

## **INSTRUCTIONAL GOALS**

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating and Assessment Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation and assessment function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

CROSS REF.: AD, Educational Philosophy  
ADA, School District Goals and Objectives

SOURCE: Greenfield

## ACADEMIC FREEDOM

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

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

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

*Note: The MASC Reference Manual replaces the highlighted "State" with "Commonwealth"*

SOURCE: Greenfield

## **SCHOOL YEAR/SCHOOL CALENDAR**

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval by May 30<sup>th</sup> or sooner if possible of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. ~~Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.~~
2. ~~Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.~~

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

~~LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12  
Board of Education Regulations for School Year and School Day, effective 9/1/75  
Board of Education, Student Learning Time Regulations  
603-CMR-27.00, Adopted 12/20/94~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## SCHOOL YEAR/SCHOOL CALENDAR

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

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

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

SOURCE: MASC April 2019

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

~~**NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.**~~

~~**The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.**~~

## VIRTUAL SCHOOL CALENDAR

As with Greenfield's brick and mortar schools, the MAVA at Greenfield's curriculum is based on a 900-hour, 180-day plan.

Virtual school students are advised to keep their schoolwork paced according to the school committee's approved 180-day, 10-month calendar. However, due to the uniqueness of virtual schooling, we realize a more flexible school calendar may be needed.

Accordingly, virtual school students may substitute a day of attendance using any off-calendar day from September 1<sup>st</sup> to June 30<sup>th</sup> (Saturdays, Sundays, holidays). Under extenuating circumstances, a student may complete his/her schooling after June 30<sup>th</sup>, which can only be approved by the Superintendent. Five (5) hours per day of schooling is considered a full day; 2.5 hours per day of schooling is considered a half-day, which is a credited day of attendance.

MAVA at Greenfield's curriculum is based on a 180-day plan. Virtual school students are required to participate during the traditional 10-month school year, September to June. No student is considered to have completed his/her grade until the end-date of the traditional and approved Greenfield school calendar, as with other Greenfield schools.

Students who complete their grade level work significantly ahead of schedule, however, may have supplemental or augmentative work or may start a higher level work prior to graduation from their current grade.

Information about Greenfield's traditional and virtual school calendar will be provided to participating virtual school families and personnel.

Draft Date: October 26, 2011 & November 16, 2011

For first reading and review of wording: November 17, 2011

For 2<sup>nd</sup> reading and adoption: December 15, 2011

Adopted December 15, 2011

SOURCE: Greenfield

## SCHOOL DAY

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

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

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day when applicable unless bus schedules require earlier admittance.

LEGAL REFS.: — M.G.L. 15:1G; 71:1; 71:59

Board of Education Regulations for School Year and Day, effective 9/1/75

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

Draft 11-17-04

Adopted 12-8-04

[1] SOURCE: Greenfield

## SCHOOL DAY

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

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

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

SOURCE: MASC April 2019

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

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

## **ORGANIZATION OF INSTRUCTION**

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

~~The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.~~

~~The structure will consist of three levels—Primary/Elementary, Middle and Secondary levels.~~

~~The Primary/Elementary level includes schools with Pre-kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve.~~

~~Special education services are integrated across each grade level in all schools.~~

~~The organization is designed to meet the standards established within the Curriculum Frameworks as required by the State Department of Education and to serve the needs of all students.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

**SOURCE: Greenfield**

## ORGANIZATION OF INSTRUCTION

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

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

The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).

The Primary/Elementary level includes schools with kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve. \*

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.<sup>[2]</sup><sup>[3]</sup>

**~~\*NOTE: District to reflect local configuration.~~**

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC April 2019

## **CURRICULUM DEVELOPMENT**

~~Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools and the requirements of state mandated standards. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise, and gathering input from parents and community when applicable.~~

~~The Committee expects its faculty and administration to regularly evaluate the education program and to provide modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.~~

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

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **CURRICULUM DEVELOPMENT**

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

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

SOURCE: MASC April 2019

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

## **SUPPORT SERVICES PROGRAMS**

~~To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Support Services staff will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.~~

### ~~Curricular Supervision and Coordination~~

~~Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.~~

### ~~Support Services~~

~~The Director of Curriculum and Instruction shall be responsible for all programs for educationally handicapped and gifted students' psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned to the Learning Support Services.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## STUDENT SERVICES PROGRAMS

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

The Director of Pupil Services ~~Assistant Superintendent\*~~ shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC April 2019

~~\*NOTE: District to reflect local configuration~~

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

**SUPPLEMENTAL INSTRUCTION** [4] [5]

Reading/Math Support Services

~~Of all educational skills, literacy in the English language is among the most important as it affords our youth the skills necessary to become productive members of our society.~~

~~All children should be taught English (spoken and written) as rapidly and effectively as possible.~~

~~Mathematical proficiency is also a key instructional priority.~~

~~To the extent possible, all efforts should be made to meet the educational needs for literacy instruction (reading and mathematics) within the general education program.~~

~~To accomplish these instructional priorities, the Greenfield schools shall assign reading teachers and tutors to offer supplemental reading and writing programs, and math teachers and tutors to offer supplemental numerical literacy programs, integrating reading skills into numeracy programs whenever possible.~~

~~Administrative guidelines will be established for entry into and exit from supplemental instructional programs offered each year in English/ reading and mathematics.~~

