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**File: AA - SCHOOL DISTRICT LEGAL STATUS**

The legal basis for public education in the district is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

" ... Every town shall maintain ... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of Walpole structurally is a department of the town operated under laws pertaining to education and under regulations of the Massachusetts Board of Elementary and Secondary Education. The area served by the Walpole Public Schools is coterminous with the Town of Walpole.

Established by law

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

**File: AB - THE PEOPLE AND THEIR SCHOOL DISTRICT**

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The school committee therefore affirms and declares its intent to:

1. Maintain two-way communications with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The committee recognizes that ultimate responsibility for public education rests with the state, but individual school committees have been assigned specific authority through state law. The committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

**File: AC - NONDISCRIMINATION**

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of school committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation and discrimination. If you have a complaint or feel that you have been discriminated against because of your race, color, sex, religion, national origin, sexual orientation and disability, register your complaint with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by E.O 11375  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendments of 1972  
Rehabilitation Act of 1973  
Education For All Handicapped Children Act of 1975  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

MG.L. 76:5; Amended 1993; and Amended 2011

M.G.L.76:16

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78

DESE 603 CMR 26.00 Amended 2012

BESE regulations 603 CMR 28.00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.:     ACA- ACE Subcategories for Nondiscrimination  
                  FEGA, Contractor's Fair Employment  
                  GBA, Equal Opportunity Employment  
                  JB, Equal Educational Opportunities

**File: ACA - NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The school committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REFS.: Title IX of the Education Amendments of 1972  
45 CFR, Part 86, (Federal Register, 6/4/75)  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
BESE 603 CMR 2600

CROSS REF. AC Nondiscrimination

**File: ACAA - HARASSMENT POLICY**

*effective 11/06/2000*

The Walpole Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-sponsored events is unlawful and is strictly prohibited. The Walpole Public School system requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

**Definition of Harassment**

In General: Harassment includes insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age gender, sexual orientation, or disability.

What one person may consider acceptable behavior, may be reasonably viewed as harassment by another person. Therefore, individuals should consider how their words or actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. Under Massachusetts General Law Chapter 151C, the term "sexual harassment" includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of employment, provision of benefits, privileges or placement services, or the basis for evaluation of academic achievement.
2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting that person.
3. Such conduct interferes with an individual's job duties, education, or participation in extra-curricular activities.
4. Conduct creates an intimidating, hostile or sexually offensive work or educational environment.

### **Harassment and Retaliation Prohibited**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Walpole Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

Complaints of harassment against staff or students will be processed pursuant to the Harassment Complaint Procedures contained in the Walpole Public Schools Crisis/Procedural Manual.

### **Notice of Nondiscrimination**

The Walpole Public School system does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973, and Chapter 622 of the Acts of 1971 the school system shall designate a school official(s) as coordinator(s) to publicize anti-discrimination requirements and handle all complaints.

Nothing in this policy shall be construed to affect the right of any complainant to any remedy at law or in equity in any court or any administrative complaint or action to the following agencies: Equal Employment Opportunity Commission, Massachusetts Commission Against Discrimination, Department of Education, Bureau of Special Education Appeals, United States Department of Education Office for Civil Rights.

LEGAL REFS.: 20 U.S.C. § 1681; 42 U.S.C. §2000e-3, et seq.; 29 U.S.C. §794  
M.G.L. c. 76, §5; M.G.L. c. 151B and applicable regulations.



**File: ACAB - SEXUAL HARASSMENT**

*7/17/2000 (amendment to page 1)*

**Introduction**

It is the Walpole School System's goal to provide an atmosphere free of sexual harassment for all individuals in the Walpole Public Schools and to provide a mechanism by which they can bring any concerns about sexual harassment to the School System's attention. Additionally, the Walpole School Department intends to protect the rights of individuals who may become involved with the investigation of a complaint of sexual harassment. Any attempt by an employee to retaliate against a person who makes, or provides information regarding, a claim of harassment is strictly prohibited. No one will be reprimanded or punished in any way for initiating a good-faith inquiry or complaint.

