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**File: IA - INSTRUCTIONAL GOALS**

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

There are three primary 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 REFS.: AD Educational Philosophy  
ADA School District Goals and Objectives

**File: IAA - EDUCATIONAL GUIDELINES**

The Walpole Public School System should provide the following:

1. Education for All Students Grades K-12

We believe that every child has a right to an education, regardless of age, ability, or educational need. Implicit in this is a provision for education of pupils with special needs.

2. Equality of Educational Opportunity

Implicit in public education is concern for all students, regardless of vocational and/or academic aspirations, physical, emotional, or intellectual capacity.

3. Comprehensive Programs for All Students

The comprehensive program provides all students continuous opportunity to pursue their interests in liberal arts, broad general education, and in pertinent areas of contemporary occupations.

Public education should prepare the student for life. Therefore, each student should be encouraged to participate in extracurricular activities as well as summer study and evening classes for those interested.

4. Individualized Student Programs

We believe that programs should stress continuous progress in every discipline according to the interests, needs, and ability of the individual pupil.

These goals may be achieved by such practices as team teaching, differentiated and coordinated staffing, flexible scheduling, independent study, non-graded classes, modular scheduling, semi-specialized and specialized instruction at the intermediate grades, and data retrieval system for programming individual instruction.

**File: IB - ACADEMIC FREEDOM**

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, and 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.

LEGAL REFS.:        Constitution of the Commonwealth of Massachusetts

**File: IC/ICA - 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 1st 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 Department of Elementary and Secondary 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 27.04. 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 27.04. 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. 69:1G; 71:29.  
603 CMR 27:00  
Department of Elementary and Secondary Education, Student Learning  
Time – Regulations Guide (May 1995)



**File: ID - 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 and will meet all of the Department of Elementary and Secondary Education rules for the school year and school day.

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 school day unless bus schedules require earlier admittance.

LEGAL REFS.: M.G.L. 69:1G  
Department of Elementary and Secondary Education, Student Learning  
Time – Regulations Guide (May 1995)

**File: IE - 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 his/her fullest potential.

The structure consists of three departments -- the Elementary Department, the Secondary Education Department, and Support Services.

- The Elementary Education Department includes schools with kindergarten through grade eight.
- The Secondary Education Department consists of grades nine, ten, eleven, and twelve.
- Support Services consists of special services, federal programs, curriculum evaluation and development, as well as other specialized programs of instruction.

The organization is designed to meet the standards of accreditation as required by the State Department of Elementary and Secondary Education and to serve the needs of all students.

**File: IGA - 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 and gathering input from parents, and community.

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

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

**File: IGB - 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 curricular coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

Support Services

The Director of Special Needs 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 Special Needs Department. The Director of Curriculum, Instruction and Grants shall be responsible for curriculum and instructional programs, and any other such programs as may be assigned.

**File: IGBE - REMEDIAL INSTRUCTION**

Remedial Reading

Remedial reading teachers and/or remedial reading tutors shall be assigned to assist those students accepted into a remedial reading program. Standard procedures will be established for entry into and exit from the remedial reading program. The procedures will be reviewed annually.

**File: IGBH - 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 committee.

Proposals for alternative programs must include a design for evaluating the program's effectiveness in achieving its purposes and determining the extent to which the program 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 program(s).

Approval

Alternative programs shall be approved by the committee prior to implementation.

**File: IGD - CURRICULUM ADOPTION**

The school committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school 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 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. 71:1; 69:1E

**File: IH - INSTRUCTIONAL PROGRAM**

Educational requirements for the Walpole School System shall be formulated by the School Committee in accordance with the General Laws of Massachusetts.

Instructional organization

The teachers in the Walpole School System are encouraged to utilize their creativity and skills to employ teaching methods which will provide for the individualized differences among students and allow for a variety of learning styles.

1. The School Committee should be cognizant of forms of Instructional Organization being utilized within the school system.
  - a. No changes may be made without full knowledge and approval of the School Committee.
  - b. School Committee approval of proposed changes in either Instructional Organization or Curriculum must be received prior to either: (a) expenditure of R&D funds; or (b) use of teachers' in-service time for the purpose of making extended studies.
  - c. Field trips are to be considered an extension of the classroom. Out-of-state field trips must have prior approval by the School Committee.



**File: IHA - BASIC INSTRUCTIONAL PROGRAM**

State law requires that schools:

...shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior. ..

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

**The Fundamental Skills**

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the foundation for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

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

**File: IHA-E - 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.
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; 71:2; 71:3; 71:13  
603 CMR 26:05

**File: IHAE - PHYSICAL EDUCATION**

The school committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

LEGAL REFS: M.G.L. 71:1; 71:3  
603 CMR - 26:05

**File: IHAI - OCCUPATIONAL EDUCATION**

The school committee recognizes that students in 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, 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,

**File: IHAM- 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 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 education program as an integral part of each student's general education. Health education will be taught as an integrated academic discipline in grades K through 6 and as a separate class in grades 7 and 8 as resources are available.

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 system's health education program.

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

**File: IHAMB - 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 the Walpole Public Schools.

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.

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

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

**File: IHAM-1 - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

In accordance with General Laws Chapter 71, Section 32A, the Walpole 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.

**File: IHAM-R - HEALTH EDUCATION**  
(Exemption Procedure)

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

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

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

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

LEGAL REF.:           M.G.L. 71:1



**File: IHAMB - 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 Board'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 Committee.

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

**File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS**  
**(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his/her 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 Education 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)  
                          603 CMR 28:00 inclusive

**File: IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES**

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students which 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.

**File: IHBA-R - SPECIAL NEEDS PROGRAM**

The Walpole School System shall provide equal opportunity for all students regardless of specialized need in accordance with Chapter 766 and PL 94-142.

1. Pupil Personnel Services (PPS) should be supportive to students in the classroom as well as in specialized settings.
  - a. In order to provide complete support for the child, solid communication must be established and maintained among all concerned parties.
  - b. It is imperative that Central Office personnel coordinate all testing - psychological and academic in order to maintain a complete profile of the child.
2. Moderate Special Needs: Specific programming is necessary to allow for development of educational and vocational potential.
  - a. The child should be included into an age appropriate regular classroom for as much of the school day as possible.
  - b. Programming should include not only academic and skills of daily living but specific planning for future vocational positions which allow independence of functioning.
3. Mild to Severe Special Needs: Programming should include all developmental skills necessary to independent daily living.
  - a. Academic and vocational training appropriate to the child's level of functioning should be a part of their school day.
  - b. Development and availability of sheltered workshops should be investigated by the Special Needs staff.
  - c. Supportive help should meet needs in all areas of academics (reading, math, spelling, etc.) as well as social, psychological and intellectual needs.
4. Physical Handicap: The student should be included into "regular" classroom with adaption of physical structure as is necessary to meet particular needs of the child; however, if specific academic needs are evident due to type of physical handicap, then goals of appropriate services should be met.
5. Emotional Handicap: Programming should include appropriate supportive help to allow maximum development for intellectual potential (psychological support is a primary need in academic performance and success.).