~~LEGAL REFS.: M.G.L.71:1, 38Q ½; 71A:1; 71B:2~~

~~Draft 11-17-04 Adopted 12-8-04~~

~~Revised for first reading 11-27-12~~

~~Revised for Second Reading 12-18-12~~

~~Adopted 12-18-12~~

SOURCE: Greenfield

## **~~ALTERNATIVE PROGRAMS~~**

~~It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, alternative programs may be established.~~

### Definition

~~Alternative programs are defined as provisions within the public education system which offer major choices among diverse educational environments based on student needs, talents and interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.~~

### Development

~~Any project shall have been discussed with the Administration and must receive its endorsement prior to development.~~

~~Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.~~

~~Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes of the program and determining the extent to which it is successful in achieving the philosophy and objectives of the District. Alternative programs will be reviewed and evaluated annually for the first three years with a recommendation to the Committee as to continuation of the programs.~~

### Approval

~~Prior to implementation, the Committee shall approve alternative programs.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **8<sup>TH</sup> GRADE TAKING HIGH SCHOOL COURSES**

The Greenfield School Committee supports opportunities for students to advance.

Accordingly, grade 8 students at Greenfield High School may take scheduled high school courses with high [7] school teachers, on a space available basis. They may take high school courses to replace an 8<sup>th</sup>-grade course or in addition to their 8<sup>th</sup>-grade course in the same subject area.

With parent permission and guidance recommendation, students may petition to take high school courses in science, technology, mathematics, and world language for high school credit toward graduation. The school principal must approve the particular course for grade 8 student participation under this option.

The goal of this policy is to help students reach higher level courses, including college courses for dual credit, during their high school years. The Superintendent will develop guidelines to implement this policy.

Voted by School Committee, May 28, 2009

SOURCE: Greenfield

## CURRICULUM ADOPTION

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

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

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

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

*Note: The MASC Reference Manual replaces the highlighted “its” with “the”, and “school system” with “school district”. It also includes the Legal reference highlighted in red above*

~~Draft 11-17-04  
Adopted 12-8-04~~

SOURCE: Greenfield

## **IGD - CURRICULUM ADOPTION**

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

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

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

SOURCE: MASC April 2019

LEGAL REF.: M.G.L. [15:1G](#); [71:1](#); [69:1E](#)

## **BASIC INSTRUCTIONAL PROGRAM**

### **Curricula**

1. ~~The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and colors.~~
2. ~~All school books, instructional and educational materials shall be reviewed for sex role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials if present.~~
3. ~~School books, instructional and educational materials purchased after the date of 603 CMR 26.00 shall in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive rolls.~~
4. ~~Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex nor designed to have an adverse impact on members of either sex.~~

~~LEGAL REFS.: M.G.L. 71:1, 2, 3; 71:13  
603 CMR 26:05~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **PHYSICAL EDUCATION**

~~The School Committee [9] requires encourages student participation in physical education while in school, to promote health and allow students the opportunity to develop the habit of being physically active for life.~~

- ~~● Physical activity is defined as bodily movement of any type and may include but is not limited to recreational, team sports, fitness, and daily activities such as walking, running, climbing, gardening, dance, yoga, swimming and stretching.~~
- ~~● The intended outcome of physical education is to develop a physically educated person. The National Association for Sport and Physical Education describes a physically educated person in their standards.~~

~~The National Standards for Physical Education are\*:~~

- ~~● Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.~~
- ~~● Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.~~
- ~~● Standard 3: Participates regularly in physical activity.~~
- ~~● Standard 4: Achieves and maintains a health-enhancing level of physical fitness.~~
- ~~● Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.~~
- ~~● Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.~~

~~The physical education national standards are intended to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards is to provide the framework for quality physical education.~~

~~The School Committee supports a sequential K-12 program with appropriate physical activity and goals for elementary, middle, and high school students in accordance with state requirements.~~

~~\*American Association of Health, Physical Education, Recreation and Dance. **Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition, 2004.** Retrieved from <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>~~

~~LEGAL REFS.: — M.G.L. 71:1; 71:3  
Board of Education Regulations Pertaining to Physical Education, adopted 4/25/78,  
effective 9/1/78  
603-CMR 26:05 Nat'l. Conference of State Legislatures~~

~~Reviewed by Policy Subcommittee August 9, 2011~~  
~~First reading for revision September 15, 2011~~  
~~Reviewed by Policy Subcommittee September 26, 2011~~  
~~Second reading for adoption October 20, 2011~~  
~~Adopted October 20, 2011~~

~~SOURCE: Greenfield~~

## OCCUPATIONAL EDUCATION

The School Committee recognizes that students in the pre-kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.

603 CMR 4.00

Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77

*Note: The MASC Reference Manual replaces "kindergarten" with "pre-kindergarten" in the opening sentence and replaces the highlighted legal reference with:*

603 CMR 4.00

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **HEALTH EDUCATION**

~~Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.~~

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

~~The School Committee is committed to a sound, comprehensive health/sex education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in grade 7.~~

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

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

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

~~Draft 11-17-04  
Adopted 12-8-04~~

SOURCE: Greenfield

## HEALTH EDUCATION

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

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education. **Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in other grades.\*** [11]

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

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

~~\*NOTE: Highlighted sentence should be changed to reflect district practice.~~

SOURCE: MASC April 2019

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

**HEALTH EDUCATION  
(Exemption Procedure)**

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material<sup>[12]</sup> taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

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

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

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

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

Draft 11-17-04  
Adopted 12-8-04

SOURCE: MASC/Greenfield

## PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Greenfield School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

REF.: Department of Education

*Note: This policy is updated and recoded as IHAMA and appears below*

Draft 11-17-04

Adopted 12-8-04

SOURCE: Greenfield

## IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

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

LEGAL REFS: M.G.L. [71:32A](#)

603 CMR [5.00](#)

SOURCE: MASC - Legal References updated January 2021

**SAMPLE NOTICE TO PARENT/GUARDIAN**

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum. This program has been developed by our professional staff under the guidance of the community health education advisory council. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well being of our students, and to help them make wise and informed decisions during their teen age years and beyond.

