identifiable participants and

the types of behavior exhibited. Any adult who receives a report of possible hazing shall provide the required information to the Principal. All persons who know that another person is the victim of hazing are obligated by law to report incidents of hazing to the police department as soon as reasonably practicable.

Any student who is present when hazing occurs, has an obligation to report the incident and failure to do so can result in disciplinary actions, including suspension from school.

### PARTICIPATION IN HAZING

Any student who participates in the hazing of another student or person will be subject to disciplinary actions, including suspension from school. Actions resulting in disciplinary suspension shall be provided procedural due process as outlined in the student handbook.

### STATEMENT OF COMPLIANCE

Each secondary school principal or their designee shall annually distribute to student groups and organizations affiliated with the school and to those organizations known to the district a copy of the regulations (M.G.L. CH.269. 17-19) pertaining to hazing. An officer of each such group or organization shall sign an acknowledgment stating that such group, organization or individual has received the regulation and distributed it to its members. The district will incorporate the disciplinary policy within the student handbook.

As requested, each secondary school shall file, at least annually, a report with the Department of Elementary and Secondary Education (DESE), certifying compliance with the provisions of this mandate and certifying that each school has adopted a disciplinary policy with regards to the organizers and participants of hazing.

SOURCE: MASC

LEGAL REF.: M.G.L. 269;17, 18, 19; 603.CMR 33.00

Adopted at School Committee Meeting of November 9, 2017

## Physical Restraint of Students, File JKAA

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., Effective on January 1, 2016.

The purpose of the Lincoln Public Schools Physical Restraint of Students policy is to safeguard students in the Lincoln Public Schools from unreasonable use of physical restraint and to ensure that all occurrences of physical restraint within the Lincoln Public Schools are in compliance with state regulations.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Lincoln Public Schools community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

Policy JKAA, the Physical Restraint of Students policy, and the Physical Restraint and Behavior Support Procedures shall be reviewed annually and provided to Lincoln Public Schools staff and made available to the Parents of enrolled students.

Nothing in the policy or procedures precludes any teacher, employee, or agent of the Lincoln Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

## I. OVERVIEW

The purpose of this policy is to safeguard students in the Lincoln Public Schools. The Lincoln Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint.

## II. DEFINITIONS

**Physical Restraint:** direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

**Mechanical Restraint:** the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

**Medication Restraint:** the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

**Physical Escort:** a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

**Principal or Preschool Coordinator:** instructional leader of a public school education program or his or her designee.

**Prone Restraint:** a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

**Seclusion:** involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

**Time-out:** a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

### III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs, as defined by 603 CMR 46.02.

Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:

- The student has a documented history of serious self-injury and/or injury to other students and staff.
- All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
- There are no medical contraindications documented by a licensed physician.
- There are no psychological or behavioral contraindications documented by a licensed mental health professional.
- The student's parents have provided voluntary, informed, written consent to the use of prone restraint.
- The building Principal or Preschool Coordinator or designee has provided written approval.

### IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

### V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

“Inclusionary time-out” does not include walled off “time-out” rooms located within the classroom; use of those is considered to be “exclusionary time-out.”

“Exclusionary time-out”: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of “exclusionary time-out”:

- “Exclusionary time-out” may be used only for the purpose of calming.
- During “exclusionary time-out,” the student must be continuously observed by a staff member.
- The staff member will either be with the student or immediately available to the student at all times.
- The space used for “exclusionary time-out” must be clean, safe, sanitary and appropriate for calming.
- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting.
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed.
- Students must never be locked in a room.
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.
- An “exclusionary time-out” must be terminated as soon as the student has calmed.
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal or Preschool Coordinator. A Principal or Preschool Coordinator may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

## VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

### Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious physical harm to self or others, and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s destruction of school property, disruption of school order, refusal to comply with rules/directives, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Brief physical contact to promote safety is not considered a restraint. DESE’s Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.



### Safety

To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

### Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal or Preschool Coordinator's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

### Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

### Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal or Preschool Coordinator; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

## VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

### Reporting within School and to Parents/Guardians

The reporting process within the school and to the student's parents/guardians is as follows: The staff will immediately verbally inform the Principal or Preschool Coordinator, and the Principal or Preschool Coordinator or designee will make reasonable efforts to verbally inform the student's parents/guardians within 24 hours of the

restraint. The staff will file a detailed written report no later than the next school day, and the Principal, Preschool Coordinator, or designee will e-mail or mail the written report to the parents/guardians within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements. The staff will log the restraint on the recording log.

#### Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or Preschool Coordinator or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

#### Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

#### Reporting to Law Enforcement and Other State Agencies

Nothing in this policy prevents an individual from reporting a crime to the appropriate authorities and nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L., c 119, 51A.

#### Contents of Written Report

The written report of any physical restraint shall include name of the student; name(s) and job titles of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that the restraint ended; the name of the Principal or Preschool Coordinator or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification of initiating physical restraint.

A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.

Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

Information regarding opportunities for the student's parent(s) to discuss the administration of the restraint and any consequences with school officials.

#### Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures, including:

- notification to parents;
- reviewing the incident with the student to address the behavior that precipitated the physical restraint;

- reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

#### VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal, Preschool Coordinator, or designee will conduct a Weekly Individual Student Review and a Monthly School-wide Review.

##### Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal, Preschool Coordinator, or designee will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

##### Monthly School-wide Review

A Monthly School-wide Review will also be conducted by the Principal, Preschool Coordinator, or designee. In this review, the Principal, Preschool Coordinator, or designee will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal, Preschool Coordinator, or designee will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

#### IX. TRAINING REQUIREMENTS

##### General Training

The Principal or Preschool Coordinator will ensure that all staff receives training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

##### a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
  - 1) Lincoln Public Schools Physical Restraint and Behavior Support Policy
  - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy
  - 3) The role of the student, family, and staff in preventing physical restraint
  - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint
  - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used
  - 6) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and identification of Lincoln Public Schools' staff who have received in-depth training (as set forth below in section (a)(iii)) in the use of physical restraint

The Principal or Preschool Coordinator will identify and authorize certain staff to serve as a school-wide team to assist in ensuring the proper administration of physical restraint.

These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

a. In-Depth Training

- i. At the beginning of the school year, the building Principal or Preschool Coordinator will identify those designated staff who will participate in in-depth training and who will then be authorized to serve as school-wide team to assist in ensuring proper administration of physical restraint.
- ii. Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.
- iii. In-depth training will include:
  - 1) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
  - 2) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
  - 3) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
  - 4) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
  - 5) Demonstration by participants of proficiency in administering physical restraint; and
  - 6) Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

Alternatives to Physical Restraint

Physical restraint should be used in emergency situations as a last resort. The following less intrusive behavior interventions and supports should be implemented to reduce the need for physical restraint:

- positive behavioral interventions
- verbal redirection
- verbal directive to cease behavior
- opportunity for a break
- de-escalation techniques
- loss of earned tokens/rewards/privileges
- opportunity for time-out
- physical escort to a separate space for time-out

Forms of Physical Restraint used by the district which follow the Safety Care Protocol, include:

- 1-person stability holds
- 2-person stability holds

- forward escorts
- reverse escorts

#### Restraint Complaint Procedure

Any individual who wishes to file a complaint regarding physical restraint practices, should immediately report their concern promptly to the school Principal or Preschool Coordinator or preschool coordinator. The Principal or Preschool Coordinator or Preschool Coordinator will promptly investigate the complaint and provide the complainant notification of the outcome of the complaint within a reasonable time period of receipt of the complaint.