**File: IHBAA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS**

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The 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, the parent 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 he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is 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) prior to any follow-up TEAM meeting. .

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

CROSS REFS.: KI, Visitors to Schools

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

“School districts and parents 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 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.”

**File: IHBA-S - POLICY FOR SIGN LANGUAGE INTERPRETERS WHO WORK IN  
EDUCATIONAL SETTINGS**

*Effective 6/1/2009*

As required by the Department of Elementary and Secondary Education in their memorandum of May 7, 2007, staff members providing educational interpreting for students who are deaf and hard of hearing in schools, including private special education schools, must immediately register with the Massachusetts Commission for Deaf and Hard of Hearing (MCDHH).

New hires must register no later than one week after employment begins and may register prior to employment at any time. Educational interpreters will receive documentation of registration and must provide this documentation to school districts, private special education schools or collaborative schools to be maintained with documentation of other staff licensure. Program quality assurance, as part of its monitoring activity, will review evidence of registration of educational interpreters employed in educational settings.

This initial registration activity results from several years of cooperative efforts between the Department of Elementary and Secondary Education (DESE), MCDHH, professionals and stakeholders in the educational community to improve knowledge and quality of sign language interpretation provided by educational interpreters. Registration through MCDHH will ensure that DESE and MCDHH are aware of the use of educational interpreters across the Commonwealth and will ensure that educational interpreters are aware of training opportunities. Additionally, DESE and MCDHH will communicate with educational interpreters as DESE develops specific requirements to ensure that educational interpreters possess the appropriate training, experience and skill levels to meet the communication needs of deaf and hard of hearing students.

To register with MCDHH, please go to <http://mass.gov//medhh> and follow the link for "Educational Interpreter Registration".

**File: IHBB - 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 when funding is available 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.



**File: IHBD - 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.

**File: IHBE - BILINGUAL INSTRUCTION**

Local school committees shall annually ascertain, not earlier than the first day of April, under regulations prescribed by the Department of Education, the number of English learners within their school system in grades Kindergarten through twelve, and shall classify them according to grade level, the language of which they possess a primary speaking ability, and the English learner program type in which they are enrolled, with all such information being made publicly available by school and school district on a website.

Subject to the exceptions provided, all children in Massachusetts public schools shall be:

- (a) taught English by being taught in English and all children shall be placed in English language classrooms.
- (b) children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one school year, provided, however, that kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language, so-called.
- (c) Local schools shall be permitted but not required to place in the same classroom, English learners of different ages but whose degree of English proficiency is similar.
- (d) Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency.
- (e) Once English learners acquire a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms. (Foreign language classes for children who already know English, 2-way bilingual programs for students in kindergarten through grade 12 and special education programs for physically or mentally impaired students shall be unaffected.)

These requirements may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below:

- (1) Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

- (2) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or
- (3) Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ultimately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; in all other cases, such students must be permitted to transfer to a public school in which such a class is offered.

To ensure that the educational progress of all students in learning English together with other academic subjects is properly monitored;

- (a) a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year to all public schoolchildren in grades 2 and higher who are English learners. This requirement shall not be construed as barring the administration of this same exam to other students.
- (b) nationally-normed test of English proficiency shall similarly be administered at least once each year to all Massachusetts schoolchildren in grades Kindergarten and higher who are English learners. Only English learners classified as severely learning disabled may be exempted from these tests. The particular tests to be used shall be selected by the Board of Education, and it is intended that the tests shall usually remain the same from year to year.

- (c) The national percentile scores of students shall be confidentially provided to individual parents, and the aggregated percentile scores and distributional data for individual schools and school districts shall be made publicly available on an internet web site; the scores for students classified as English learners shall be separately sub-aggregated and made publicly available there as well, with further sub-aggregation based on the English learner program type in which they are enrolled.
- (d) School enrollment by race, ethnicity, and English learner program type shall also be made publicly available. Although administration of these tests are required solely for monitoring educational progress, public officials and administrators may utilize these test scores for other purposes as well if they so choose.

LEGAL REFS.: M.G.L. 71A:1 et seq.

**File: IHBEA - ENGLISH LANGUAGE LEARNERS**

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

The District shall identify students whose dominant language may not be English through home language surveys that identify when a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, 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 the Massachusetts Department of Elementary and Secondary Education 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 the Massachusetts Department of Elementary and Secondary Education to comply with the No Child Left Behind Act.

LEGAL REFS.:       20 D.S.C. 3001 et seq. (language instruction for limited English proficient/  
immigrant students contained in No Child Left Behind Act of 2001)  
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)  
603 CMR 14.00

**File: IHBG - HOME EDUCATION**

The School Committee of the Walpole Public Schools recognizes and respects the right of parents or guardians to educate their child(ren) at home. The School Committee appreciates the personal and cultural uniqueness of each family and desires to ensure that the process by which school officials approve and review home education programs is both lawful and equitable. Therefore, the School Committee establishes this home education policy.

Parent(s) or guardian(s) planning to undertake a home education program for their child(ren) between their sixth and sixteenth birthdays shall inform the Superintendent by completing the Notice of Intent to Pursue a Program of Home Education form as approved by the School Committee and forwarding it to the Director of Curriculum, Instruction and Grants.

Home education programs shall be considered in an equitable, objective, and timely manner. Factors that may be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal are:

1. The academic background, life experiences and/or other qualities of those who will be instructing the child(ren), as they relate to the educational program. Home educators need not be certified teachers nor have any diplomas or degrees.
2. An overview of the educational program that includes subjects to be taught and instructional materials to be used. In order to meet the specific educational needs of their child(ren), parent(s) or guardian(s) may adjust the material to achieve the goals of the educational program without further notification to the Superintendent's office.
3. A statement concerning instructional hours that will be followed.
4. A mutually agreeable method of assessment which corresponds to the type of educational program being followed and may include one or more of the following:
  - a. Daily logs, journals, progress reports, portfolios or dated work samples
  - b. An independent report made by someone acceptable to both the superintendent and the parent(s) or guardian(s) of the home schooled student(s)
  - c. Standardized test results
  - d. Consultation with the Superintendent or appropriate school principal
  - e. Any other method agreed to by both Superintendent and home educator(s)

A student being educated in a home-based program within the district, who requests access to public school activities of either a curricular or extra-curricular nature, will be afforded the opportunity to participate. Arrangements for such participation are to be in accordance with the generally accepted scheduling and eligibility procedures of the schools. A home education student's participation in public school curricular activities will be specifically outlined in the proposed program approved by the district. That portion of public school time will be counted towards the school's total pupil enrollment for the academic year, and all provisions of public school procedures and policies shall apply to the participating student during this time.

**File: IHBG-E - NOTICE OF INTENT TO PURSUE A PROGRAM OF HOME EDUCATION FOR THE ACADEMIC YEAR: \_\_\_\_\_**

Instruction: Please complete this form, attach any additional information and forward it to the Director of Curriculum, Instruction and Grants, 135 School Street, Walpole, MA 02081 at least 30 days prior to the starting date of the home education program. You may expect a response to this notice from the Director within 14 days of its receipt. If this process is initiated during the school year, the student must remain in school until the school district and the parents agree jointly to the home education plan.