Sex education is part of the health education curriculum in grades 7 and 8, including topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; homosexuality; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse. The instructional materials we use for the course include a curriculum package and a video, listed on the enclosed outline. If you would like to review these materials at the school, you are welcome to do so. Please call me to arrange a convenient time.

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matter concerning your child's education, please call me.

Sincerely,

Principal

[Phone Number]

Enclosure: [course outline; list of curriculum materials for sex education]

Draft 11-17-04

Adopted 12-8-04

SOURCE: Greenfield

## **TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO**

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

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

- To create an awareness of the total drug problem—prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.
- To relate the use of drugs and alcohol to physical, mental, social and emotional practices.
- To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
- To understand the personal, social and economic problems causing the misuse of drugs and alcohol.
- To develop an interest in preventing illegal use of drugs in the community.

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

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

*Note: This policy is updated and recoded as IHAMB and appears below*

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

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

SOURCE: MASC October 2016

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

## **TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS**

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

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

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

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

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

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

SOURCE: MASC March 2016

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

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

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

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

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

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

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

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

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

LEGAL REFS.: ~~The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)  
Rehabilitation Act of 1973  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)  
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through  
7/1/81  
603-CMR 28:00 inclusive~~

**NOTE:** ~~Additional information regarding the education of Special Needs students is provided in the school districts Parent/Student Handbook and the Special Education Department Procedure Manual.~~

Draft 1-17-04

Adopted 12-8-04

SOURCE: Greenfield

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

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

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

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

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

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

SOURCE: MASC April 2019

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

~~**NOTE:—A school district's procedures for implementing Special Education laws and regulations are often too extensive to include in a policy manual. In such instances, a note can be added to the policy to point out the existence and availability of a document containing current procedures.**~~



## **PROGRAMS FOR STUDENTS WITH DISABILITIES**

In keeping with the intention of the Commonwealth state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

**LEGAL REF.:**      **Rehabilitation Act of 1973, Section 504**

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Pupil Services or designee and ~~or~~ Principal.
2. The Director of Pupil Services ~~Special Education Director~~ or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. When a parent/guardian requests an observation of a ~~special needs~~ student with special needs or program, the Director of Pupil Services ~~Special Education Director~~ or designee will seek approval from the Director of Special Education and <sup>[15]</sup> the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Director of Pupil Services ~~Special Education Director~~ or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit their report of the observation in advance of any follow-up Team meeting.
10. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

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

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

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

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

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

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

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

## GIFTED AND TALENTED EDUCATION

"Gifted and talented" students are those students who demonstrate outstanding performance or the assessed potential for such performance or whose abilities, talents and potential for accomplishment in one or more areas of endeavor are so outstanding that they require special provisions to meet their educational needs.

A gifted and talented educational program shall be identified and provided for students in grades kindergarten through twelve who are intellectually and creatively gifted.

The program shall be flexible, responsive to individual student needs and provide a variety of options for gifted students. These options should include higher level learning activities and experiences, opportunity for independent study, access to multiple resources and intellectual peer interaction.

The program shall provide gifted and talented students, families and educators an atmosphere of support and guidance.

NOTE: In the event that resources become available a program for Gifted and Talented students may be implemented.

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

**COMPENSATORY EDUCATION  
(Title 1)**

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

*Note: The MASC Reference Manual includes the following legal reference*

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

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **ENGLISH LANGUAGE LEARNING PROGRAMS**

~~As required by law, the School Committee will annually, prior to April 1, determine the number of school-age children of limited English speaking ability residing in the District. Whenever there are more than 20 such children of one language group (excluding children in parochial schools) the School Committee will provide a program in English Language Learning.~~

~~Any child whose primary language is other than English and who has difficulty performing ordinary class work in English may participate in these classes. The classes will consist of students of approximately the same age and level of educational attainment. Classes may also be offered in preschool and summer school programs.~~

~~Within 10 days after a student's enrollment in the English Language Learning Program, the student's parents or guardian will be provided with, in both English and their native language, the following information:~~

- ~~1. A clear statement of the purpose, method, and content of the transitional bilingual education program.~~
- ~~2. A statement of parental rights, which include:
  - ~~a. Visits to the transitional bilingual classes~~
  - ~~b. Conferences with school personnel~~
  - ~~c. Right to withdraw the student at any time upon written notification to the school authorities~~~~

~~The offering of this program makes it necessary to provide sufficient numbers of English Language Learning teachers and aides to implement it. The School Committee will make every effort to recruit and develop a highly qualified and motivated staff to carry out this program.~~

~~LEGAL REFS.: M.G.L. 71A:1 et seq.  
Board of Education Regulations for use in Administering Programs in Transitional Bilingual Education~~

~~Note: The Greenfield School Committee and its employees will abide by the intent and purpose of M.G.L. Chapter 71A~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **ENGLISH LEARNER EDUCATION**

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

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

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

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

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

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

SOURCE: [MASC April 2019](#)<sup>[17]</sup>

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

## **HOMEBOUND INSTRUCTION**

The schools may furnish homebound instruction to those students who are unable to attend classes for at least four consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Principal of the student's school.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers/tutors are assigned to homebound instruction by the Director of Pupil Services in consultation with School Principals.