#### Methods for Engaging Parents/Guardians

Any parent/guardian with concerns about the use of physical restraint at any school within Lincoln Public Schools may request a meeting with the building Principal or Preschool Coordinator or the Preschool Coordinator to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure.

#### Grievance Procedures

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

- Submit a complaint in writing to the building Principal or Preschool Coordinator.
- The building Principal or Preschool Coordinator or preschool coordinator will meet with the complainant within ten (10) school days of receipt of the complaint.
- A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building Principal or Preschool Coordinator or preschool coordinator and the Department of Elementary and Secondary Education.
- A written report will be developed by the building Principal or Preschool Coordinator and provided to the complainant.

If the parents'/guardians' concerns are not resolved at this level, they may bring this matter to the Superintendent of Schools.

Please contact Mary Emmons, Administrator for Student Services for more information. She can be reached in writing at Lincoln Public Schools, Hartwell Building, Ballfield Road, Lincoln MA 01773, by phone at 781-259-9403, or by email at [memmons@lincnet.org](mailto:memmons@lincnet.org).

Revised at School Committee Meeting of December 17, 2016

## Lincoln Police Department

The Lincoln Public Schools and the Lincoln Police Department maintain a collaborative relationship and are in frequent communication. These Town departments share a common goal of maintenance of a safe community for children to play and learn. School and police resources are allocated with a common focus on prevention and intervention.

The Memorandum of Understanding (MOU) between the Lincoln Police Department and the Lincoln Public Schools was last updated and signed in August 2019. This agreement complements the collaborative relationship between both parties

and ensures that appropriate information is shared and timely, coordinated responses are made in relation to incidents related to violence or bullying, the use, abuse, or distribution of alcohol and/or other controlled substances, or any other criminal activity affecting students. In all situations, the parties work together to:

- identify problems and priorities through coordinated community/school/police needs assessments;
- collect and analyze information concerning the problem;
- develop or facilitate responses with the best potential for eliminating or reducing the problem; and
- evaluate the response to determine effectiveness and modify as necessary.

The MOU is a working agreement that enables an effective response in addressing incidents involving Lincoln's students in grades pre-k through eight. It is designed to provide the Lincoln Public Schools and the Lincoln Police Department with the necessary information to develop and implement procedures in advance of any incident; to identify what police officers, teachers, and other school staff need to know about responding to incidents in schools; and to provide accessible advice for the management of incidents.

On a regular basis, the Superintendent, Principals, Administrator for Student Services, Social Worker, and the Police meet formally with representatives from the Middlesex District Attorney's Office at a Community Based Justice (CBJ) meeting. This meeting is authorized by law and acknowledged nationally as best practice. The purpose of this meeting is to "coordinate efforts of the criminal justice system in addressing juvenile justice." Youths whose conduct has raised concerns about their health, safety, and wellbeing are discussed and preventive steps to intervene are determined.

## Computer Acceptable Use Policy (See File IJNDC)

The Lincoln Public Schools provides Information and Communications Technologies (ICT) resources to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. An ICT resource is any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form and includes such things as computers, smart phones, cameras, printers, peripherals and other devices, and the networks supporting these devices. The school district believes that ICT resources are of significant value in the learning process and for preparing students for future success.

The Lincoln Public Schools strives to educate students to become globally aware, civically engaged, and capable of managing their lives and future careers. The school district believes that students need to be proficient and discerning users of information, media, and technology in order to succeed in a digital world.

Therefore, the Lincoln Public School District will use ICT resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. Adapting to the changing methods of communication and collaboration in the 21<sup>st</sup> century is a necessary and important skill. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals do in workplaces and other real-life settings and to teach students how to use ICT resources safely and appropriately. The District's ICT resources will enable educators and students to communicate, learn, share, collaborate, and create to think critically and solve problems, to manage their work, and to take ownership of their lives.

The Superintendent will create strong electronic educational systems that support innovative teaching and learning, will provide appropriate staff development opportunities, and will develop procedures to support this policy. At the same time, unregulated availability of information and communication on the Internet requires that we establish reasonable controls for lawful, efficient, and appropriate use of this technology.

Students and parents shall be informed of this policy/procedure on an annual basis through handbooks and/or other means selected by the Superintendent.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the school district of the need for any future amendments or revisions to the policy/rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system.

#### Procedures

##### 1.0 General

- 1.1 Student use of the District's ICT resources is a privilege not a right. Students are required to comply with this policy and the accompanying rules and procedures. Students who violate the policy, procedures, and/or rules may have their computer privileges limited, suspended, or revoked and may also be subject to further disciplinary and/or legal action.
- 1.2 The District's ICT resources exist solely for educational purposes, which are defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The LPS computer network is not a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services. The District reserves the right to place reasonable limits on materials posted or accessed through its computer network. By creating this network, the District intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes.
- 1.3 All Lincoln Public Schools' ICT resources remain under the control, custody, and supervision of the school district. The school district reserves the right to monitor all ICT activity by students and to review and inspect all student files stored on any of the District's electronic resources or personal devices that access the district's network. Students have no expectation of privacy in their use of the district's ICT resources.
- 1.4 The same rules and expectations govern student use of ICT resources as those applicable to other student conduct and communications. Students should use the same language and behavior online as they would in a physical classroom. In addition to adhering to these rules, students are also expected to comply with all specific instructions from the teacher or other supervising staff member/volunteer in accessing the schools' ICT resources.