A. Parent Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone (day) \_\_\_\_\_ (evening): \_\_\_\_\_  
Student(s): \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

B. On a separate sheet, describe the instructional program to be taught for each student listed above, including subjects and instructional aids to be used.

C. On a separate sheet, describe the academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in Section B above.

D. Check the method of assessment to be used followed by a brief description.  
\_\_\_\_\_ Daily logs, journals, progress reports, portfolios or dated work samples  
\_\_\_\_\_ An independent report made by someone acceptable to both  
Superintendent and parent(s) or guardian(s)  
\_\_\_\_\_ Standardized test results  
\_\_\_\_\_ Any other method agreed to by both Superintendent and home educator(s)

The signature below confirms the intent to provide the following minimum hours of instruction (elementary and middle school: 900 hours and high school: 990 hours).

\_\_\_\_\_  
Signature of Parent or Guardian Date Submitted

The signature of the school official indicates final approval of this plan. A parent/administrative conference may be scheduled.

\_\_\_\_\_  
Signature of Director of Curriculum, Instruction and Grants Date Received: \_\_\_\_\_

**File: IHBH - ALTERNATE SCHOOL PROGRAMS**

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

The school committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school 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. 71:371; 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



**File: IHBH-1 - AN ACT RELATIVE TO CHARTER SCHOOLS**

A Horace Mann charter school shall be a public school or part of a public school operated under a charter approved by the local school committee in which the school is located and by the local collective bargaining agent; provided, however, that all charters shall be granted by the board of education. Horace Mann charter schools shall be operated and managed by a board of trustees independent of the school committees which approve said schools.

**File: IHBHB - 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 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 71:371; 71:37J

**File: IHCA - SUMMER SCHOOLS**

The school system will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available.

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.

A summer school program shall provide students with an enrichment experience or remedial assistance.

- a. No new courses/classes shall be offered without prior approval of the School Committee.
- b. No classes that do not pay the instructor's salary shall be offered unless the overall program is self-sustaining.

All summer programs will be subject to annual approval by the school committee.

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

**File: IHD - ADULT EDUCATION**

An adult education program shall be offered and maintained to the degree that it is actively supported by citizen participation so that it does not become a budgetary burden to the community (as near as possible, the program should be self-sustaining.).

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

**File: IJ - 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 system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the committee:

2. They must present balanced views of international, national, and local issues and problems of the past, present and future.
3. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
4. They must help students develop abilities in critical reading and thinking.
5. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
6. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual preference.
7. 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  
BESE regulations 603 CMR 26.00

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

**File: IJ-R - 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.

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

**File: IJJ - TEXTBOOK SELECTION AND ADOPTION**

Responsibility for the review and selection of textbooks to be purchased shall rest with the Director of Curriculum, Instruction and Grants. The Director of Curriculum, Instruction and Grants 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 committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to 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 prepare students to meet state standards
- 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.
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are 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.
- As appropriate, materials should be research-based and aligned to state and national standards. Materials should treat diversity with responsibility and sensitivity.
- 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.: M.G.L. 30B:7; 71:48; 71:50  
603 CMR 26:05

CROSS REF.: KEC Public Complaint About the Curriculum or Instructional Material

**File: IJK - 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.



**File: IJL - 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 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:

1. Needs of the individual student
  - Based on knowledge of students.
  - Based on requests of parents and students.
2. Needs of the individual school
  - Based on knowledge of the curriculum of the school.
  - Based on requests from the professional staff.
3. 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.
4. Provision of materials of high artistic quality.
5. Provision of materials with superior format.
6. Reputable, unbiased, professionally prepared selection aids are consulted as guides.
7. 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:

1. Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
2. Some materials contain factual material which is no longer accurate nor current.
3. 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).
4. Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
5. 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:

1. Made available to be used as resource or supplementary material by teachers.
2. 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.
3. Contributed to appropriate charitable or educational agencies.
4. 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.

**File: IJLA - 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

**File: IJLAA - MEDIA MATERIALS SELECTION AND ADOPTION**

A. Philosophy

1. Media Services is designed to serve as an integral part of the instructional program. Media personnel and resources are central to the instructional process, facilitating and providing instruction within the framework of the total program. Media centers in each school serve as an extension of the classroom, providing facilities and resources needed for the instructional program. The continuing development of child-centered instructional programs, designed to accommodate individual differences in interests, objectives, developmental levels, competencies, and learning styles, necessitates the availability of a wide range of instructional materials and equipment. Media centers are thus intended to supply resources in sufficient breadth and depth to provide for many alternatives in the teaching/learning process.
2. The school media center provides additional materials to attract students to reading, viewing and listening as sources of pleasure and recreation over and above needed subject content.
3. It attempts to foster critical judgment as a lifelong activity through broad exposure to all forms of media.

B. General Policy

1. The legal responsibility for materials in the school media center rests with the School Committee. Responsibility for coordinating the selection of instructional materials and making recommendations for purchase rests with the professionally trained media personnel, who are familiar with the existing collection, the curriculum, the methods of teaching, and the individual differences of the pupils in the schools for which the materials are provided, such selection to be in accordance with the statement of specific policy given below.
2. The selection of media center materials shall be in accordance with the philosophy expressed in the American Association of School Librarians, School Library Bill of Rights, which states: School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:
  - To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
  - To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
  - To provide a background of information which will enable pupils to make intelligent judgments in their daily life.
  - To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
  - To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American Heritage.

**File: IJM - 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 certificated staff member who recommends its use. In any questionable instance, the principal should be informed and shall decide whether its use 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

**File: IJNC - INSTRUCTIONAL MEDIA RESOURCES**

Instructional resources shall be made available for the improvement and/or enhancement of the curriculum.

1. The media center shall supply the print and audio-visual materials and equipment to assist the instructional program.
2. Media Services is designed to serve as an integral part of the instructional program. Media personnel and resources are central to the instructional process, facilitating and providing instruction within the framework of the total program.

Media centers in each school serve as an extension of the classroom, providing facilities and resources needed for the instructional program. The continuing development of child-centered instructional programs, designed to accommodate individual differences in interests, objectives, developmental levels, competencies, and learning styles, necessitates the availability of a wide range of instructional materials and equipment. Media Centers are thus intended to supply resources in sufficient breadth and depth to provide for many alternatives in the teaching/learning process. The center itself is used for the varieties of instruction and learning activities requiring media facilities and resources.

The media specialist is a partner in the instructional team with particular responsibilities. Primary is the direct work with teachers developing and implementing curriculum. Equally important is the corollary responsibility for teaching students and monitoring many curricular activities of students. The specialist serves as an access for teachers and children to the range of available resources, and provides many kinds of information services for identifying, locating, and using appropriate materials and equipment.

The specialist organizes the media center and manages the media program to best provide the services needed to meet the schools instructional goals. Staff and specialists collaborate in the selection and evaluation, of needed materials. Specialists are responsible for acquiring, storing, retrieving, and disseminating information.