**Sexual Harassment**

Sexual harassment in any form or for any reason is absolutely forbidden. This includes harassment of a subordinate by a supervisor, harassment among employees, harassment among students, and harassment between employees and students. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical contact of a sexual nature when:

- 1) such conduct has the purpose or effect of unreasonably interfering with an employee's or a student's work performance or creates an intimidating, hostile or offensive working or learning environment;
- 2) submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of employment; or
- 3) submission to, or rejection of, such conduct by an employee is used as a basis for employment decisions affecting that person.

Under these procedures, a person who believes he or she, or someone else, has been the victim of harassment is a complainant; any individual who has been accused of harassment, formally or informally, is a respondent.

**Options Available to Complainant**

An individual who believes he or she has been subjected to sexual harassment shall have a range of options available to him/her within his/her school or place of work. The complainant may choose any option and need not go through all of the options in sequence. If the complaint is against the Superintendent of Schools, the complainant is to report to any administrator or to the Assistant Superintendent and then have the complaint heard by the School Committee. In all

other instances, a complainant's options are as follows:

- 1) Personal confrontation with the harasser.
- 2) Consultation with a guidance counselor or school administrator designated by the principal. The respondent shall not be named during the consultation process, and no written or recorded records will be kept. The respondent will be notified only if he/she is named.
- 3) Informal hearing with an administrator or guidance counselor who may make recommendations or offer help in communicating informally with the respondent. Written records may be kept.
- 4) Formal hearing with the principal The formal process begins when a written, signed complaint is filed with a Walpole Public Schools administrator. The administrator, acting on information he/she has received, may also initiate the formal process on behalf of the Walpole Public Schools.
- 5) If the situation is not resolved satisfactorily at the school principal level, either party shall be entitled to ask the Superintendent of Schools to review the case.
- 6) The complainant and/or the respondent may request a union representative or a representative of his/her own choosing or both to accompany and/or represent him/her at any stage in these proceedings.

The above options are not to be construed as limiting the rights of any party under Massachusetts or federal laws covering sexual harassment or under any collective bargaining agreement

### **Procedures**

1. Administrative. The principal of each school shall designate two or more guidance counselors or administrators to handle consultations with parties who believe they have been subjected to sexual harassment. The principal shall also appoint one or more administrators to conduct informal hearings to resolve complaints. Where possible, there shall be guidance counselors and administrators of both sexes available to hear sexual harassment complaints. If a guidance counselor or administrator of the same sex is not available in the school, the complainant may ask the principal to arrange for an appropriate person from another school.
2. Confrontation. Any individual subjected to sexual harassment may, if he/she chooses, confront the harasser informally in order to resolve the complaint on a personal level.
3. Consultation. The Walpole Public Schools have designated persons who can provide informal support and guidance to individuals on issues of harassment. A complainant or respondent may

make use of such persons for the following purposes:

- a. to discuss a specific situation or incident;
- b. to learn about Walpole Public Schools procedures for resolving complaints of sexual harassment;
- c. to learn about support services and resources;
- d. to obtain personal support and advice on how to proceed; and
- e. to determine a course of action.

For example, the support person may help the complainant write a letter to the respondent or suggest ways in which the complainant can approach the respondent. (The support person to one party should not, however, contact or meet with the other party.) If an informal complaint or a formal complaint is lodged, the support person may accompany and assist the individual through the complaint resolution process.

No written records of individual consultations are kept. For further information on confidentiality, see the Confidentiality section.

4. Informal Complaint Resolution. Sometimes harassment issues are easier to resolve when an informal atmosphere encourages people to identify the difficulty, talk it out, and agree how to deal with it. Informal Complaint Resolution is available to a complainant who seeks the help of the designated school official, but does not wish to file a formal complaint. Written records may be kept. (See the Confidentiality section).

All of the services available through individual consultation (information, advice and support) are available to the complainant or the respondent. In addition, depending on the circumstances, the following options are also available:

1. informal investigation, in which one of the designated school officials speaks with the parties and with other individuals who may have information about the situation.
2. informal mediation, in which a school official may help the complainant bring the problem to the respondent's attention, speak with the respondent and other witnesses, and help the parties arrive at a mutually acceptable solution. Such a resolution may or may not entail a face-to-face meeting of the complainant and respondent. Mediation should be conducted only with the consent of both parties.