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **HOMEBOUND INSTRUCTION**

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services.

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

SOURCE: MASC

## HOME SCHOOLING

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

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

~~Prior to removing the child from public school:~~

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

~~The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.~~

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

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

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

~~A student, with the approval of the School Committee, may be awarded a high school diploma if he/she or she has satisfied the Department of Education's competency requirements and has met the District's educational standards for graduation.~~

~~Note: The MASC Reference Manual replaces "his/her" with "their", "he/she or she has" with "they have"~~

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

~~Draft 11-17-04~~

~~Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## HOME SCHOOLING

~~In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled Care and Protection of Charles, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for children of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supersedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.~~

~~There are four main components to the decision, which may be summarized as follows:~~

~~**I.—The School Committee may enforce the compulsory school attendance law through a care and protection proceeding.**~~

~~The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school age children whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section 1) states that "the School Committee of each town shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here with," and concluded that one appropriate way for the School Committee to do so is a petition to find the children in need of care and protection with respect to their educational care.~~

~~**II.—The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.**~~

~~The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:~~

~~Every child between the minimum and maximum ages established for school attendance by the board of education (6-16) . . . shall . . . attend a public day school . . . or some other day school approved by the School Committee . . . unless the child attends school in another town . . . **but such attendance shall not be required of a child ... who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee.** (Emphasis added.)~~

~~The court concluded that this grant of authority to the Superintendent or School Committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not~~

~~unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1~~

~~“For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching....”~~

~~Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.~~

~~**III. Parents have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.**~~

~~Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct children's education must be reconciled. The court agreed with the parents: "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."~~

~~**IV. Guidelines for approval of home education plans.**~~

~~Having concluded that the approval process under General Laws Chapter 76, Section 1 is constitutionally permissible the court set forth guidelines for parents and school officials to follow in considering home education plans. They may be summarized as follows:~~

~~**A. Procedures.**~~

- ~~1. Parents must obtain approval **prior** to removing the children from the public school and beginning the home education program.~~

- ~~2. The Superintendent or School Committee must provide the parents with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a School Committee meeting is sufficient to meet this requirement.~~
- ~~3. In obtaining approval from the Superintendent or School Committee, the parents must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."~~
- ~~4. If the home education plan is rejected, the Superintendent or School Committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.~~

**~~B. Approval factors.~~**

~~The court listed the following factors that may be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal:~~

**~~1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.~~**

~~General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the School Committee also to require such other subjects, as it may deem expedient. In addition, the Superintendent or School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.~~

**~~2. The competency of the parents to teach the children.~~**

~~General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the Superintendent or School Committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children."~~

**~~3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.~~**

~~The Superintendent or School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."~~

**~~4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.~~**

~~The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test" and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."~~

**~~V. Conclusion.~~**

~~The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. We recommend that Superintendents and School Committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision. As long as the school officials making the decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.~~

~~LEGAL REFS.: M.G.L. 69:1D; 76:1~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

**~~File: IHBG--HOME SCHOOLING~~**

~~The Massachusetts General Law requires the School Committee to determine that a Home Schooling~~  
***Greenfield Public Schools***

~~program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.~~

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

~~Prior to removing the child from public school:~~

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

~~The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.~~

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

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

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

~~A student, with the approval of the School Committee, may be awarded a high school diploma if they have satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.~~

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles—MASS. Supreme Judicial Court 399 Mass. 324 (1987)

File: IHBG-R

## HOME SCHOOLING

1. ~~Requirements for approval of home instruction will include:~~
  - a. ~~The parent or legal guardian must request permission to hold home instruction on an annual basis.~~
  - b. ~~A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.~~
  - c. ~~The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.~~
2. ~~Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught child to attend specialized classes in the public school.~~
3. ~~Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in the spring of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.~~
4. ~~Auditing functions of the Committee for the home instruction will include:~~
  - a. ~~The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.~~
  - b. ~~The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.~~
  - c. ~~The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.~~
5. ~~Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.~~

- ~~6. The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.~~
- ~~7. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: MASC/Greenfield~~

## HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program. The Greenfield Public Schools School Committee delegates the approval of home instruction to the Superintendent of Schools. Any approval or rejection of an application by the Superintendent may be subject to review by the School Committee.

The Superintendent will prepare for the School Committee an annual summary of the children who participate in home instruction.

When a parent or guardian of a student below the age of 16 wants to establish a homebased educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

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

The parent/guardian must certify in writing, the name, age, place of residence, and number of hours of attendance of each child in the program. A home instruction application form will be provided to the parents or legal guardian for their convenience.

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

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.

2. The competency of the parents to teach the children.

3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.

4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

If the home education plan is rejected, the Superintendent must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If a parent begins the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which the District would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.

Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.