##### 2.0 Internet

- 2.1 In accordance with the Children's Internet Protection Act (CIPA), the District blocks Internet content that is not appropriate for student viewing. While reasonable precautions, including Internet filtering, will be taken to supervise student use of ICT resources, Lincoln Public Schools cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside the schools, in violation of school district policies/procedures and schools' rules. The school district is not responsible for the accuracy or quality of information obtained through ICT resources.
- 2.2 The following rules are intended to provide general guidelines and examples of prohibited student uses of ICT resources, but they do not attempt to describe all required or prohibited student activities. Failure to comply with these rules may result in loss of ICT resource access privileges, disciplinary action, and/or legal action.
- 2.3 Students are responsible for their actions and activities involving the schools' ICT resources and for their computer files, passwords, and accounts.
- 2.4 Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

- 2.4.1 Accessing Inappropriate Content: Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying content that is defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal;
  - 2.4.2 Violating Copyrights: Copying or downloading copyrighted materials without the owner's permission or any other activity that violates other school district policies regarding copyrighted material;
  - 2.4.3 Plagiarism: Representing as one's own work any content obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, grade level-appropriate citation conventions must be used;
  - 2.4.4 Copying Software: Copying, downloading or installing software without the express authorization of the system administrator;
  - 2.4.5 Non-School-Related Uses: Using the schools' ICT resources for non-school-related purposes such as private financial gain, commercial, advertising, or solicitation purposes;
  - 2.4.6 Misuse of Passwords/Unauthorized Access: Sharing passwords, using other users' passwords without permission, and/or accessing or attempting to access other users' accounts;
  - 2.4.7 Personal Safety: Giving out your own or the personal information of others, including but not limited to, last names, phone numbers, addresses, birth dates, and pictures and meeting people in person that they have contacted through the Internet without parental permission;
  - 2.4.8 Malicious Use/Vandalism: Any malicious use, disruption or harm to the schools' computers, networks, and Internet services including but not limited to hacking activities and creation/uploading of computer viruses;
  - 2.4.9 Circumventing Safety Measures: Using a proxy server or any other method to attempt to access a website or content that is blocked by the District;
  - 2.4.10 Illegal Distribution of Software/Files: Transferring copyrighted software or files or illegally possessing copyrighted software or files in a student account;
  - 2.4.11 Computer Settings: Changing the configuration of a District-owned ICT or another person's ICT without permission;
  - 2.4.12 Audio/Video Recordings: Audio or video recording lectures or school activities without permission from the faculty and/or students involved; and
  - 2.4.13 Posting Information: Posting pictures, audio, or video of lectures or school activities to the Internet without the permission of faculty and the parents of all students involved.
- 3.0 Cyber Bullying and Harassment
- 3.1 Lincoln Public Schools prohibits cyber bullying in accordance with M.G.L. c.71 §370 and the District's Bullying Prevention policy (JICFB) and Harassment and Harassment Reporting and Investigation Procedures (ACA).
  - 3.2 Cyber bullying can occur in and out of school, during and after school hours, at home, and in locations outside of the home.
  - 3.3 Cyber bullying through the use of technology or an electronic device owned, used, or leased by Lincoln Public Schools is prohibited.



- 3.4 Cyber bullying is prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Lincoln Public School district if the act or acts in question:
- create a hostile environment at school for the target;
  - infringe on the rights of the target at school; and/or
  - materially and substantially disrupt the education process or the orderly operation of a school.
- 3.5 Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with District disciplinary policies.
- 4.0 Social Media
- The District reminds all students that when they use District-owned ICT resources, they are often entering a global community. Their behavior and actions online reflect not only upon themselves but also upon the school district as a whole. In this global community, students must be aware of their personal safety and act in a manner that protects them. As such, all students must behave in an ethical, respectful, responsible, safe, and legal manner in connection with such use.
- 5.0 Community Use
- Student visitors or other minors who access District ICT resources must comply with this policy and all accompanying procedures and rules.

Approved at School Committee Meeting of March 18, 2021.

## Student Use of Third-party Software Services (See File IJNDB)

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.

Approved at School Committee Meeting of March 18, 2021.

Parents/guardians should complete and return to their child's teacher (one for each child) the Student Use of Third-party Software Services 2021-2022 Parental Permission Form found in the Forms section at the back of the Handbook.

# Volunteers and CORI

The Lincoln Public Schools welcomes and encourages volunteers in our schools. Parents/guardians and members of the community often volunteer to assist teachers in their classrooms or to support the school by volunteering to chaperone for field trips, for example, or in the Library/Media Center, or the Main Office. Often volunteers have specific skills that enrich the learning experiences of our students; however, this is not necessary, and all support is greatly appreciated.

All volunteers are required to complete a Criminal Offender Record Information (CORI) request prior to beginning their volunteer work. CORI forms are available in the school offices and at the Superintendent's Office. A government issued form of picture identification is required at the time you complete the form giving the District permission to review your CORI record. All CORI information is held in complete confidence. Please note that while we typically receive CORI results within 48 hours from submission, in some instances, it may take up to two weeks for our request for information to process through the Department of Criminal Justice Information Services.

# Accessibility of Extracurricular Activities

Extracurricular activities sponsored by the Lincoln Public Schools are nondiscriminatory in that:

1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; and
2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, gender identity, national origin, sexual orientation, disability, or homelessness.

# Dress Code

Personal choice in clothing should take into consideration good health, safety, and pride in appearance; however, appropriate and neat dress is expected. If a student fails to follow these guidelines, the student will be asked to replace inappropriate articles of clothing. Repeated instances will result in a call to the parents, and the student could receive a detention. No clothing that is disruptive to the educational process will be permitted.

# Photographs

From time to time, during the course of the school year, student information, including photographs and video, are produced and/or authorized for release by the Lincoln Public Schools. These media may be displayed or published and/or used for public communications, teacher training purposes, and teacher recruitment. Students may be photographed in groups or individually and may be identified by name. If you do not want to grant permission to release information or use photographs of your child(ren), please "opt out" by completing the Media Release form.

## Gifts to Faculty/Staff

Students and their parents are discouraged from the routine presentation of gifts to District employees on occasions such as Christmas. The School Committee expects adherence to the limits on gifts to public employees and the reporting requirements set out by the State Ethics Commission.

Where a student has a spontaneous desire to give a present to an employee, the gift should not be elaborate or expensive. In most circumstances, families should consider alternative avenues for honoring the work of teachers and staff.

## Student Accident Insurance

Low-cost student accident insurance plans are available on a voluntary basis. The schools are not endorsing these policies as superior to others but simply making them available as a convenience to parents/guardians. The schools do not have medical insurance coverage for students, and it is up to parents to decide what coverage they want.

Despite all safety precautions taken by the schools and other public agencies, each year many Massachusetts school children are injured while traveling to and from school or participating in school-time activities. The medical expenses incurred by students as a result of such accidents may cause financial hardship. Sometimes the family either has no insurance protection or its family insurance plans do not cover the entire cost of these unexpected expenses.

We suggest that you check the benefits of any medical insurance you may already have and then decide whether to enroll your child in a student accident insurance plan.

Should you have any questions, please contact Mary Ellen Normen, Administrator for Business and Finance at 781-259-9401 or email [mnormen@lincnet.org](mailto:mnormen@lincnet.org).

## Security/Surveillance Cameras in/on School Buildings and on School Buses (Policy ECAF)

The School Committee adopted Policy ECAF, Security/Surveillance Cameras in/on School Buildings and on School Buses on February 15, 2018. The complete policy is available at <https://www.lincnet.org/Page/4700>.

# Lincoln-Hanscom After-School Music Program (LASMP)

Blake Siskavich  
lasmp@lincnet.org

The After-School Music Program (LASMP and HASMP) was established in 1978 to enhance and expand the role music plays in the lives of Lincoln and Hanscom students. Our offerings provide the convenience of on-campus, after-school study. All lessons will be provided virtually at the beginning of the 2021-2022 school year.