If there exists possible conflict between the roles of support person, investigator, and mediator, a school official who foresees such a conflict should avoid it by requesting assistance from a designated official. The individual should also call any such conflict to the attention of the officials involved.

Throughout the Informal Complaint Resolution process the complainant and respondent may

each be accompanied by the support person from the Individual Consultation stage or another advisor or another support person from the school community.

5. Formal Complaint Resolution. Anyone who believes that harassment has occurred may choose, either initially or after having sought to resolve the matter informally, to bring a complaint through the Walpole Public Schools formal procedures, one outcome of which may be disciplinary action against the respondent. The purpose of the Formal Complaint Resolution process is to ensure prompt, fair, and formal resolution of a complaint of harassment. The principal of the complainant's school shall preside over the Formal Complaint Hearing.

At any point in the process, both the complainant and the respondent may be accompanied by an advocate if they so desire.

The complaint will state clearly and concisely the complainant's description of the incident and it will also indicate any remedy sought. The complaint must be signed by the complainant. The principal shall send the respondent a copy of the formal complaint within five (5) working days after he/she receives it. The principal will meet with the complainant and the respondent, separately and privately, as soon as possible after receiving the formal complaint. The principal will also meet with any witnesses as stated by the complainant or the respondent.

The respondent will have ten (10) working days to respond in writing. This statement will contain full and specific references to each claim in the complaint, admitting, denying, or explaining the complainant's allegations. The respondent must sign his/her statement which will then be appended to the original complaint. Within three (3) working days, the principal will forward both statements to the complainant and the respondent.

A date mutually acceptable to both the complainant and the respondent will be selected for the Formal Complaint Hearing before the principal. After due consideration of all facts presented, and within five (5) working days, the principal shall notify both the complainant and the respondent in writing of his/her findings in the case. (Please see Discipline section under Procedural Guidelines).

6. Appeal. If either the complainant or respondent are not satisfied with the outcome of the Formal Complaint Hearing before the principal, he/she may request that the Superintendent of Schools hear the case under the same guidelines as stated for the hearing before the principal.

### **Procedural Guidelines**

A. Confidentiality. The Walpole Public Schools recognizes that both the complainant and the respondent may have a strong interest in maintaining the confidentiality of allegations and related information. Accordingly, unless they authorize disclosure, individuals who share information with Walpole Public Schools officials may expect that their conversations will ordinarily remain confidential. In unusual circumstances, however, when information must by

law be disclosed (for example, when information received indicates a threat to safety or when a formal written complaint has been filed), it may be necessary to disclose it to designated school officials or law enforcement agencies. Under no circumstances will information concerning sexual harassment allegations be disclosed to any person or agency which does not, in the judgment of the Superintendent and the principal, have a need to know such information. All personnel involved in proceedings under this policy will be advised of the importance of maintaining confidentiality.

B. Discipline. Any employee found to have engaged in harassment shall be subject to sanctions, including, but not limited to, anyone or a combination of the following:

1. verbal admonition,
2. written warning placed in the respondent's personnel file,
3. probation,
4. suspension with or without pay,
5. removal from administration duties within a department, and/or
6. dismissal.

### **Administrative Responsibility**

1. A copy of the Walpole Public Schools Policy on Harassment and these procedures for resolving complaints is to be distributed to each employee.
2. All new employees shall be given a copy of the policy within one (1) week of the start of their employment.
3. At the beginning of each school year, each principal or supervisor shall review with all employees the procedures or registering a complaint about harassment and shall review the redresses which are available.
4. The Walpole Public Schools will provide for training of principals, administrators, and guidance counselors who will review sexual harassment complaints.

### **State and Federal Enforcement Agencies**

Nothing in this policy shall prohibit any person from filing a complaint directly with the Massachusetts Commission Against Discrimination (MCAD), the state employment discrimination enforcement agency, or with the Equal Employment Opportunity Commission (EEOC), the federal enforcement agency.

The MCAD is located at One Ashburton Place, Room 601, Boston, MA 02108. The telephone number is (617) 727-3990. The EEOC is located at One Congress Street, Room 1001, Boston, MA 02114. The telephone number is (617) 565-3200.