SOURCE: MASC LEGAL

REFS.:

M.G.L. 69:1D; 76:1,

Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.<sup>[19]</sup><sup>[20]</sup>

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

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

LEGAL REFS.: M.G.L. 71:37I; 71:37J  
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

*Note: The MASC Reference Manual replaces “school system” with “school district” and the highlighted legal reference with*

**603 CMR 17.00**

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **MAGNET SCHOOLS**

~~The School Committee is committed to ensuring an educational program of consistently high quality in each of the District's schools. In order to meet unique educational needs, better serve the needs of the school community, and/or assist in maximizing the use of existing facilities, the School Committee may establish magnet school programs in specific schools. Such programs shall operate under the direct supervision of the school Principal.~~

~~Magnet school programs shall be subject to the periodic review of the School Committee and the Superintendent, and the School Committee may direct expansion or discontinuance based on factors such as program effectiveness, changing needs, and availability of funds.~~

~~LEGAL REFS.: M.G.L. 71:37I; 71:37J  
Board of Education Regulation 603 CMR 24:00~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **SUMMER SCHOOLS**

~~The school system may conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be to enhance and advance the academic work of the students.~~

~~Attendance in summer school will be determined by a mutual decision between parents, teachers and the school principal.~~

~~Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the School District.~~

~~All summer programs will be subject to annual appropriations approved by the School Committee.~~

~~LEGAL REF.: M.G.L. 71:28~~

~~**NOTE: This category is for statements on the summer program the summer instruction, services, and facilities provided students. Personnel policies pertaining to summer schools should be filed in the appropriate category in the personnel section.**~~

~~Draft 11-17-04  
Adopted 12-8-04~~

SOURCE: Greenfield

## SUMMER SCHOOLS

The school district shall make available summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work.

To attend summer school, students must have the recommendation approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted to high~~granted high~~ school students in line with regulations of the sSchool dDistrict.

All summer programs will be subject to annual approval by the School Committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:28

~~**NOTE: This category is for statements on the summer program the summer instruction, services, and facilities provided students. Personnel policies pertaining to summer schools should be filed in the appropriate category in the personnel section.**~~

## **LIBRARY RESOURCES**

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

### Definition of Library Resources

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

### Criteria for Selection of Library Resources

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

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

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

### Disclosure of Information/Privacy of Circulation Records

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

### Re-evaluation (Weeding) of Library Resources

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

~~Among the reasons for withdrawing an item are the following:~~

~~Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.~~

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

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

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

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

~~Draft 11-17-04  
Adopted 12-8-04~~

~~*Note: This policy is updated and recoded to IJLA in the MASC Reference Manual*  
SOURCE: Greenfield~~

## **RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

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

~~**Religion**— Factual, unbiased material on religions has a place in school libraries.~~

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

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

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

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

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

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

~~CROSS REF.: ——— KEC, Public Complaints About the Curriculum or Instructional Materials~~

~~Draft 11-17-04~~

~~Adopted 12-8-04~~

~~*Note: This policy is updated and recoded to IJ-R in the MASC Reference Manual*~~

~~SOURCE: Greenfield~~

## INSTRUCTIONAL MATERIALS

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

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

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

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

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

~~Note: The MASC Reference Manual replaces “school system” with “school district”, the highlighted word “preference” with “orientation” and updates the legal references as shown below:~~

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

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

SOURCE: MASC

## TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the Principal of each school and Superintendent and/or their designee. The administration Principal is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The review committee should include teachers who will use the texts and other staff members as appropriate. Students and parents will be encouraged to provide input serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
- To contribute toward continuity, integration, and articulation of the curriculum; and
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.
- The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
- If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
- Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REFS.: 71:48; 30B:7; 71:50  
603 CMR 26:05

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

~~Draft 11-17-04~~  
~~Adopted 12-8-04~~

SOURCE: Greenfield

***Greenfield Public Schools***



## ~~SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION~~

~~The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.~~

~~For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.~~

~~The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.~~

~~LEGAL REF.: 603-CMR 26:05~~

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **~~LIBRARY MATERIALS SELECTION AND ADOPTION~~**

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

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

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

~~Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.~~

~~LEGAL REF.: 603 CMR 26:05~~

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

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: MASC/Greenfield~~

## **LIBRARY MATERIALS SELECTION AND ADOPTION**

~~The continuous review of integrated learning center (library) materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials shall be withdrawn shall rest with the professional staff.~~

~~Among the other reasons for withdrawing an item shall be the following:~~

- ~~● Curricular changes have rendered as superfluous materials (or multiple copies of materials) formerly used but no longer in demand.~~
- ~~● Materials contain information which is no longer accurate or current.~~
- ~~● Materials intended for recreational reading have become dated or unattractive and are no longer in demand. Some books which are deemed standards or classics shall be retained even though they rarely circulate.~~
- ~~● Materials have worn out, been damaged or physically deteriorated, and have lost utility, and/or appeal.~~
- ~~● Materials have been superseded by newer items, which present the same information, but in superior format.~~

~~LEGAL REF.: 603 CMR 26:05~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **LIBRARY RESOURCES**

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

### Definition of Library Resources

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

### Criteria for Selection of Library Resources

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

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

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

### Disclosure of Information/Privacy of Circulation Records

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

### Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

| [Leg Ref: M.G.L. Chap 30b, Sect. 15](#) |

[21]

SOURCE: MASC October 2016



## **SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION**

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the Principal shall decide whether its use is in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.

- Any expression of a point of view should be clearly identified.
- Any advertising that appears on or with any material should be in good taste and unobtrusive.
- The source of all material should be clearly identifiable.

LEGAL REF.: 603 CMR 26:05

SOURCE: Greenfield

## CURRICULUM AND INSTRUCTION

### Access to Electronic Media [ 22 ]

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

#### **Safety Procedures and Guidelines**

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

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

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The District shall provide reasonable public notice of its Internet safety measures.