To make the maximum potential resources available to all the teachers and children in the schools at the least cost, Media Services is organized as a single, unified, coordinated system from kindergarten through the twelfth grade. The total human resources, print and audiovisual materials, and instructional equipment are thus as accessible as possible to every student and staff member in the school system.

**File: IJNDB - WALPOLE PUBLIC SCHOOLS ACCEPTABLE USE POLICY FOR  
STAFF USE OF TECHNOLOGY RESOURCES**

*(Approved 8/16/2010)*

**I. Introduction**

We are pleased to offer the staff of the Walpole Public Schools access to the district computer network, electronic resources, electronic mail, and the Internet. This Acceptable Use Policy serves as a written agreement between the Walpole Public Schools and its staff. It outlines the appropriate uses for technology in the district as well as the consequences for failure to adhere to those guidelines. To use these resources, all staff must sign this agreement and return it to their school's Principal. Any questions or concerns about this agreement or any aspect of the computer network or electronic resources should be referred to the school Principal.

**II. General Network and Technology Use**

Technology in the Walpole Public Schools will be used in collaboration with curriculum. Computers and other technology equipment are tools used to support the teaching and learning process. The network is provided to staff for educational purposes that will enhance the teaching and learning process. Each staff member is expected to take individual responsibility for his or her appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Walpole Public Schools. Any violation of the conditions and rules may result in possible disciplinary and/or legal action.

**III. Internet / Electronic Resources / E-mail Access**

Access to the Internet, electronic resources, and e-mail will enable staff to use thousands of libraries and databases, and to communicate with the global community. Staff should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students and staff from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, teachers, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Within reason, freedom of speech and access to information will be honored. Employees should have no expectation of privacy in their use of electronic resources provided by, or accessed in, the district. All staff e-mail is archived in accordance with the Secretary of State's determination that e-mail is a public record, and all school-related e-mail communication, and only school-related e-mail, must be processed through the district e-mail system. Parents and their representatives have the right to request a copy of any and all e-mail exchanges that relate to their student, even if they are not direct recipients of such communication. Confidentiality of student information must be respected when communicating by e-mail, and students should be

identified by first name, last initial only. Staff should consider the most appropriate form of communication (phone call, in-person visit, or electronic) for individual circumstances.

All data storage areas including, but not limited to workstations, external drives, network storage, Internet browsing history, email, etc., may be accessed and reviewed by Network administrators and administration to maintain system integrity and insure that the system is used responsibly.

#### **IV. Staff Users' Privileges and Responsibilities – Conditions and Rules**

##### **A. Staff Users may:**

- Use all authorized hardware and software to facilitate learning and enhance educational information exchange
- Access information from outside resources which facilitate learning and enhances educational information exchange
- Access district networks and the Internet to retrieve information, facilitate learning and enhance educational information exchange
- Use computer and network storage for files, downloads and legally owned applications that facilitate learning and enhance educational information exchange.
- Utilize school computers for incidental personal use as long as such use does not interfere with the employee's job duties and performance, with the system operations or other system users.  
*"Incidental personal use" is defined as use by an individual employee for occasional personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules. Downloading or storing image, movie or music files for personal use, and conducting personal financial transactions via school computers or the network, are prohibited.*
- Request advance approval from the building Technical Support Specialist to attach personal devices, including personal computers, wireless access points, and other devices, through the school/district network drops. Personal equipment must adhere to security and licensing guidelines, and the school/district will assume no risk or responsibility for technical support, loss or damage.

##### **B. Staff Users are responsible for:**

- Utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the educational mission of the Walpole Public Schools
- Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. This includes passwords used for network access and web-based subscriptions
- Establishing appropriate student security levels when creating and using Web-based tools and accounts (such as wikis, blogs, podcasts, social networking sites) so that all information is monitored and approved prior to posting



- Maintaining confidentiality of information accessible in the student information system
- Keeping all inappropriate materials, inappropriate text files, or files dangerous to the integrity of the school's network, equipment, and software from entering the school via the Internet, removable media, or other means
- Keeping hardware and software from being removed from school premises without prior consent.
- Using the district assigned email account for all school related communication, and only school related communication
- Adhering to all copyright guidelines and avoiding plagiarism
- Adhering to the rules established for the use of hardware, software, labs, and networks in the school and through remote access
- Not engaging in harassment
- Providing direct supervision of all student use of technology resources
- Preventing damage to computers, printers, etc. from food or drink

***C. The activities listed below are not permitted:***

- Using a code, accessing a file, or retrieving any stored communication unless given the appropriate authorization to do so
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Using non-educational websites that do not support teaching and learning
- Participating in any communications that facilitate any illegal activities or violate any other laws
- Transferring, copying, or downloading any non-educational material that does not support teaching and learning
- Damaging or modifying computers, computer systems or computer networks
- Removing hardware and/or software from school premises without prior consent
- Violating copyright laws or committing plagiarism
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes, personal or financial gain, or fraud
- Intentional use of software, other websites or proxies to bypass the Internet filtering technology
- Downloading, installing or storing files for personal use (including image and music files)
- Staff should not share or use personal accounts, such as personal e-mail, home telephone or cell numbers, or text messaging systems with students, except in an emergency or when access to school accounts or resources are not available (i.e., field trips, extra-curricular activities)

## V. Consequences

Failure to adhere to guidelines, conditions and rules of this Acceptable Use Policy will result in disciplinary and/or legal action as determined by the school Principal and/or the Superintendent of Schools.

**Disclaimer:** The Walpole Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of equipment damaged by malicious or inappropriate use as defined by this policy. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. Use of all technology and networks is at one's own risk. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

### *Teacher Responsibilities*

- Provide developmentally appropriate instruction and guidance to students as they make use of the network, Internet, and electronic information resources in support of educational goals
- Inform students of their responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group
- Verify parent consent prior to posting student pictures or student work on websites; Identify students by first name, last initial only
- Understand the Student Acceptable Use Policy and treat student infractions according to the Code of Conduct

### *Principal Responsibilities*

- Include Acceptable Use Policy in Staff Handbook, insure distribution and receipt of parent/student signatures
- Notify teachers of students who do not have written consent to have pictures or information posted on websites
- Treat staff infractions of the Acceptable Use Policy according to the Staff Handbook/School Committee Policy Manual

### *District Responsibilities*

- Ensure that filtering software is in use to meet the guidelines of the Child Internet Protection Act (CIPA)
- Maintain an archive of staff electronic mail
- Periodically review and update Acceptable Use Policies

### *Student Responsibilities*

- Immediately notify the teacher if:
  - o They access an Internet site that displays inappropriate material
  - o They receive a pop-up message that warns them of a computer or virus problem

- o They receive any message that makes them uncomfortable or feel threatened

***Parent Responsibilities***

- Discuss these rules with their son or daughter to ensure he or she understands them
- Immediately notify the school Principal if their child expresses concern or shares information about inappropriate content or uncomfortable/threatening messages
- Support the school in enforcing these guidelines
- Provide a similar framework for their child's use of computers outside of school, and communicate with their child regarding Internet safety on an ongoing basis

**VI. Changes in the Acceptable Use Policy for Computer and Internet Use**

The Walpole Public Schools reserve the right to change this policy and guidelines at any time.