**File: ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY**

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

**Definition**

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

**Reasonable Modification**

The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

**Communications**

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services**

"Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assistive listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification**

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the school committee after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

**Notice**

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the school committee and superintendent find necessary to appraise such persons of the projections against discrimination assured them by the ADA.

**Compliance Coordinator**

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the school committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in a school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS.:           Rehabilitation Act of 1973, Section 504  
                              Education For All Disabled Children Act of 1975  
                              M.G.L. 71B;1 et seq. (Chapter 766 of the Acts of 1972) Title II,  
                              Americans with Disabilities Act of 1992  
                              Board of Education Chapter 766 Regulations, adopted 10/74, as  
                              amended through 3/28/78

CROSS REFS.: 1GB Special Instructional Programs and Accommodations  
1GBA Programs for Handicapped Students



**File: ACE-E - SECTION 504 POLICY**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (ADA), the Walpole Public School District does not discriminate against any person on the grounds of race, color, religious creed, national origin, sex, sexual orientation (which shall not include persons whose sexual orientation involves minor children as the sex object), age, ancestry, disability or marital status in the provision of or access to services, employment and activities. This policy is also intended to address the Civil Rights Act of 1964, as amended, Article 114 of the Massachusetts Constitution, General Laws c. 151B and 272, and Executive Orders 227, 246 and 253.

Section 504 is a federal statute that prohibits discrimination by recipients of federal funds on the basis of disability. The ADA prohibits discrimination on the basis of disability in all programs or activities sponsored by the Walpole Public Schools.

A person may be considered disabled under Section 504 of the ADA if he/she:

1. Has a mental or physical impairment which substantially limits one or more major life activity. Major life activities include caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing or working. When a condition does not substantially limit a major life activity, the individual does not qualify for services or accommodations under Section 504/ADA.
2. An individual may also be qualified under Section 504 or ADA if he/she has a record of such an impairment or is regarded or perceived as having such an impairment.

Section 504/ ADA covers both eligible students and employees. Students enrolled in a school program at Walpole Public Schools who are disabled and eligible under Section 504 may not be discriminated against in the accessibility of educational services. They must be provided with a free appropriate public education. The procedure for identifying and providing services to Section 504 students are outlined in Part I below.

Employees may not be discriminated against on the basis of their disability. These individuals are entitled to have reasonable accommodations made for their disability which accommodations may not change the essential nature of their job functions. Employees requiring accommodations in order to fulfill their job duties or participate in programs should notify the 504 contact person for the school department who will inform the Superintendent and/or the Town's ADA officer if necessary, of the nature and extent of accommodations required. Those accommodations which are deemed reasonable under Section 504 will be provided at no cost to the individual by the District.

Section 504/ADA eligibility for students and employees will be determined according to procedures for identifying and providing 504/ADA services. Students eligible under Section

504/ADA (and their parents) or employees eligible under Section 504/ADA may pursue a complaint under the 504/ADA Complaint Procedure contained in Walpole Public Schools Crisis/Procedural Manual.

Nothing in this policy shall be construed to affect the right of any complainant to any remedy at law or in equity in any court or any administrative complaint or action to the following agencies: Equal Employment Opportunity Commission, Massachusetts Commission Against Discrimination, Department of Education, Bureau of Special Education Appeals, United States Department of Education Office for Civil Rights.

LEGAL REFS.:       29 U.S.C. §794; 34 C.F.R.104; 42 U.S.C. §12101, et seq.  
                          M.G.L. 76, §5.

**File: AD - EDUCATIONAL PHILOSOPHY**

We believe that every child has a right to an education to his/her maximum capacity regardless of age, ability, or educational need. Implicit in public education is concern for all students, regardless of vocational and/or academic aspirations, physical, emotional, or intellectual capacity. It should be a cooperative venture adapted to the needs, interests, aptitudes, and abilities of the individual learner. Accordingly the Walpole School Committee espouses the following educational goals for the school system:

To develop the basic skills needed for communications, perception, evaluation and conceptualization of ideas.

To enable each learner to purchase goods and use services wisely.