## Faculty and Administration

A faculty, made up of highly talented and nurturing professionals, teach beginners through advanced students at our Lincoln and Hanscom campuses during the academic year. The program is administered by Blake Siskavich of the Lincoln Public Schools music faculty.

School Phone (September - June): 781-259-9401

Email at School: <mailto:lasmp@lincnet.org>

## Offerings

### Private Lessons

On both the Lincoln and Hanscom Campuses, private instruction is offered on orchestral and band instruments including strings (violin, viola, cello), woodwinds (flute, clarinet, saxophone), brass (trumpet and trombone) and percussion (drums). In addition, students may choose to study voice, recorder, guitar, electric bass, piano or ukulele.

### Beginner Group Lessons

On the Hanscom Campus, students are offered the opportunity to begin their study of an ensemble instrument in a small group setting after school. Beginner groups include flute, clarinet and saxophone, trumpet and trombone, percussion, violin and viola.

Registration information for the Lincoln and Hanscom After School Music Programs and Hanscom Beginner Group Lessons may be found at the back of this booklet in the forms section or downloaded at <http://www.lincnet.org/forms>. In addition, a program flyer may be found in each school office. Please feel free to contact the director with any questions you may have.

# Forms

## Table of Contents

Any of the forms included in this handbook can be printed out by going to the page(s) noted below or by downloading them by logging onto the Lincoln Public Schools website at <http://www.lincnet.org/forms>.

New student registration forms may be completed online at <https://www.lincnet.org/registration>.

The forms follow in the order listed below:

\*Annual Medical Form

Authorization to Release Records or Information

Extracurricular Activities Medical Questionnaire

Extracurricular Health Plan Form

Financial Assistance Application

Financial Assistance Verification Form

Lincoln After-School Music Program (LASMP) Registration

Massachusetts Free and Reduced Price School Meals Family Application

Instructions on How to Apply for Free and Reduced School Meals

USDA / *Speak* List

\*Media Release

Medication Authorization Form

\*Permission to Publish Student Image and Work

\*Student Use of Third-party Software Services

\*These forms will be completed annually for all returning students. Information about completing the forms online will be sent by email to families. Please complete and return the forms prior to the first day of school.

## Annual Medical Form

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

	Doctor	Dentist
Name:		
Office Phone		

Does your child have any condition or allergy that may require treatment? Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please list any medications your child is currently taking: \_\_\_\_\_

\_\_\_\_\_

The school nurse, with written parent permission, is authorized to administer certain medications and therapies during school hours. Listed below are the medications we have available for students per our state mandated protocol orders. The school will **NOT** be able to administer these medications unless there is a signed permission form on file in the Health Unit. ***Parent permission for protocol medications must be renewed at the beginning of each school year.*** Please fill in all the requested information, check all medications that apply to your child, and return the signed form.

I authorize the School Nurse or designee to administer the following medication(s) to my child (check all that apply):

☐ Tylenol                      ☐ Ibuprofen (Motrin, Advil)

### Do you give explicit permission for the following?

1. If your child requires transport due to a medical emergency, do you give consent for necessary treatment at the medical facility receiving your child? ☐ Yes    ☐ No  
In the event of a medical emergency, attempts will be made to contact a parent/guardian or your identified emergency medical contact.
2. Permission is given for the school to share information relevant to my child's health condition with appropriate school personnel when needed to meet my child's health and safety needs and to exchange information with my child's primary care provider for the purpose of referral, diagnosis, and treatment? ☐ Yes    ☐ No

_____ Parent/Guardian Signature	_____ Date
Eileen Dirrane – Hanscom School Nurse Audra Maria – Lincoln School Nurse	PH: 781-274-7723 PH: 781-259-9407 Fax: 781-274-7695 Fax: 781-259-2705

Please complete and return to your child's teacher with your child's complete back-to-school form packet.

## Authorization to Release Records or Information

Parents/Guardians, please complete a form for each student.

I, \_\_\_\_\_  
Name of Parent/Guardian (Please Print)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

hereby authorize (parent/guardian, please check appropriate school below):

\_\_\_\_ Lincoln Preschool  
Ballfield Road, Lincoln, MA 01773  
Ph: 781-259-9889 Fax: 781-259-9246

\_\_\_\_ Lincoln School K-4 (Smith)  
Ballfield Road, Lincoln, MA 01773  
Ph: 781-259-9404 Fax: 781-259-2654

\_\_\_\_ Lincoln School 5-8 (Brooks)  
Ballfield Road, Lincoln, MA 01773  
Ph: 781-259-9408 Fax: 781-259-2637

\_\_\_\_ Hanscom Primary School, Bldg. 1916  
4 Ent Road, HAFB, MA 01731  
Ph: 781-274-7721 Fax: 781-274-6414

\_\_\_\_ Hanscom Middle School, Bldg. 1917  
6 Ent Road, HAFB, MA 01731  
Ph: 782-274-7720 Fax: 781-274-7329

to release/request any and all records or information relating to my child:

\_\_\_\_\_  
Name of Child (Please print.)

including, but not limited to (check all that are appropriate):

- ☐ Educational history (including, but not limited to IEPs, assessments, evaluations, progress reports, etc.)
- ☐ Medical records and information
- ☐ Psychological/Emotional Diagnosis (e.g., behavior modification programs or strategies, assessments, evaluations, etc.)
- ☐ Other (specify) \_\_\_\_\_

I further authorize the Lincoln Public Schools and the individual, institution, healthcare or other service provider mentioned below to communicate verbally and in writing regarding my child.

**Phone No. Where Parent Can Be Reached:** \_\_\_\_\_

To the following:

Name of Receiving Person/ Institution	
City, State Zip	
Phone/Fax/Email	

## Extracurricular Activities Medical Questionnaire

THIS INFORMATION WILL ACCOMPANY YOUR STUDENT WHEN EMERGENCY ROOM ADMISSION IS APPROPRIATE AND PARENTS/GUARDIANS ARE NOT AVAILABLE.

THIS FORM MUST BE COMPLETED FOR EXTRACURRICULAR ACTIVITY AND SUBMITTED TO THE SCHOOL NURSE **PRIOR TO THE START OF EACH SEASON** A STUDENT PLANS TO PRACTICE, COMPETE, PERFORM AND/OR PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITY.

*Note: The school nurse is **NOT** present before, during, or at after-school extracurricular programs. It is the responsibility of the parent/guardian to complete and return this form to the school nurse before their child can participate in each and any activity. Students with current asthma or a life-threatening allergy will NOT be allowed to participate without their prescribed medications or test/snack kits in their immediate possession. NOTE: Glucagon and Diastat CANNOT be administered by a medically unlicensed individual such as a coach or teacher. ALL PARENTS OF STUDENTS WITH HEALTH CONDITIONS REQUIRING EMERGENCY MEDICATION MUST ALSO COMPLETE AND SIGN THE "Non-School Hours Health Directive" form.*

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ Gender \_\_\_\_\_

Address \_\_\_\_\_ Grade \_\_\_\_\_ Home Phone \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Parent/Guardian Name \_\_\_\_\_

Work Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

---

### Significant current or past medical problems or injuries:

Allergies (food, insect, latex, medication):

Current Medications:

Emergency Medications Required: \_\_\_EPI-PEN \_\_\_INHALER \_\_\_INSULIN \_\_\_DIASTAT \_\_\_OTHER

### Please Check One:

\_\_\_ My child does not need any emergency medication.