**File: IJNDB-E – STAFF USER AGREEMENT**

I understand that by signing this form I acknowledge that I have read and will abide by the above Acceptable Use Policy for Staff Use of Electronic Resources.

Name (print) \_\_\_\_\_

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

School \_\_\_\_\_

**File: IJNDB-1 – K-12 STUDENT USE OF ELECTRONIC RESOURCES**

*(Approved 8/16/2010)*

**To All Parents/Guardians of Students in Grades K-12: Please read this agreement with your child and then sign in the appropriate locations. Students in Grades 4 through 12 must also sign this Agreement.**

**I. Introduction**

The Walpole Public Schools is pleased to offer our students access to the district computer network, electronic resources, electronic mail, and the Internet. This Acceptable Use Policy outlines the appropriate uses for technology in the district, and activities not permitted. All parents/guardians must sign this Agreement, insure their child(ren) in Grades 4-12 also sign this Agreement, and return it to their school. Any questions or concerns about this agreement, or any aspect of the computer network or electronic resources should be referred to your school's Principal.

**II. General Network and Technology Use**

The network and technology in the Walpole Public Schools is provided to students for educational purposes, and will be used to support the learning process. All students will be provided a network login ID and password that they should not share with other students. Students are expected to take individual responsibility for his or her appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Walpole Public Schools. Any violation of the conditions and rules may result in disciplinary and/or legal action.

**III. Internet/Electronic Resources**

Access to the Internet and electronic resources will enable students to use thousands of libraries and databases to facilitate learning and information exchange. Students should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students and staff from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the risks or disadvantages. Ultimately, teachers, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Students should have no expectation of privacy in their use of electronic resources provided by, or accessed in, the district. All data storage areas including, but not limited to workstations, external drives, network storage, Internet browsing history and computer sessions etc, may be

accessed and reviewed by network administrators and administration to maintain system integrity and insure that the system is used responsibly.

#### **IV. Student Users' Privileges and Responsibilities – Conditions and Rules**

##### ***A. Student Users of Walpole Public Schools equipment may:***

- Use authorized hardware and software, under teacher direction, for educational purposes only;
- Access information from outside resources, under teacher direction, for educational purposes only;
- Access district networks and the Internet to retrieve information, under teacher direction, for; educational purposes only
- Use computer and network storage for files and teacher approved downloads, for educational purposes only;
- Use only those electronic communication tools - including social networking resources, blogs, wikis, podcasts, email - that have the explicit prior approval of the school Principal and classroom teacher, for educational purposes only.

##### ***B. Student Users of Walpole Public Schools equipment are responsible for:***

- Utilizing technology in the school only under teacher direction and supervision, for facilitating learning and enhancing educational information exchange consistent with the educational mission of the Walpole Public Schools;
- Maintaining the privacy of passwords and they are prohibited from publishing or discussing passwords, including passwords used for network access, X2 Aspen, and web-based subscriptions;
- Maintaining the privacy of personal information for all students;
- Keeping all inappropriate materials, inappropriate text or image files, or files dangerous to the integrity of the school's network, equipment, and software from entering the school via the Internet, removable media, or other means;
- Abiding by the rules of Network etiquette (Netiquette):
  - Be polite and respectful in all forms of communication;
  - Use appropriate language and graphics;
  - No swearing, vulgarities, suggestive, obscene, belligerent, offensive or threatening language;
- Adhering to all copyright guidelines and avoiding plagiarism;
- Not engaging in harassment or bullying;
- Preventing damage to computers, printers, etc. from food or drink or from acts of negligence or vandalism;
- Obtaining permission from the teacher, Technical Support Specialist, and/or Principal before using any personal electronic devices, including removable USB/Firewire drives.

***C. The activities listed below are not permitted:***

- Using a code, accessing a file, or retrieving any stored communication unless given the appropriate authorization to do so;
- Using or attaching any personal electronic devices (including cell phones, iPods, any Internet or network enabled devices) without the explicit consent of the school Principal;
- Sending or displaying offensive messages or pictures;
- Using obscene language;
- Harassing, insulting or attacking others including acts of cyberbullying;
- Accessing or using non-educational websites, or transferring, copying, or downloading any non-educational material, that do not support a specific assignment or teacher-authorized work;
- Participating in any communications that facilitate any illegal activities or violate any other laws;
- Damaging or modifying computers, computer systems or computer networks;
- Removing hardware and/or software from school premises without prior written consent from the school Principal or his/her designee;
- Violating copyright laws or committing plagiarism;
- Using others' passwords;
- Impersonating another user;
- Sharing or publishing any personal information of oneself or any student or staff member on the Internet or through other electronic means:
  - No personal addresses, phone numbers, email, screen names or login information;
  - No identifiable photographs unless appropriate written consent has been provided by the parent/guardian;
  - Only the first name and last initial may be used to identify students when approved for publishing or posting;
- Trespassing in others' folders, work or files;
- Intentionally wasting shared resources (including network, printers);
- Using the network for commercial purposes, personal or financial gain, or fraud;
- Intentional use of software, other websites or proxies to bypass the Internet filtering technology;
- Downloading, installing or storing files for personal use (including image and music files).

**V. Consequences:** Failure to adhere to these guidelines, conditions and rules of this Acceptable Use Policy will result in disciplinary and/or legal action, according to the Code of Conduct. The ultimate consequences are at the discretion of the Superintendent of Schools.

**Disclaimer** The Walpole Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of equipment damaged by malicious or inappropriate use as defined by this policy. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. Use of all technology and networks is at one's own risk. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

### ***Teacher Responsibilities***

- Provide developmentally appropriate instruction and guidance to students as they make use of the network, Internet, and electronic information resources in support of educational goals
- Inform students of their responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group
- Verify parent consent prior to posting student pictures or student work on websites; identify students by first name, last initial only
- Respond to student infractions/violations of the Acceptable Use Policy according to the Code of Conduct

### ***Principal Responsibilities***

- Include Acceptable Use Policy in Student Handbook, insure distribution and receipt of parent/student signatures
- Notify teachers of students who do not have written consent to have pictures or information posted on websites
- Respond to student infractions/violations of the Acceptable Use Policy according to the Code of Conduct

### ***District Responsibilities***

- Ensure that filtering software is in use to meet the guidelines of the Child Internet Protection Act (CIPA)
- Maintain an archive of staff electronic mail
- Periodically review and update Acceptable Use Policies

### ***Student Responsibilities***

- Immediately notify the teacher if:
  - You access an Internet site that displays inappropriate material
  - You receive a pop-up message that warns you of a computer or virus problem
  - You receive any message that makes you uncomfortable or feel threatened
- Avoid plagiarism or violations of academic integrity;
- Treat others with respect online, just as you would in any other school setting.

### ***Parent/Guardian Responsibilities***

- Discuss these rules with your son or daughter to ensure he or she understands them
- Immediately notify the school Principal if your child expresses concern or shares information about inappropriate content or uncomfortable/threatening messages
- Support the school in enforcing these guidelines
- Provide a similar framework for your child's use of computers outside of school, and communicate with your child regarding Internet safety on an ongoing basis.