To foster and stimulate in each learner the natural desires for lifelong learning and to develop the skills necessary to fulfill that desire.

To provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development throughout life.

To help the learner develop a capacity to adapt to changing conditions and events.

To contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and a capacity for influencing one's own future.

To help the learner identify and cultivate one's own spiritual, moral and ethical values and attitudes.

To provide each learner with varied opportunities to nurture creative interests, to discover and to develop natural talents and to express values and feeling through various media.

To enable each learner to use increasing leisure time to best advantage.

To provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

To develop in each learner an understanding and appreciation of the forces and ideals of democracy and to foster a sense of personal opportunities and responsibilities as a citizen of the community, the state, the nation, and of the world.

To provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between people and their environment, and develop attitudes and behavior leading to the intelligent use of the environment.

**File: ADA - SCHOOL DISTRICT GOALS AND OBJECTIVES**

The goal of this school system is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to society.

Five objects that contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into plans for the school system.

1. To ensure that each student develops proficiency in basic academic skills
2. To ensure that each student develops the capacity to recognize and cope with the problems of an unknown future
3. To ensure the development of meaningful, interpersonal relationships among students, staff and community
4. To ensure maximum efficiency in the allocation of material resources
5. To ensure maximum efficiency in the allocation of human resources

The NEPN classification system provides a code for filing goals in major areas of operations as follows:

- AD, Educational Philosophy
- BA, School Committee Operational Goals CA, Administration Goals
- DA, Fiscal Management Goals
- EA, Support Services Goals
- FA, Facilities Development Goals GA, Personnel Policies Goals HA, Negotiations Goals
- IA, Instructional Goals
- JA, Student policies Goals
- KA, School-Community Relations Goals LA, Education Agency Relations Goals

In each instance, Priority Objectives for the area follows as the first three-letter subcode.

**File: ADC - SMOKING ON SCHOOL PREMISES**

Use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action. A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the district policy and requirements of state law.

LEGAL REF: M.G.L. 71:37H

CROSS REF.: GBED, Tobacco Use on School Property by Staff Members

## **FILE: ADDA - BACKGROUND CHECKS**

It shall be the policy of the School District that, as required by law, a state and national fingerprint criminal background check to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a School Committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual, who regularly provides school related transportation to children. The School Committee, Superintendent or Principal as appropriate may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every three (3) years, from the Department of Criminal Justice information services all available criminal offender record information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

### **Requesting CHRI checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In

addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

- Historical reference and/or comparison with future CHRI requests;
- Dispute of the accuracy of the record;
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the Superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

### **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

## **Determining Suitability**

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to:

- the nature and gravity of the crime and the underlying conduct
- the time that has passed since the offense, conviction and/or completion of the sentence
- nature of the position held or sought
- age of the individual at the time of the offense
- number of offenses
- any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

## **Relying on Previous Suitability Determination.**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven (7) years; and
- The individual has not resided outside of Massachusetts for any period longer than three (3) years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two (2) years in his or her employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

## **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the District will take the following steps prior to making a final adverse determination:



- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name;  
 Subject Date of Birth;  
 Date and Time of the dissemination;  
 Name of the individual to whom the information was provided;  
 Name of the agency for which the requestor works;  
 Contact information for the requestor; and  
 The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the District dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the District shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within thirty (30) days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The Superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the District retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant

that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **C.O.R.I. REQUIREMENTS**

It shall be the policy of the District to obtain all available Criminal Offender Record Information (CORI) from the Department of Criminal Justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three (3) years, obtain all available Criminal Offender Record Information from the Department of Criminal Justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “‘Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. ‘Contact’ refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the School District shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the Department of Criminal Justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their

designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three (3) years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A  
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00  
803 CMR 2.00  
803 CMR 3.05 (Chapter 149 of the Acts of 2004)  
FBI Criminal Justice Information Services Security Policy  
Procedure for correcting a criminal record

FAQ – Background Checks

SOURCE: MASC 2014

## **FILE: ADDA-R - DCJIS MODEL CORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

### **CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

### **ACCESS TO CORI**

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The District must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

### **CORI TRAINING**

An informed review of a criminal record requires training. Accordingly, all District personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

### **USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING**

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

## **VERIFYING A SUBJECT'S IDENTITY**

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

## **INQUIRING ABOUT CRIMINAL HISTORY**

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

## **DETERMINING SUITABILITY**

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

## **ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an

opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

### **SECONDARY DISSEMINATION LOGS**

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of Cori outside this organization, including dissemination at the request of the subject.