\_\_\_ My child will have his/her emergency medication in his/her possession during after-school activities.

Date of last tetanus immunization \_\_\_\_\_

Physician's Name \_\_\_\_\_ Phone # \_\_\_\_\_

Health Insurance Co \_\_\_\_\_ ID # \_\_\_\_\_ Group # \_\_\_\_\_

*I authorize the coach/teacher of the Lincoln Public Schools to obtain emergency medical care for my child for illness or injury received during participation in extracurricular activities including travel. Permission is also given to the attending physician to treat said illness or injury. The coach/teacher will make every reasonable attempt to contact parents/guardians in the event of emergency illness or injury. The coach/teacher will carry this signed form to insure proper care and treatment of my child.*

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**THE OTHER SIDE OF THIS FORM MUST BE COMPLETED FOR PARTICIPATION IN ANY SPORT**

*Please print out, complete, and return to the school nurse.*



## *Pre-participation Head Injury/Concussion Reporting Form*

1. Has student ever experienced a traumatic head injury (a blow to the head)? \_\_\_\_\_ Yes \_\_\_\_\_ No  
♦ If yes, when? Dates (month/year)\_\_\_\_\_
2. Has student ever received medical attention for a head injury? \_\_\_\_\_ Yes \_\_\_\_\_ No  
♦ If yes, when? Dates (month/year)\_\_\_\_\_
- ♦ If yes, please describe the circumstances:
3. Has student ever received a face or cervical spine injury? \_\_\_\_\_ Yes \_\_\_\_\_ No  
♦ If yes, when? Dates (month/year)\_\_\_\_\_
4. Was student diagnosed with a concussion? \_\_\_\_\_ Yes \_\_\_\_\_ No  
♦ If yes, when? Dates (month/year)\_\_\_\_\_
- ♦ Duration of symptoms (such as headache, difficulty concentrating, fatigue) for most recent concussion:  
\_\_\_\_\_

### **ADDITIONAL MEDICAL HISTORY**

***If "Yes" is circled, please explain. (Use extra sheet if necessary)***

1. Has a physician ever denied or restricted student's participation in sports for any problems? Yes No
2. Has student ever been dizzy or passed out during or after exercise? Yes No
3. Has student ever had a heart murmur, irregular rhythm, or high blood pressure? Yes No
4. Has student ever had chest pain during or after exercise? Yes No
5. Has student ever had seizures? Yes No
6. Has student ever dislocated a bone? Yes No  
If Yes, which one and when?
7. Has student ever had surgery? Yes No  
If Yes, for what and when?

*I hereby state that I have reviewed this medical history and find the answers to these questions correct to the best of my knowledge (required for legal minors).*

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Athlete Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

***BOTH PARENT'S/GUARDIAN'S AND STUDENT'S SIGNATURES REQUIRED PER STATE LAW***

*Please print out, complete, and return to the school nurse.*

## Extracurricular Health Plan

Please print out, complete, and return to the school office.

Note: The School Nurse is NOT typically present at after school extracurricular programs/activities unless your child has been identified as requiring nursing care in order to access extracurricular activities (section 504 accommodations). Please supply the necessary information to support your child's participation. This form must be returned to the School Nurse before your child can participate in a sport or activity. If your child requires medication for emergency care (e.g., EpiPen, Inhaler) the parent must ensure that the student has their medication in their possession.

**Student Name:** \_\_\_\_\_ **Grade** \_\_\_\_\_

**My child has the following medical condition that may require immediate emergency attention (911):**

\_\_\_\_\_ **Asthma**

\_\_\_\_\_ **Allergic Reaction to**

\_\_\_\_\_

\_\_\_\_\_ **Other**

\_\_\_\_\_

### Plan of Action for Responsible Adult:

**Allergic Reaction:** Examples of some of the symptoms include: difficulty breathing, shortness of breath, wheezing, difficulty swallowing, hives, itching, swelling of any body part, weak pulse, dizziness, hoarseness, vomiting, diarrhea, passing out.

#### **Action Plan:**

1. Administer or assist student to administer EpiPen
2. **Call 911.** State EpiPen has been administered; ***request paramedic assistance.***
3. Notify Parent.

**Asthma:** Student has difficulty breathing, wheezing, coughing, shortness of breath or complains of a "tight chest."

#### **Action Plan:**

1. Have the student administer rescue inhaler.
2. Notify parent.
3. If no relief of symptoms in 5 minutes, call 911.
4. Notify parent of 911 call.

**Seizure Disorder:** Altered consciousness, involuntary muscle stiffness or jerking movements, drooling, temporary halt in breathing, loss of bladder control.

#### **Action Plan:**

1. Follow directions on student's Seizure Action Plan.
2. Call 911 and ***request paramedic assistance.***
3. Notify Parent.

Parent/Guardian child specific Instructions:

\_\_\_\_\_

\_\_\_\_\_

**Parent/Guardian Signature**

**Date**

**Nurse's Signature**

**Date**

## Financial Assistance Application Form

Please print out and complete the front **and back** of this form and mail to Mary Ellen Normen, Administrator for Business and Finance, Lincoln Public Schools, Ballfield Road, Lincoln, MA 01773.

### APPLICATION WILL NOT BE PROCESSED WITHOUT REQUIRED DOCUMENTATION

*Failure to provide proof of all income will result in a delay in processing this request.*

**DO NOT SEND ORIGINALS;** they cannot be returned. Copies can be made for you at the Lincoln Public Schools Business Office.

*All documentation is treated confidentially and details are not shared with any other offices or departments.*

Your first name and initial	Last Name	Home Phone	Address
Other Parent/Guardian first name	Last Name	Home Phone	Address

#### Ia Check off Adults in Households:

Yourself ☐ Spouse ☐  
 Other ☐ Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Other ☐ Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Other ☐ Name \_\_\_\_\_ Relationship \_\_\_\_\_

#### Ib List all Dependents living with you:

Check if filing for fee assistance with:									
First Name	Last Name	Relationship to you	2021-2022 Grade	2021-2022 School	Bus	Athletic	Instrument Lessons	Kinder-garten	Other*

\*Other would include mandatory school field trips and other school related fees; not events or overnight travel when optional.

Enter total adults claimed on tax return:

Note: This line should tie to line 6d, Form 1040, of most recent tax return.