#### **Permission/Agreement Form**

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

#### **Employee Use**

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

### **Disregard of Rules**

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

### **Responsibility for Damages**

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

### **Responding to Concerns**

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

### **Audit of Use**

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

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

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield



## ~~ACCEPTABLE USE POLICY – TECHNOLOGY~~

### **Purpose**

~~The Greenfield Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.~~

### **Availability**

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

~~Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.~~

~~Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Greenfield Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Greenfield Public Schools.~~

### **Acceptable Use**

~~The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Greenfield Public Schools as well as with law and policy governing copyright.~~

### **Monitored Use**

~~Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.~~

**Liability**

~~The Greenfield Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Greenfield Public Schools shall not be~~

~~Draft 11-17-04  
Adopted 12-8-04~~

SOURCE: Greenfield

## EMPOWERED DIGITAL USE POLICY

### **Purpose**

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

### **Availability**

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

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

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

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

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

SOURCE: MASC

Adopted: August 2015

**USER AGREEMENT FOR PARTICIPATION IN AN  
ELECTRONIC COMMUNICATIONS SYSTEM**

This user agreement must be renewed each academic year.

Users Name:

Grade level:

School:

I have read the District’s Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment, and criminal prosecution.

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

Parent/Guardian Sponsor

I have read the District’s Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the District’s system/network, and in consideration for having access to the public networks, I hereby release the District, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child’s use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the District’s policy and administrative procedures.

- \_\_\_\_\_ I give permission for my child to participate in the District’s system/network.
- \_\_\_\_\_ I do not give permission for my child to participate in the District’s system/network.
- \_\_\_\_\_ I give permission for my child’s name to appear on their student web page should one be developed.
- \_\_\_\_\_ I give permission for my child’s photo to appear on their student web page should one be developed.

Signature of parent/guardian: \_\_\_\_\_

\*\*\*\*\*

This spaced reserved for system administrator.

Assigned Username:  
Assigned Password:

Draft 11-17-04  
Adopted 12-8-04  
SOURCE: Greenfield

**ACCEPTABLE USE POLICY - TECHNOLOGY**  
**Administrative Procedures for Implementation**

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file at the building level.
8. Initial passwords provided by the network administrator should be set to expire on login.
9. Passwords shall be changed every year and all passwords shall be expired at the end of each school year.
10. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
11. Students completing required course work will have first priority for after-hours use of equipment.
12. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
13. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.
14. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
15. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
16. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
17. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
18. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
19. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
20. System users shall not use another user's account.
21. System users should purge electronic information according to District retention guidelines.
22. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.

23. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
24. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
25. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes
26. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
27. Forgery or attempted forgery is prohibited.
28. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
29. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
30. Pretending to be someone else when sending/receiving message is prohibited.
31. Transmitting or viewing obscene material is prohibited.
32. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
33. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network.

A user who violates District policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## INTERNET PUBLICATION

### I. PURPOSE

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

### II. SUPERVISION AND APPROVAL OF WEB PAGES

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

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

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

### III. CONTENT STANDARDS

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

#### IV. SAFETY PRECAUTIONS

##### A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

##### B. Student photographs

- ~~Student photographs may be published only if the parent has not opted out of having their child's picture published with the written consent of the student's parent or guardian.~~
- Student photographs will not be accompanied by identifying information about the student(s).

##### C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only unless the parent/guardian has opted out of publishing their student work~~with the written consent of the student's parent or guardian.~~

##### D. Staff photographs, identifying information and work

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

SOURCE: MASC

Adopted: August 2015

## **WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL**

Unlike the Internet itself, schools and the District can control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other Web pages should be carefully selected based on the above issues.

### **Defined Purpose**

A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.

### **Content Standards**

All subject matter on Web pages should relate to curriculum, instruction, school authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal pages or pages for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a Web page.

### **Quality Standards**

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of the Greenfield Public School District. Written student and parent consent must be secured for publication of student work.

## Standards For Web Site Development

Each existing school or department Web site shall have a link to the District Web site once the District Web site is online. For consistency, all school District Web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or District home page once online).
- At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for page update. It shall be that person's responsibility to keep the Web page current. Repeated failure to do so may result in revocation of approval. It is strongly recommended that a building set up a system of checks and balances for the Web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All Web sites must display the name and approved logo of the Greenfield Public School District.
- All Web pages must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.
- All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.
- Authors must exhibit care when creating Web pages with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file server.

Draft 11-17-04  
Adopted 12-8-04

[23]

SOURCE: Greenfield

2 of 2

## POLICY ON SOCIAL MEDIA

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

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

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

SOURCE: MASC October 2016



## **FIELD TRIPS**

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

~~The Superintendent shall develop and enforce specific guidelines and appropriate administrative procedures to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. General field trip guidelines and procedures should be developed by the Administration and reviewed by the School Committee. All field trips will have the approval of the Principal.~~

~~All student travel “between the hours of midnight and 6:00 a.m. or that will include an overnight stay away from a student’s home”\* will be required to have the prior approval of Greenfield School Committee and address criteria of MGL Chapter 71, Section 37N and the School Committee as outlined in IJOA-R Field Trip Regulations.~~

~~LEGAL REFS.: M.G.L. 71:37N  
Chapter 346 of Acts of 2002  
DESE Transportation Guidelines for Overnight Trips~~

