

SECTION – I

INSTRUCTION

Table of Contents

IA - INSTRUCTIONAL GOALS.....	1
IB - ACADEMIC FREEDOM.....	2
IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR.....	3
ID - SCHOOL DAY	4
IE - ORGANIZATION OF INSTRUCTION.....	5
IGA - CURRICULUM DEVELOPMENT	6
IGB - SUPPORT SERVICES.....	7
IGD - CURRICULUM ADOPTION	8
IHA - BASIC INSTRUCTIONAL PROGRAM	9
IHAM – HEALTH EDUCATION	10
IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION	11
IHAMB - TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS	12
IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS	13
IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES.....	14
IHBAA – OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS	15
IHBD - COMPENSATORY EDUCATION.....	17
IHBEA -ENGLISH LANGUAGE LEARNERS	18
IHBF - HOMEBOUND INSTRUCTION.....	19
IHBG - HOME SCHOOLING	20
IIO – STUDENT TUTORING PROGRAM	21
IJ - INSTRUCTIONAL MATERIALS	24
IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES	25
IJJ – SELECTION AND ADOPTION OF TEXTBOOKS.....	26
IJK - SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION.....	28
IJL – LIBRARY MATERIALS SELECTION AND ADOPTION	29
IJLA - LIBRARY RESOURCES.....	30
IJNDB-R - INTERNET SAFETY/ACCEPTABLE USE POLICY – TECHNOLOGY.....	32
IJNDC - SCHOOL AND DISTRICT WEB PAGES	33
IJNDD – POLICY ON FACEBOOK AND OTHER SOCIAL NETWORKING WEB SITES	34
IJOA - FIELD TRIPS.....	35
IJOAA - DELEGATION OF MEDICATIONS FOR FIELD TRIP AND	36
IJOC - SCHOOL VOLUNTEERS.....	38
IK - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS	39
IKB - HOMEWORK.....	40
IKE - PROMOTION AND RETENTION OF STUDENTS	41
IKF - GRADUATION REQUIREMENTS	42
IKFB - GRADUATION	43
IKFC – GRADUATION REQUIREMENTS FOR STUDENTS FOR STUDENTS STUDYING ABROAD.....	44
IL - EVALUATION OF INSTRUCTIONAL PROGRAMS	45
ILD- STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH.....	46
IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS	47
IMD - SCHOOL CEREMONIES AND OBSERVANCES.....	49
IMG - ANIMALS IN SCHOOL.....	50

IA - INSTRUCTIONAL GOALS

CURRICULUM/INSTRUCTION

1. Create a K-12 curriculum that focuses on meeting the needs of all learners.
2. Implement a consistent curriculum that begins with the alignment of the State frameworks and expands beyond into diverse real life applications.

ASSESSMENT

1. Students will demonstrate mastery of the state learning standards through their performance on standardized assessments.
2. A broad range of standards based assessment methods will be incorporated into everyday practice.
3. Grade reporting at all levels will accurately reflect student achievement with regard to the state learning standards.

LEGAL REFS: 603 CMR 26:00

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

IB - ACADEMIC FREEDOM

The Freetown-Lakeville Regional School Committee (FLRSC) seeks to educate students in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

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

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the Freetown-Lakeville Regional School Committee (FLRSC) for approval by February 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 Board of Education:

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

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

LEGAL REFS: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

ID - SCHOOL DAY

The length of the school day at various levels, as well as the specific opening and closing times of the schools, will be recommended by the Superintendent and set by the Freetown-Lakeville Regional School Committee (FLRSC).

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 School Committee approval.

Parents and guardians will be informed of the opening and closing times set by the FLRSD.

LEGAL REFS: M.G.L. 15:1G; 69:1; 71:59
Board of Education Regulations for School Year and Day, effective 9/1/75

IE - ORGANIZATION OF INSTRUCTION

The Freetown-Lakeville Regional School District (FLRSD) 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 will consist of three levels -- the Elementary, Middle, and High School.

The Elementary level includes schools with Pre-K-kindergarten through grade five. The Middle School includes grades six through eight. The High School level consists of grades nine through twelve.