Total number of dependents claimed by you on your tax return listed in Ib above:  
 → Total number claimed by you on your tax return listed in Ia and Ib above:


#### Ia Yearly income supporting child(ren):

Required Documentation	Check if Included	Reason Not Included (attach explanation if necessary)
1. Internal Revenue Service 1040 form page 1 & 2 of all adults residing in the Household		
2. Supplemental Security Income (SSI) and Disability Income		
3. Unemployment Compensation and Severance Pay		
4. Alimony and Child Support Agreements		
5. Transitional Assistance Letters and Benefits: 781-388-7375 or 1-800-249-2007		
6. Housing Authority Verification/Calculation Worksheet		
7. Section 8 Housing Voucher		
8. Documentation for Foster Child (Foster Children are handled as one household are not included as a member of the family in which they are residing or in the household income of the custodial parent.)		
9. Non-Custodial Parent income is considered when one parent receives the tax deduction of the dependent and there is no record of child support.		

An adult household member must sign the application.

I certify (promise) that all information included with this application is true and that all income is reported. I understand that the school may get federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose benefits, and I may be prosecuted.

Sign here: \_\_\_\_\_ Print name: \_\_\_\_\_

## *Financial Assistance Verification Form*

I, \_\_\_\_\_,  
*Please Print Name*

am applying for Financial Assistance and certify that neither I nor anyone else in my family is receiving alimony or child support in the 2021-2022 school year.

I certify (promise) that all information included with this application is true and that all income is reported.

I understand that the school may get federal funds based on the information I give.

I understand that school officials may verify (check) the information.

I understand that if I purposely give false information, my child(ren) may lose benefits, and I may be prosecuted.

\_\_\_\_\_  
Parent/Caregiver Signature

\_\_\_\_\_  
Date

*Lincoln After-School Music Program (LASMP),  
Hanscom Beginner Group Instrument Registration Information Form*

**Please register for LASMP online by clicking this link:**  
<https://forms.gle/8uWV2dUqM52bNuUeA> or scanning the QR Code.



**Payment information for the LASMP**

**Private Lessons:** Note: Registration fee of \$35 is included as part of trimester #1 payment.  
You may opt to pay either Full Tuition for 33 lessons or the installment plan for 11 lessons.

**Full Tuition: \$1,041.50** (or Installment Plan @ \$370.50) for 30-minute lessons and registration fee

**Full Tuition: \$1,520.00** (or Installment Plan @ \$530.00) for 45-minute lessons and registration fee

**Full Tuition \$1,998.50** (or Installment Plan @ \$689.50) for 60-minute lessons and registration fee

There are two ways to pay your LASMP tuition.

Registrations can only be processed when online payment has been made through the District's online payment system available at: <https://unipaygold.unibank.com/default.aspx?customerid=762> (under the Quicklinks section) or a check is mailed to the LPS Business Office along with the bottom portion of this page..

\_\_\_\_\_ I have attached my check for \$\_\_\_\_\_ payable to "Town of Lincoln Music Program."

**Beginner Groups (Hanscom Campus Only):**

Students may participate in a beginner group at no charge other than the cost of renting an instrument. Return completed form to the address below and request rental information. No payment is required with your registration for beginner groups.

**Please register for Hanscom Beginner Group Lessons online by clicking this link:** <https://forms.gle/6wNyCiEkjQEQP2RL8> or scanning the QR Code.



Enclosed is a check made out to "Town of Lincoln Music Program" for the lessons of (name/names):

---

*Please print out, complete, and return this bottom portion to:*

Lincoln After School Music Program  
Business Office, Lincoln Public Schools  
6 Ballfield Road  
Lincoln, MA 01773



## 2021-2022 Massachusetts Application for Free and Reduced Price School Meals

If you have received a **Notice of Direct Certification – FREE** from the school district for free meals, **do not** complete this application. If you have received a **Notice of Direct Certification – REDUCED PRICE** from the school district for reduced price meals, this application may be submitted. **DO** let the school know if any children in the household are not listed on the **Notice of Direct Certification – FREE** letter you received.

### STEP 1

List ALL Household Members who are infants, children, and students up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper)

Definition of **Household Member**: "Anyone who is living with you and shares income and expenses, even if not related." Children in **Foster care** and children who meet the definition of **Homeless, Migrant or Runaway** are eligible for free meals. Read **How to Apply for Free and Reduced Price School Meals** for more information.

Child's First Name	MI	Child's Last Name	School Name	Grade	Student? Circle Yes or No	Foster	Homeless	Migrant	Runaway
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Y N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### STEP 2

Do any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, TANF, or FDPIR?

Write the **Agency ID Number**, then go to **STEP 4** (Do not complete STEP 3)

**EBT number not accepted; SNAP award letter may be requested**

Agency ID Number: \_\_\_\_\_

### STEP 3

Report Income for ALL Household Members (Skip this step if you answered 'Yes' to STEP 2)

Review the charts titled "Sources of Income" for more information. The "Sources of Income for Children" chart will help you with the Child Income section. The "Sources of Income for Adults" chart will help you with the All Adult Household Members section

#### A. Child Income

Sometimes children in the household earn or receive income. Please include the TOTAL income received by all Household Members listed in STEP 1 here:

Child Income	Weekly	Bi-Weekly	2x Month	Monthly
\$ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### B. All Adult Household Members (including yourself)

List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work	How often?				Public Assistance/ Child Support/ Alimony	How often?				Pensions / Retirement / All Other Income	How often?			
		Weekly	Bi-Weekly	2x Month	Monthly		Weekly	Bi-Weekly	2x Month	Monthly		Weekly	Bi-Weekly	2x Month	Monthly
	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Household Members  
(Children and Adults)

Last Four Digits of Social Security Number (SSN) of  
Primary Wage Earner or Other Adult Household Member

XXX-XX-

Check if no SSN ☐

### STEP 4

Contact Information and Adult Signature

Mail Completed Form To: your school office

"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

Street Address (if available)

Apt #

City

State

Zip

Daytime Phone and Email (optional)

Printed name of adult signing the form

Signature of adult

Today's date

Error prone ☐

## INSTRUCTIONS

## Sources of Income

Sources of Income for Children	
Sources of Child Income	Example(s)
- Earnings from work	- A child has a regular full or part-time job where they earn a salary or wages
- Social Security <ul style="list-style-type: none"> <li>- Disability Payments</li> <li>- Survivor's Benefits</li> </ul>	- A child is blind or disabled and receives Social Security benefits - A Parent is disabled, retired, or deceased, and their child receives Social Security benefits
-Income from person outside the household	- A friend or extended family member regularly gives a child spending money
-Income from any other source	- A child receives regular income from a private pension fund, annuity, or trust