~~\*MGL 71, Section 37N. Each school committee shall establish a policy concerning student travel sponsored by a school that is planned to occur between the hours of midnight and 6:00 a.m., or that will include an overnight stay away from a student's home. The policy shall address, but not be limited to, such issues as safety of transportation and accommodations, cost, including expectations for fundraising by students, time away from school, appropriateness of the trip for the grade level and the trip approval process. In adopting its policy, the school committee shall consider the model policy drafted by the board of education under section 1B of chapter 69.~~

~~Chapter 346 of the Acts of 2002, An Act Relative to Safety of School Sponsored Travel, was enacted on October 9, 2002. This legislation created a new section of the General Laws (M.G.L. c.71 s.37N) which requires each school committee to establish a policy governing late night & overnight school sponsored student travel by January 7, 2005.~~

~~Reference DESE Policy Advisory: School Finance: Transportation Requirements for School District Policies Governing Late Night & Overnight School Sponsored Student Travel  
[http://www.doe.mass.edu/finance/transportation/model\\_policy.html](http://www.doe.mass.edu/finance/transportation/model_policy.html)~~

~~Adopted 12.8.2004  
Subcommittee review: 10.18.2016;  
Revision 2nd reading and Vote. 12.14.2016~~

~~SOURCE: Greenfield~~

## FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

1. All students have permission from a parent or guardian for all trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel

SOURCE: MASC October 2016

~~**NOTE: Brief policies on field trips, such as the sample above, usually require School Committee-approved guidelines and implementing regulations.**~~

## **FIELD TRIPS**

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

The Superintendent will establish regulations to assure that:

1. ~~— All students have parental permission for trips.~~
2. ~~— All trips are properly supervised.~~
3. ~~— All safety precautions are observed.~~
4. ~~— All trips contribute substantially to the educational program.~~

~~All out of state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.~~

**~~NOTE: Brief policies on field trips, such as the sample above, usually require School Committee-approved guidelines and implementing regulations.~~**

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **GUIDELINES FOR FIELD TRIPS PLANNING**

The Superintendent will establish Field Trip regulations that assure:

- ~~1. all parents have information about the field trip,~~
- ~~2. all students have signed parental/guardian permission for the trip participation, acknowledging receipt of trip information,~~
- ~~3. all trips are compliant with staff/chaperone: student supervision guidelines,~~
- ~~4. all safety and emergency precautions are observed,~~
- ~~5. individual, required student needs are accommodated (health, food, program),~~
- ~~6. all trips have educational benefit.~~

~~In addition, all out-of-state or extended (overnight) trips and excursions except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval of the appropriate Administrator.~~

The Superintendent will assure that the following elements are addressed in planning every trip subject to Chapter 71, S. 37N (travel between the hours of midnight and 6:00 a.m.):

- ~~● safety of transportation,~~
- ~~● safety of accommodations,~~
- ~~● cost—consider economic diversity of families, encourage volunteer payments when appropriate,~~
- ~~● expectations for fundraising by students—consider what is being sold and to not include unchaperoned door-to-door solicitation by children,~~
- ~~● time away from school,~~
- ~~● appropriateness of trip for grade level,~~
- ~~● trip approval process,~~
- ~~● staff/chaperone: student ratio for supervision,~~
- ~~● screening and training of chaperones to assure safety and conformance with school committee and school guidelines,~~
- ~~● as appropriate, information sessions and materials for parents, including common questions and answers,~~
- ~~● provision for any required student accommodation for health, food, program, as applicable for student's age.~~

~~LEGAL REFS.: M.G.L.71:37N~~

~~DESE Guidelines. School Finance: Transportation Requirements for School District Policies Governing Late Night & Overnight School Sponsored Student Travel 2003~~

~~Adopted 12.8.2004 Subcommittee Review 10.18.2016;~~

~~2<sup>nd</sup> Reading & Vote to Approve Revised Regulations on 12.14.2016~~

~~SOURCE: Greenfield~~

## COMMUNITY RESOURCE PERSONS/ SPEAKERS

**Human** resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

*Note: The MASC Reference Manual replaces the highlighted word “Human” with “Community” and adds the Cross reference below:*

**CROSS REF.:** ADDA, Background Checks

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## SCHOOL VOLUNTEERS

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

CROSS REF.: ~~GBJC, CORI Policy~~

*Note: The MASC Reference Manual replaces the cross reference section as shown below:*

CROSS REF.: ADDA, Background Checks

SOURCE: Greenfield

## ACADEMIC ACHIEVEMENT

The philosophy of the School Committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs and growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents/guardians be informed regularly, and at least four times a year, of the progress their children are making in school.
2. Parents/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
4. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
5. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

~~**NOTE: A broad policy, such as the one above, may cover a variety of sub-categories related to Academic Achievement. This category may also be used to file lists of basic skill competencies students must achieve for promotion or graduation.**~~

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## **STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS**

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

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

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

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

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

SOURCE: MASC October 2016

## **STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS**

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

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

In addition to the periodic reports, parents will be notified when a student's performance requires special notification.

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

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Superintendent, who will submit the proposal to the School Committee for review.