**VI. Changes in the Acceptable Use Policy:** The Walpole Public Schools reserve the right to change this policy at any time.



**File: IJNDB-1-E - STUDENT NETWORK USER AGREEMENT FORM**

This user agreement must be renewed each academic year.

Student User's Name (*please print* ) \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

**PARENT/GUARDIAN SPONSOR**

I have read the Walpole Public Schools Acceptable Use Policy for K-12 Student Use of Electronic Resources and appropriately reviewed this document with my child. 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's name (first name, last initial only) to appear on a district or classroom sponsored website should one be developed.

\_\_\_\_\_ I give permission for my child's photo to appear on a district or classroom sponsored website should one be developed.

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

***Students in Grades 4-12 must read this statement and sign below:***

I have read the Walpole Public Schools Acceptable Use Policy and agree to abide by its conditions, rules and guidelines. I understand that violation of these provisions may result in disciplinary action, according to the Code of Conduct, including but not limited to suspension or revocation of privileges, suspension or expulsion from school, and/or legal action.

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

**File: IJNDC – ELECTRONIC COMMUNICATION POLICY**

Walpole Public Schools provides a variety of electronic tools to enhance communication with students, colleagues, families and the community. These include an email system, websites, a student information system and student/family portal. In addition, staff may have access to internet and subscription based electronic resources that provide additional features such as blogs, wikis, social networking sites, and audio and video communication tools, etc. Staff is encouraged to use digital tools to facilitate learning and enhance educational information exchange consistent with the educational mission of the Walpole Public Schools. The District supplied email address (@walpole.k12.ma.us) is expected to be used with these district-sanctioned activities.

The Administration will annually remind current staff members and orient new staff members concerning the importance of maintaining proper decorum online and within the digital world while adhering to appropriate boundaries relative to student/teacher relationships. The District expects the appropriate use of personal electronic tools and resources by staff and students.

The School Department's policy with regard to teacher interactions with students and families utilizing personal technology is as follows:

1. Teachers are already under an obligation to maintain appropriate boundaries in their relationships with students (e.g., teachers should avoid excessive attention to a student, communicate only on school-related activities, maintain professionalism, etc.). These same standards apply to electronic communications using personal tools or accounts with students (e.g., social networking, email, texting, or other cell phone communications).
2. All electronic communication with students should be through the district's technology systems, except in emergency situations. Staff members will not give out their personal cell phone or home phone numbers, or personal email address, without prior approval of the Principal. This policy does not apply to family relationships.
3. The district will educate staff members on all capabilities of the district's resources to mitigate the need for staff to feel they need to utilize their own personal resources.
4. Coaches and club/activity advisors will not give out their personal cell phone or home phone numbers, or personal email address without prior approval of the Principal. All contact and messages by coaches and club/activity advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters. Messages from coaches will be copied to the Athletic Director and Principal.
5. Staff members may not share or provide access to their personal social networking websites to any current or former Walpole Public Schools students under the age of 18 (e.g., cannot be accepted as 'friends' on personal social networking site).

6. Staff members are reminded that information, including text and images, posted online are never fully private and may affect how students, parents, administrators and peers perceive them. Posting items with sexual content and those exhibiting or advocating use of illegal drugs and/or alcohol is poor judgment and may be deemed inappropriate.
  
7. The School Department retains the right to monitor the internet and all applicable District's internal technology systems. When inappropriate use of electronic resources reaches the attention of Administration, the Principal or direct Supervisor will promptly bring this to the attention of the staff member and the Superintendent. After an investigation, and appropriate due process, disciplinary action, up to and including termination, may be applied for failure to exercise good judgment relative to the aforementioned resources.

**File: IJNDD – APPROPRIATE ON-LINE AND ELECTRONIC BEHAVIOR OF EMPLOYEES**

The administration 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 or otherwise detract from their positions as educators and role models in the community. Examples of inappropriate activities include, but are not limited to:

- Improper fraternization with students using Facebook and similar internet sites or social networks, email, cell phone, texting, or telephone;
- Posting of items with sexual content; or
- Posting of items exhibiting or advocating the use of drugs.

When inappropriate use of computers, websites and other electronic media is brought to the attention of either a school principal or the Superintendent, they will investigate the matter. After investigating the matter, the school principal or Superintendent will promptly bring that inappropriate use to the attention of the staff member. Depending on the nature of the offense, they may consider disciplinary actions against the staff member, consistent with the parties' collective bargaining agreement and Chapter 71, up to and including dismissal.

First Reading	
Second Reading:	
Adopted:	

**File: IJOA - FIELD TRIPS**

All students (with any necessary parental permission) have the right and privilege of attending field trips which may be curricular or extra curricular. Prior to participation, the student/parent may be required to sign a waiver of liability. Since a greater degree of responsibility and decorum may be needed beyond what is required while in school, higher expectations are entailed for the inclusion of all students on field trips.

- a. Students should have demonstrated reasonable adherence to general school rules.
- b. All students will obtain written parental or guardian permission.
- c. Students will be required to use the transportation provided/designated by the school.
- d. All rules that apply to bus behavior are in effect.
- e. All chaperones are to be considered in authority while on a field trip.
- f. Students will follow all "special" rules which may be needed for individual field trips.
- g. Students will observe all rules required by the site they are visiting.
- h. All school rules and consequences, as enumerated in the Code of Conduct, will be in effect. In addition a student who has violated rules on a previous trip may be denied participation in a future trip.

OUT-OF-STATE FIELD TRIPS MUST HAVE SCHOOL COMMITTEE APPROVAL ONE MONTH PRIOR TO THE TRIP. A FORM HAS BEEN DEVELOPED THAT MUST BE FILLED OUT AND FORWARDED TO THE SCHOOL COMMITTEE BY THE BUILDING PRINCIPAL.

**File: IJOAB - STUDENT OUT-OF-STATE, OVERNIGHT AND LATE-NIGHT  
FIELD TRIPS AND TRAVEL**

*Effective 6/7/2004*

The School Committee recognizes the value of first-hand experiences provided through travel. Purposeful, well-organized, and properly supervised travel experiences are a most effective and worthwhile means of learning. The intent of this policy is to enable staff members to establish educationally sound and safe student travel experiences that are directly associated with specific instructional programs and tied to the curriculum frameworks.

**APPROVAL**

All staff members planning an out-of-state, overnight or late-night field trip or activity must receive School Committee permission no less than 30 days prior to the event. The staff members should seek this approval at the point of the initial planning and scheduling. This will ensure that planning and fund raising take place with the support of the School Committee. The School Committee shall consider the educational value of the trip in relation to the cost prior to granting approval. Out-of-State, overnight and late-night trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trip should be appropriate for grade level. The School Committee shall only review for approval school-sanctioned trips. Staff members are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Initial approval by the School Committee is required before engaging students in any fundraising activities. No information to parents on fund raising activities will be initiated until School Committee approval has been granted. Final approval shall not be granted until all preparations for the trip have been completed, including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts.