Sources of Income for Adults		
Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
<ul style="list-style-type: none"> <li>- Salary, wages, cash bonuses</li> <li>- Net income from self-employment (farm or business)</li> </ul> If you are in the U.S. Military: <ul style="list-style-type: none"> <li>- Basic pay and cash bonuses (do NOT include combat pay, FSSA, or privatized housing allowances)</li> <li>- Allowances for off-base housing, food and clothing</li> </ul>	<ul style="list-style-type: none"> <li>- Unemployment benefits</li> <li>- Worker's compensation</li> <li>- Supplemental Security Income (SSI)</li> <li>- Cash assistance from State or local government</li> <li>- Alimony payments</li> <li>- Child support payments</li> <li>- Veteran's benefits</li> <li>- Strike benefits</li> </ul>	<ul style="list-style-type: none"> <li>- Social Security (including railroad retirement and black lung benefits)</li> <li>- Private pensions or disability benefits</li> <li>- Regular income from trusts or estates</li> <li>- Annuities</li> <li>- Investment income</li> <li>- Earned interest</li> <li>- Rental income</li> <li>- Regular cash payments from outside household</li> </ul>

**Ethnicity (check one):**

- ☐ Hispanic or Latino  
☐ Not Hispanic or Latino

**Race (check one or more):**

- ☐ American Indian or Alaskan Native    ☐ Native Hawaiian or Other Pacific Islander  
☐ Asian    ☐ White  
☐ Black or African American

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

## OPTIONAL

## Children's Racial and Ethnic Identities

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410

fax: (202) 690-7442; or

email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

**For School Use Only****2021-2022 Massachusetts Application for Free and Reduced Price School Meals**

Total Income

Household Size

**Annual Income Conversion:**

Weekly x 52  
 Every 2 Weeks x 26  
 Twice A Month x 24  
 Monthly x 12

Only annualize income if there are multiple pay frequencies

How often?

Weekly	Bi-Weekly	2x Month	Month	Annually
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eligibility:

Free	Reduced	Denied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Categorical Eligibility ☐

Determining Official's Signature

Date

Confirming Official's Signature

Date

Verifying Official's Signature

Date

# HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Lincoln Public Schools. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact your school office.

**PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.**

## STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

**Who should I list here?** When filling out this section, please include ALL members in your household who are:

- Children age 18 or under AND are supported with the household's income;
- In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth;
- Students attending Lincoln Public Schools, regardless of age.

**A) List each child's name.** Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.

**B) Is the child a student at Lincoln Public Schools?** Mark 'Yes' or 'No' under the column titled "Student" to tell us which children attend [name of school/school district here]. If you marked 'Yes,' write the grade level of the student in the 'Grade' column to the right.

**C) Do you have any foster children?** If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are ONLY applying for foster children, after finishing **STEP 1**, go to **STEP 4**. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.

**D) Are any children homeless, migrant, or runaway?** If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway" box next to the child's name and complete all steps of the application.

## STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN SNAP, TANF, OR FDPIR?

**If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:**

- The Supplemental Nutrition Assistance Program (SNAP).
- Temporary Assistance for Needy Families (TANF) .
- The Food Distribution Program on Indian Reservations (FDPIR).

**A) If no one in your household participates in any of the above listed programs:**

- Leave **STEP 2** blank and go to **STEP 3**.

**B) If anyone in your household participates in any of the above listed programs:**

- Write the Agency ID for SNAP, TANF, or FDPIR. You only need to provide one Agency ID. If you participate in one of these programs and do not know your Agency ID, contact: [State/local agency contacts here].
- Go to **STEP 4**.

## STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

**How do I report my income?**

- Use the charts titled "Sources of Income for Adults" and "Sources of Income for Children," printed on the back side of the application form to determine if your household has income to report.
- Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.
  - Gross income is the total income received before taxes.



### STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

- Many people think of income as the amount they “take home” and not the total, “gross” amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.
- Write a “0” in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write ‘0’ or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the check boxes to the right of each field.

#### 3.A. REPORT INCOME EARNED BY CHILDREN

**A) Report all income earned or received by children.** Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked “Child Income.” Only count foster children’s income if you are applying for them together with the rest of your household.

**What is Child Income?** Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

#### 3.B. REPORT INCOME EARNED BY ADULTS

**Who should I list here?**

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- **Do NOT include:**
  - People who live with you but are not supported by your household’s income AND do not contribute income to your household.
  - Infants, Children and students already listed in **STEP 1.**

**B) List adult household members’ names.** Print the name of each household member in the boxes marked “Names of Adult Household Members (First and Last).” Do not list any household members you listed in STEP 1. If a child listed in **STEP 1** has income, follow the instructions in **STEP 3, part A.**

**C) Report earnings from work.** Report all income from work in the “Earnings from Work” field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

**What if I am self-employed?** Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

**D) Report income from public assistance/child support/alimony.** Report all income that applies in the “Public Assistance/Child Support/Alimony” field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as “other” income in the next part.

**E) Report income from pensions/retirement/all other income.** Report all income that applies in the “Pensions/Retirement/ All Other Income” field on the application.

**F) Report total household size.** Enter the total number of household members in the field “Total Household Members (Children and Adults).” This number **MUST** be equal to the number of household members listed in **STEP 1** and **STEP 3**. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

**G) Provide the last four digits of your Social Security Number.** An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled “Check if no SSN.”

### STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

*All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.*

#### STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

**A) Provide your contact information.** Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

**B) Print and sign your name and write today's date.** Print the name of the adult signing the application and that person signs in the box "Signature of adult."

**C) Mail Completed Form to: Insert School/District address here**

**D) Share children's racial and ethnic identities (optional).** On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.



## I Speak Statements

- ☐ أنا أتكلم اللغة العربية. (Arabic)
- ☐ Ես խոսում եմ հայերեն (Armenian)
- ☐ 我说中文 (Chinese Simplified)
- ☐ 我說中文 (Chinese Traditional)
- ☐ Ja govorim **hrvatski**. (Croatian)
- ☐ اینجانب به زبان فارسی صحبت می کنم. (Farsi)
- ☐ Je parle **français**. (French)
- ☐ Μιλώ **ελληνικά**. (Greek)
- ☐ ཨྱ རྒྱལ་ཁྲིམས་ ཡིན་པུ་ ཨྱ (Gujarati)
- ☐ Mwen pale **Kreyòl**. (Haitian Creole)
- ☐ मैं **हिंदी** बोलता हूँ (Hindi)
- ☐ Kuv hais **lus hmoob**. (Hmong)
- ☐ 私は **日本語** を話します。 (Japanese)
- ☐ ខ្ញុំនិយាយភាសាខ្មែរ (Khmer)
- ☐ 본인의 모국어는 **한국어**입니다. (Korean)
- ☐ نه ز زمانی **کوردی** ده ناخفم. (Kurdish)
- ☐ ຂ້າພະເຈົ້າເວົ້າ **ພາສາລາວ**. (Lao)
- ☐ Yie gorngv **Mienh** waac. (Mien)
- ☐ Mówię **po polsku**. (Polish)
- ☐ Eu falo **Português**. (Portuguese)
- ☐ ਇ **ਸ੍ਰਪਅਕ ਪੰਜਾਬੀ** (Punjabi)
- ☐ Я говорю **по-русски**. (Russian)
- ☐ Ou te tautala **faaSamoa**. (Samoan)
- ☐ Govorim **srpski**. (Serbian)
- ☐ Waxaan ku hadlaa **Somali**. (Somali)
- ☐ Yo hablo **español**. (Spanish)
- ☐ أتحدث **السودانية** (لغوي سوداني) (Sudanese)
- ☐ Marunong po akong magsalita ng **Tagalog**. (Tagalog)
- ☐ ข้าพเจ้าพูด **ภาษาไทย** (Thai)
- ☐ ኣኒ **ትግርኛ** ይዘረብ እየ. (Tigrinya)
- ☐ Я розмовляю **українською**. (Ukrainian)
- ☐ میں **اردو** بولتا/ بولتی ہوں. (Urdu)
- ☐ Tôi nói tiếng **Việt**. (Vietnamese)

USDA is an equal opportunity provider and employer.