Draft 11-17-04  
Adopted 12-8-04

[27]

SOURCE: Greenfield

## **HOMEWORK**

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## PROMOTION AND RETENTION OF STUDENTS

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

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

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

*Note: The MASC Reference Manual replaces the highlighted text "The Principal, Teacher, and other professional staff" with "The professional staff"*

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## GRADUATION REQUIREMENTS

In order to graduate from Greenfield High School, a student must have earned at least 95 credits. Course requirements are the following:

### *Four full-year English courses – 20 credits*

- Three full-year mathematics and/or science courses, with at least one year of mathematics – 15 credits
- Two full-year courses in history and social science, including one year of U.S. history – 10 credits
- One year of physical education required each year of high school – usually 4 credits

A total of 80 credits must be earned in courses that meet four or more times per week. Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses.

Early Graduation: A student who has completed the courses required for graduation and who has earned 90 or more credits by the end of his junior year may be graduated at the discretion of the School Committee.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Greenfield High School.

To earn a diploma a student must meet graduation requirements as outlined above as well as pass any state assessment.

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

## GRADUATION REQUIREMENTS

In order to graduate from \_\_\_\_\_ High School, a student must have earned at least 95 credits and complied with all state accountability requirements. Course requirements are the following:

- Four years of English
- Four years of Mathematics including completion of Algebra II or an Integrated Math equivalent
- Three years of lab-based Science which may include technology/engineering
- Three years of History/Social Science including US History and World History
- Two years of Foreign Language
- Four years of Physical Education
- One year of the Arts

Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school program of studies or student handbook.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in \_\_\_\_\_ High School.

SOURCE: MASC October 2016

**~~NOTE: If there are test requirements for graduation, these should be noted in the policy on Graduation Requirements. However, a policy on competency testing is properly filed in category II, Evaluation of Instructional Programs, or a special subcategory of that code.~~**

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

~~The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals and objectives.~~

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

~~An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent using the following criteria (as above 1-5).~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

Elements of this evaluation process may include:

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

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

SOURCE: MASC

## **DISTRICT PROGRAM ASSESSMENTS**

~~A District program of testing for assessment/evaluation shall be coordinated throughout the school District by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.~~

~~Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the School District from year to year and with other school districts to the extent required by rules of the State Board of Education.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

**DISTRICT PROGRAM ASSESSMENTS  
INTEGRATED LEARNING OUTCOMES ASSESSMENT PLAN**

**Roles and Responsibilities**

**District**

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report District progress using a qualitative and quantitative format
- Educate the District community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels

**School**

- Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site
- Educate the school community about the Integrated Learning Outcomes and their assessments
- Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the District's "offerings" or other sources
- Bring about the internalization of the Integrated Learning Outcomes by the school community
- Report individual student progress
- Report school progress
- Provide opportunities for parents to be involved in ILO assessment
- Collect a variety of evidence, both qualitative and quantitative, regarding the Integrated Learning Outcomes
- Provide meaningful articulation between levels utilizing assessment information
- Review assessment progress and recommend appropriate changes

**Curriculum Evaluation Process Steering Committee**

- Develop District assessment reporting format
- Monitor assessment process
- Encourage accountability
- Encourage the use of multiple assessment indicators
- Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge
- Review the assessment process and recommend changes

Draft 11-17-04  
Adopted 12-8-04

SOURCE: Greenfield

***Greenfield Public Schools***

## STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

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

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

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

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

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

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

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

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

## **TEACHING ACTIVITIES/PRESENTATIONS**

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

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

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

~~*Note: The MASC Reference Manual includes the final sentence, highlighted in red above*~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## **TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS**

~~An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools:~~

### **Teacher-Planned Classroom Discussions**

- ~~1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses.~~
- ~~2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.~~
- ~~3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.~~
- ~~4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.~~
- ~~5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).~~
- ~~6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 10 school days before the scheduled time of presentation.~~

### **Student-Initiated Forums on Controversial Issues**

~~Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:~~

- ~~1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.~~

- ~~2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal may appoint, after consultation with the requesting student group, an adult advisory group.~~
- ~~3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student initiated forums.~~

Requests from Groups or Individuals Outside the Schools

~~No permission will be granted non school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.~~

~~No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.~~

~~A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.~~

~~Draft 11-17-04  
Adopted 12-8-04~~

~~SOURCE: Greenfield~~

## TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To ~~ensure~~<sup>insure</sup> that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

### Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

### Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.



2. Adequate advance planning must be conducted for each forum. Requests will be presented in accordance with the district procedures. ~~A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents/guardians and two faculty members.~~
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

#### Requests from Groups or Individuals Outside the Schools

No permission will be granted to non-school~~granted non-school~~ groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted to outsiders~~granted outsiders~~ for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SOURCE: MASC



## **SCHOOL CEREMONIES AND OBSERVANCES**

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

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

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

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

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

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

LEGAL REF.:           603 CMR 26:05

Draft 11-17-04  
Adopted 12-8-04

SOURCE: MASC/Greenfield

## ANIMALS IN SCHOOL

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

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

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

### Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds<sup>[28]</sup>" and any other conditions established by the Principal to protect the health and well-being of students. Any organization or individual requesting to bring animals in schools or on school grounds must present proof of applicable liability insurance prior to bringing animals on school grounds or onto school property.

### Student Health

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

### Animals Prohibited from School

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

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

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

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

*Greenfield Public Schools*

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

**\*Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals will ~~may~~ be allowed in school or on school grounds in accordance with local, state and federal guidelines ~~with proof of current rabies vaccination.~~

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Exceptions may be made with the prior approval of the Superintendent of Schools.

### **Service Animals (Guide or Assistance Dogs)**

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

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

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

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

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

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

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

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other

person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

2 of 3

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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