**FILE ADF: SCHOOL DISTRICT WELLNESS PROGRAM**  
**(as amended and adopted by School Committee 8/23/12; amended 8/31/17)**

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the Walpole Public Schools will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The Walpole Public Schools shall establish a Wellness Committee that consists of at least one (1): parent, student, nurse, school nutrition representative, School Committee member, school administrator, teacher, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the Wellness Committee. Only employees of the district who are members of the Wellness Committee may serve as wellness program coordinators. The Assistant Superintendent, in consultation with the Wellness Committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the Walpole Public Schools that school meals offered under the National School Lunch and School Breakfast Programs are consistent with the Healthy, Hunger-Free Kids Act of 2010. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law.

In addition to the School Breakfast and School Lunch programs, competitive foods and beverages sold or provided to students during the school day must comply with the Massachusetts School Nutrition Standards for Competitive Foods and Beverage Act (52:125) signed into law in Massachusetts on July 30, 2010 and the Smart Snacks in School nutrition standards 7 CFR 210.31(c)(3)(iii). School day is defined as the midnight before through 30 minutes after the end of the school day. Foods and beverages offered to students in vending machines must comply with the standards at all times.

The Walpole Public Schools' Wellness Committee will incorporate procedures that address all foods available to students throughout the extended school day in the following areas:

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage offered within the school environment based on the "Act Relative to School Nutrition" (July 2010);
- including foods and beverages in the following categories:
  - 1. foods and beverages included in a la carte sales in the school nutrition program on school campuses;
  - 2. foods and beverages offered in vending machines, snack bars, school stores, and concession stands;



- 3. foods and beverages offered as part of school-sponsored fundraising activities; and
- 4. refreshments served at celebrations and meetings during the extended school day (30 minutes before and 30 minutes following the regular school day); and
- 5. any other foods or beverages included in extended school day activities.
- 6. encourage the sale of non-food items or activity drive events as part of the fundraising activities.
- 7. Prohibit the use of food items as a reward

### Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch and School Breakfast Program. The school district will provide physical education training aligned with the standards established by the Department of Elementary and Secondary Education. The wellness program coordinators, in consultation with the Wellness Committee, will develop procedures that address nutrition and physical education and other school based activities that promote wellness.

#### Nutrition Education Goals

- Students participate in nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Parents and community members will receive nutrition information to support students' healthy behaviors.
- Nutrition information is offered in the school cafeteria and on the School Nutrition web site as well as in the classroom, with coordination between the school nutrition staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Parents will be informed about the policy and the procedures.
- District health education curriculum standards and procedures address both nutrition and physical education.
- Nutrition awareness is integrated into the health education or core curricula (e.g., math, science, language arts), as appropriate.
- Staff who provide nutrition education have nutrition training.

#### Physical Education Goals

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- PE programs will be taught by certified physical education teachers.
- Students are also given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals and interscholastic athletics, working toward the goal of sixty (60) minutes of physical activity per day.

Additional opportunities for physical activity are encouraged, whether within the school system, or through private or public facilities and/or organizations.

- Schools work with the community to create ways for students to walk or bike safely to and from school.

- Schools, in collaboration with the community, encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.
- Schools will limit exclusion of physical activity as a form of disciplinary action.

#### Other School-Based Goals

- An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, compostable and non-disposable tableware have been considered and implemented where appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff and students' health have been considered and, to the extent practical, implemented.

#### Evaluation

The Wellness Committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the federal, state and district's educational goals and standards. The Superintendent/designee shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and is charged with operational responsibility for ensuring that schools work toward achieving the goals of the district wellness policy.

**File: AE - COMMITMENT TO ACCOMPLISHMENT**

The Walpole School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the district, the school committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the district.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the district.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the district.

Every effort will be made by the school committee, superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.