## *Media Release*

### **Release to Media Outlets**

From time to time, the Lincoln Public Schools release student work or audio/video/images of students to newspapers, local cable access, local organizations such as the PTO, and other media outlets. Students may appear individually or in groups and may be identified by first name.

Occasionally, the district will publish and/or release student full names along with student work and/or images to honor student achievements.

#### **Permission to release to media student audio/video/images and student work**

I give my consent to Lincoln Public Schools to release to media outlets information about my child, including student work, photographs, interviews, audio and video recordings produced and/or authorized by the Lincoln Public Schools.

☐ Yes, I grant permission      ☐ No, I do NOT grant permission

Student's Printed Name: \_\_\_\_\_

Parent/Guardian's Printed Name: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please complete and return to your child's teacher with your child's complete back-to-school form packet.*

Dear Parent/Guardian,

The Lincoln Public Schools Medication Policy provides for the health and safety of students requiring medications during the school day.

The Medication Authorization form must be completed and be on file in the school Health Office before any medication is administered.

The following statements highlight the main points of the policy. The entire policy is available for review in each Health Office.

- Medications orders must be renewed at the beginning of each school year.
- Non-prescription medication (over-the-counter) will be handled the same as prescription medication.
- Whenever possible, medication administration should be scheduled at times other than school hours.
- All medication **MUST** be delivered to the Health Office by the student's parent/guardian or a designated adult.
- Only a 30-day supply of medication will be accepted at any time.
- All medication must be delivered in a correctly labeled pharmacy or manufacturer's medication container.
- The pharmacy-labeled container can be used in lieu of a physician's order only in the case of short-term medications, i.e., those medications to be given for ten (10) days or less.
- Self-medication can be allowed under certain circumstances after consultation with the school nurse. Unless authorized in writing by the school nurse, all medications administered will be kept in the nurse's office.
- If a medication needs to be given during a school-sponsored event such as a field trip, the school nurse must be contacted in advance in order to allow time to make special arrangements prior to the outing.
- A parent may retrieve medicine from the school at any time during school hours or by arrangement with the school nurse.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications not picked up by the close of the school year will be destroyed.

Please call the Health Offices if you have any questions or concerns.

Audra Maria, RN  
Lincoln School  
81-259-9407

Eileen Dirrane, RN  
Hanscom Schools  
781-274-7723

## Medication Authorization Form

This form is to be completed by a **licensed health care provider and parent/guardian** before any medication (over-the-counter or prescription) can be administered in school.

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

**PHYSICIAN:** Please complete this form if the above-named student must take prescription medication during school hours and it cannot be given at home.

**MEDICATION** \_\_\_\_\_ **DOSAGE** \_\_\_\_\_ **ROUTE** \_\_\_\_\_

**FREQUENCY** \_\_\_\_\_ **TIMES TO BE GIVEN IN SCHOOL** \_\_\_\_\_

Possible side effects: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Drug/Food Allergies: \_\_\_\_\_

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### PHYSICIAN

Name of licensed provider: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please print)

Licensed Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

---

### PARENT/GUARDIAN

I give my permission to the school nurse (or school personnel designated by the school nurse) to administer the above medication to my child. I authorize the school nurse to share information about such medication administration with my child's teachers, as the school nurse deems necessary, for the health and safety of my child.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_ (cell) \_\_\_\_\_

**Please read the medication policy on the back of this form**

*Please print out, complete, and return to school office.*

## *Permission to Publish Student Image and Work*

### **Release to Publish Student Work, Images, Audio, and Video on the World Wide Web**

At Lincoln Public Schools, we are proud of our students' work. At times, we publish student work and/or audio/video/images of students on both the LPS website (district, school, and teacher websites) and on external websites (Kidblog, Twitter, etc.). **Before we publish student work or audio/video/images of students, we require that parents/guardians give their permission annually.** When a student's work or audio/video/image of a student is published, we follow these guidelines:

- Student *work* may be identified by a student's first name only. The first letter of a student's last name is permitted if there are two or more students with the same first name in a class, e.g. *Abby A.* and *Abby B.*
- In video or images of students, *students are never identified by name* - not even by first name. In audio recordings, students *may be* identified by first name.

We believe that sharing these images and work is both motivating for students and beneficial to keeping families informed of classroom activities. We request, therefore, that you provide your permission below.

Occasionally, the district will publish and/or release student full names along with student work and/or images to honor student achievements.

### **Permission to publish student audio/video/images and student work**

In accordance with the guidelines outlined above, I grant Lincoln Public Schools my consent to publish audio/video/images of my child and/or the work my child produces.

☐ Yes, I grant permission      ☐ No, I do NOT grant permission

Student's Printed Name: \_\_\_\_\_

Parent/Guardian's Printed Name: \_\_\_\_\_

Parent/Guardian's

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This form is included in the online registration forms and the annual online forms package for returning students.  
Please complete the online forms prior to the first day of school.*

## *Student Use of Third-party Software Services 2021-2022 Parental Permission Form*

Teachers in the Lincoln Public Schools utilize several software services and web-based applications, operated not by the district but by third parties, in order to provide the most effective software tools and educational opportunities to students. All third-party software services that use individual student accounts are reviewed by the District for educational appropriateness, compliance with District policies, and appropriate protection of student privacy. A complete list of these third-party software services and which grades they are used at, including links to privacy policies and terms of services, are located at <http://www.lincnet.org/Page/3728>.

In order for students to use these third-party software services, certain personal identifying information, generally an abbreviated form of the student's name and an account username, must be provided to the operator of the third-party software service. Under a federal law called the Children's Online Privacy Protection Act (COPPA), these online service operators must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools to consent to the collection of personal information on behalf of all students. This form will constitute consent for the Lincoln Public Schools to provide personal identifying information for your child, including first name, abbreviated last name, and username, to the operators of the approved third-party software services for the 2021-2022 school year listed at <http://www.lincnet.org/Page/3728>.

This consent only applies to the software services listed at the link above. If teachers identify additional services that they will use during the school year, they will obtain parental consent for those services during the school year.

Student's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This form is included in the online registration forms and the annual online forms package for returning students.  
Please complete the online forms prior to the first day of school.*