**PROCESS**

Out-of-State, overnight and late-night Field Trip Request Forms are available in each office. A blank copy of all forms to be maintained for a trip should also be attached to the request form submitted to the School Committee for approval, as well as any additional informational brochures, list of bids, or flyers on the trip.

All procedures which are in place for all out-of-state, overnight and late-night field trips must be followed. These include: bus lists, permission slips, emergency information, student and chaperone health data and chaperone lists, a copies of which should be left on each bus and at the school office. A nurse must accompany all overnight trips unless waived at the discretion of the Superintendent. Any activities involving swimming must be approved by the Superintendent at his/her discretion.

It is the responsibility of the principal to be sure that any other requirements specific to district policy and building procedures are followed. Principals must confirm that chaperone coverage, a minimum ratio of 1:10, is sufficient for each trip at the time of planning and at the time of the trip, when the chaperone list is copied to the office.

No sponsor or chaperone may receive additional pay either from the District or an outside entity for their time involved in student travel activities. All unspent money is to be refunded to students.

All trips must comply with all additional School Committee policies, school building procedures, and school handbook rules and regulations. School Committee purchasing policies do not apply to student travel programs. Sponsors, however, are to obtain competitive pricing to ensure maximum student participation at the lowest possible cost. At least three bids must be reviewed within every three-year period of a trip's occurrence to ensure competitive pricing.

All students must meet all eligibility requirements to participate in the trips. Students failing to meet expected rules and regulations while on the trip may be deemed by the trip sponsor to be ineligible to complete the trip and will be sent home at the parents'/guardians' additional expense.

### **TRIP SCHEDULING**

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m. due to the increased risk of vehicular accidents during this time period. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements (refer to Massachusetts Department of Education Learning Time Regulation Guide).

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense. Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any student not participating.

### **TRANSPORTATION**

Transportation shall be by bus, plane, or train unless other arrangements have been agreed to by the principal. It is suggested that at least one additional vehicle be available (possibly rented), depending on the size of the group and the type of travel, to handle emergency situations. Per the District's transportation contract, all bus transportation, either school bus or coach, must be arranged through the contractor for the Walpole Public Schools. Trips planned to include out-of-state, overnight or late-night student travel shall include a check of companies, drivers and vehicles. CORI checks shall be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R. The Superintendent or designee shall ensure that the selected carrier is

licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>. The contract with the carrier shall prohibit the use of subcontractors unless sufficient notice is provided to the district that allows verification of the subcontractor's qualifications.

### **FUNDRAISING**

Partial scholarships and/or fund raising activities must be made available for all course-required trips that are integrated into the curriculum and required for all student trips to ensure that all students can participate. Trips for curriculum enrichment do not fall under these requirements. Partial scholarships for families meeting eligibility for free and reduced lunch, or at time of unusual circumstances, should be made available through PAC funds, business and individual donations, and/or other sources. Fundraising activities may include typical events or may also include opportunities from lists of community members needing babysitting and assistance with odd jobs or business.

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



**File: IJOAB-E - OUT-OF-STATE FIELD TRIP REQUEST FORM**

**School Committee permission for all Out-of-State Field Trips is required 30 days prior to the Field Trip.**

School: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Destination: \_\_\_\_\_

No. of Students: \_\_\_\_\_

No. of Chaperones: \_\_\_\_\_

Date of Request: \_\_\_\_\_

Date of Trip Departure/Return:      Depart: \_\_\_\_\_      Return: \_\_\_\_\_

Cost of Trip Per Student: \_\_\_\_\_  
(inclusive of tips, and all various expenses)

Deposits due from Students: \_\_\_\_\_

Curriculum Objectives (*from MA Curriculum Frameworks and Walpole Curriculum Guides*)

Teacher's Comments

Teacher's Name (Please Print): \_\_\_\_\_

Principal's Comments/Approval: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

**TO BE SUBMITTED TO BUSINESS OFFICE AFTER TRIP:**

<u>Date:</u>	
Advance Funds Received (if any):	Date Received: _____ Amount: _____ Check Number: _____
List of Itemized Expenditures (include receipts/documentation):	
Credit Card or Open Account Expenses (if applicable):	
Amount returned to student(s) (if applicable):	
Signature of Teacher/Staff:	
Principal's Signature:	

<b>Business Office Use Only</b>	
<u>Date Funds Needed from Student Activity Account:</u>	
<u>Check number:</u>	
<u>Date of Payment:</u>	
<u>Signature:</u>	

**File: IJOAC - SWIMMING RULES**

Students that are attending a single day school sponsored field trip will not be allowed to use swimming pools or other swimming areas while on the field trip.

Students that are attending a multi-day school sponsored field trip will be allowed to use swimming pools or other swimming areas while on the field trip under the following conditions:

- The lead chaperone of the trip receives written approval from the Superintendent.
- The students on the trip provide the lead chaperone with signed parental permission slips allowing them to participate in swimming activities.

Chaperones will be made aware of this policy by their supervisor or building principal. Students should be notified of this policy prior to the trip to avoid any confusion.

**File: IJOB - COMMUNITY RESOURCE PERSONS / SPEAKERS**

Individuals or groups may be 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.

**File: IJOC - SCHOOL VOLUNTEERS**

It is the policy of the school committee to encourage volunteer efforts in the schools. Parents, 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.

**File: IK - 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, his/her 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, 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. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
4. 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.
5. 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.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

**File: IKAB - STUDENT PROGRESS REPORTS TO PARENTS**

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 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 assistant superintendent, who will submit the proposal to the School Committee for consideration and approval.

### **File: IKB - HOMEWORK**

Homework is the study of a subject outside of classroom time. When properly assigned, homework helps to improve study habits and develops initiative. It provides essential practice and reviews that reinforce basic skills. Homework is a learning activity that 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. It is recommended that homework include practice assignments (drill type), preparation assignments (preparation for class), extension assignments (follow-up to class), creative assignments, and work on ongoing projects or long-term assignments.

Average daily time requirements for all subject areas combined shall be:

- Kindergarten: Daily at home read-aloud of 15 mins.
- Grade 1: two (2) times a week; ten (10) minutes each.
- Grade 2: two (2) times a week; fifteen (15) minutes each.
- Grade 3: three (3) to four (4) times a week; twenty (20) to thirty (30) minutes each.
- Grade 4: three (3) to four (4) times a week; thirty (30) to forty-five (45) minutes each.
- Grade 5: three (3) to four (4) times a week; thirty (30) to forty-five (45) minutes each.
- Grade 6: four (4) to five (5) times a week; forty-five (45) to sixty (60) minutes each.
- Grades 7-8: Teachers of all core courses shall assign meaningful homework. The quality, not quantity, of the assignment is the object. Students will typically have 25 minutes homework per core subject area per night (60-90 minutes). Teachers will utilize a master team schedule for important assignments to prevent the likelihood of a student having 3 or more tests or significant assignments due on a given day.
- Grades 9-12: Core academic classes will be assigned meaningful significant homework every school night (90-150 minutes). The quality, not quantity, of the assignment is the object.

These daily time requirements should not be interpreted as a minimum or maximum but as a description of what is a reasonable guideline for a particular grade level. However, students anticipating serious study beyond High School should consider these guidelines as minimums exclusive of long range assignments.

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. Any written homework assigned should be reviewed in class, or collected and corrected by the teacher. All homework will be returned in a timely manner.

The faculty will develop ways of helping children and parents think of the home as if it were the library or school, as an extension of the classroom, and a place where children, engage in writing, reading research, analysis and construction. Recognizing that some children require more time than others to complete the same assignment, teachers will be willing to adjust the work so that the time spent is reasonable for each student. Parents are strongly encouraged to monitor the amount of time their children spend on homework, to offer assistance to them when appropriate, and to contact teachers if they have questions or concerns.

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.

**File: IKE - PROMOTION AND RETENTION OF STUDENTS**

*Effective 12/19/2005*

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially and emotionally. In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

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

The following grade level exit criteria will be applied to the appropriate grade levels with some discretion, especially for younger students or when there are extraordinary mitigating circumstances:

Grades K-4: Pass benchmarks for ELA and math. There are assessments for each grade in these two areas to determine successful achievement.

Grades 5-8: Pass ELA, math, social studies, and science. Final grades for the year are used to determine success.

Grades 9:12: In order to be eligible for promotion from one grade to another:

1. Freshmen, sophomores, and juniors must pass twenty five (25) credits. In extenuating circumstances, then administration may choose to promote a student as long as the following criteria have been met: in order to advance to the senior year, students must have obtained at least seventy-five (75) credits. Outside coursework may be required.
2. A student must have carried at least thirty-two and a half (32.5) credits of work each school year (exceptions may be permitted by the principal).
3. Students attending summer school must formally notify the Director of Guidance August 20<sup>th</sup> that they have successfully completed their summer program or they will not advance to the next grade.
4. All fifth year students must follow rule (2) above unless they receive a waiver from the principal.
5. The graduation credit requirement is 115 credits.

**File: IKF - GRADUATION REQUIREMENTS***Effective 09/1/2010*

All students must be enrolled in six (6) full credit subjects, including "Wellness" (i.e. Health and/or Physical Education) in order to have a complete academic program. Every student possesses different interests and abilities, therefore each student should select courses that meet his/her own unique needs. This decision can best be made through thoughtful self assessment and with the collaboration of parents, teachers and guidance counselor. Creating an appropriate and balanced academic program is a most important process and should be done with great care and thoroughness.

In early spring of each year, students will be asked to develop their scholastic program for the following year. Prior to this, students will have the opportunity to analyze their educational progress and objectives and to discuss their particular academic needs with their teachers and guidance counselor. In order to advance from one grade to the next, specific credits must be earned and certain core courses passed. Please see our Student-Parent Handbook or your guidance counselor for a complete description of these requirements.

<b>Core Coursework:</b>	
English	Four (4) Years (includes Freshman, Sophomore, Junior and Senior English)
Mathematics	Three (3) Years (includes the completion of Algebra 2; students are recommended to take a 4 <sup>th</sup> year of math; students on an E.P.P. are required to take a 4 <sup>th</sup> year of math)
Science	Three (3) Years (includes one (1) life science and one (1) physical science)
Social Studies	Three (3) Years (includes World History and U.S. History I & II)
Foreign Languages	One (1) Year (students are recommended to take at least two (2) years of the same language)
Wellness	One (1) semester Health and one (1) semester minimum of Physical Education
<b>Non-CORE Electives</b> – Three (3) years (students are encouraged to select from at least two different elective groups) (See groups below)	
<b>CREDIT REQUIREMENT: 115 CREDITS and PASS MCAS</b>	

The chart above reflects the minimum requirements for WHS graduation. Please note that certain institutions of higher learning recommend additional courses for admission. Some students may also enroll in additional courses for personal success and/or interest.

**PHYSICAL EDUCATION**

All students must enroll in and pass a minimum of one (1) semester of physical education, unless the physical education requirement is waived by submission of a physician's certificate.

Over and above the one (1) semester requirement in the chart above, all students must enroll in and pass a minimum of one (1) semester per year of physical education, unless a student enrolls in a seventh full credit course, or a course required by their Individual Education Plan (I.E.P.).

### NON-CORE ELECTIVE GROUPS

Technology	Computer Programming Web Design Wood Technology I, II, III Robotics Drafting Engineering Design Engineering the Future – can count for either non CORE elective <u>or</u> Science requirement Intro to Electronics
Business	Computer Applications I, II Accounting I, II Marketing Consumer & Financial Literacy
Performing Arts	Concert Choir Orchestra Strings Band Music Theory & Comp Pop, Rock, and Jazz Chansons Vocal Instrumental Performance History of Concert Music Music Technology
Fine Art	Freshman Foundation of Art Drawing and Painting I, II, III AP Studio Art: Drawing Ceramics and Sculpture I, II, III AP Studio Art: 3D Design Design I, II, III AP Studio Art: 2D Design Art Exploration Issues and Images
Media	Digital Film-making I Digital Film-making II Digital Film-making III Journalism I, II, III TV Production I, II, III

## **CERTIFICATE OF ATTAINMENT**

Students who have failed to meet the requirements of the Massachusetts Curriculum Assessment System (MCAS), but who meet all local graduation requirements, may be granted a Certificate of Attainment if the following conditions have been met. The student seeking the Certificate of Attainment must meet the following criteria:

- Have taken the MCAS exam at least 3 times prior to their June graduation date;
- Have attended school for at least 162 days per year or 90% attendance; and,
- Have passed their courses and completed all other local graduation requirements.

## **GRADUATION**

1. To be eligible for graduation from Walpole High School, a student must have completed all the requirements listed in the graduation requirements table and passed a minimum of 25 credits during their senior year.
2. The Massachusetts Department of Education requires students to pass the MCAS examinations as a prerequisite for graduation.
3. Waivers - Should a student seek to waive any of the graduation requirements, the following procedures must be followed:
  - a. Submit a letter to the principal stating:
    1. the reason why the waiver should be granted
    2. the course which would replace the waived requirement
  - b. Submit a letter from the student's parent/guardian stating his/her opinion of the request.
  - c. Submit a letter from the student's guidance counselor indicating his/her reasons for supporting the request.
  - d. An interview will be held with the building principal, a faculty member, and the guidance director.

## **EDUCATIONAL PROFICIENCY PLAN**

Please note that the Department of Elementary & Secondary Education requires students to complete additional course work for those who have not attained proficiency on the Math and English MCAS; students may also be required to fulfill other additional requirements of an Educational Proficiency Plan, as mandated by the DESE.

File: IKFC

**File: IKFC - DIPLOMAS**

Those who satisfactorily complete the approved course of study in the High School shall receive diplomas signed by the Chairman of the School Committee, the Superintendent of Schools, and the High School Principal.

**File: IL - 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. To 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.

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 system must be approved in advance by the school committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

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

**File: ILBA - 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.



**File: IMA - 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.

**File: IMB - 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 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. 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 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 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.

**File: IMD - 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

## **File IMG – Service Animals in School**

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

The Walpole 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 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" and any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

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

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

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

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

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

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

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

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

The Walpole 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.

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

SOURCE: MASC February 2011