The organization is designed to meet the standards established within the Curriculum Frameworks as required by the State Department of Elementary and Secondary Education, Time and Learning regulations, and to serve the needs of all students.

CROSS REF: IC/ICA School Year/School Calendar

LEGAL REFS: 603 CMR 27.00

IGA - CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the Freetown-Lakeville Regional School District (FLRSD) 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 Freetown-Lakeville Regional School Committee (FLRSC) 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.

It shall be the responsibility of the Superintendent to make specific recommendations for changes in the curriculum—either permanent or on a pilot basis—to the FLRSC for its consideration and approval.

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

IGB - SUPPORT SERVICES

To support classroom instruction and the programmatic needs of the Freetown-Lakeville Regional School District (FLRSD), the educational services listed below are provided. Members of the Support Services staff work cooperatively with building staff and the administration in the coordination, supervision and implementation of the curriculum, the instructional program and support services.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas such as: curriculum leaders and program leaders as assigned by the administration. These individuals assist in the organization, implementation and coordination of subject matter and instructional activities between the schools as well as among grade levels in the respective schools.

Working with the Superintendent, building Principals and other members of the central office and administrative team, the Director of Curriculum is responsible for the overall supervision, coordination and direction of the school district's curricula and instructional programs. The Director of Curriculum provides leadership and oversight for all programs and services offered in the school district. In addition to writing and submitting some grant applications, the Director of Curriculum monitors all federal, state and private grant requests, entitlements and allocations and directs and supervises all in-service programs and staff development activities.

Special Education and Student Services

The learning support staff consists of both regular and special services staff members. Special education staff members work in coordination with regular education, the respective building administrators and the Director of Student Services/ (See organizational chart)

Working with the administration, the Director of Student Services is responsible for the coordination of all programs for educationally disadvantaged children and the delivery of related services such as psychological services, speech and language therapy, occupation and physical therapy, homebound and hospital teaching, and other programs as may be required.

Additional support services are coordinated district-wide by the Director of Student Services who, in turn, works with the administration to ensure the delivery of services in those non-special education areas of: guidance and counseling, attendance, health services, community outreach, inter- and intra-organizational coordination with State and local agencies such as the Department of Youth Services, the Department of Social Services and the Department of Mental Health.

IGD - CURRICULUM ADOPTION

The Freetown-Lakeville 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 itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

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

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

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 basis 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 and FLRSC 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

IHAM – HEALTH EDUCATION

The Freetown-Lakeville Regional School District (FLRSD) is 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 it has established the following waiver system for health education to meet the needs and concerns of the community it serves. Since the Massachusetts Legislature has mandated that health education be taught in all public schools, all 7th, 8th and 10th grade students of this district will receive instruction health education. To meet the needs of all concerned, parents and students, the following criteria for waiver have been established:

1. Parents objecting to any particular unit or units within the health curriculum shall confer in person with that school's administration.
2. A parent then may obtain and complete a form entitled "Request for Withdrawal" from a particular unit, which will be kept on file with the student's record.
3. The school administration has the final responsibility to make any decision in this area, subject to the right of appeal to the respective School Committee. A decision must be made by the administration within two school days and parents informed of the decision promptly.
4. Parents disagreeing with the decision may appeal to the School Committee

CROSS REF.: ADF, School District Wellness Policy

IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Freetown-Lakeville Regional School Committee (FLRSC) 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 curriculum 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 School.

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

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

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

IHAMB - TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the Freetown-Lakeville Regional School District (FLRSD) shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12.

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

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

To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.

To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.

To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

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

This policy shall be posted on the FLRSD'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

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 22 who have not attained a high school diploma or its equivalent will be eligible for special education.

The Freetown-Lakeville Regional School Committee (FLRSC) 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 FLRSC 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 FLRSC will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the FLRSC 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 FLRSC 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 FLRSC will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act

Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
12/04
603 CMR 28:00 inclusive

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.

LEGAL REFS: Rehabilitation Act of 1973, Sect. 504

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

CROSS REF.: KI, Visitors to Schools

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.”**

IHBD - COMPENSATORY EDUCATION

(Title 1)

Title I 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 Freetown-Lakeville Regional School Committee (FLRSC) ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REFS: Title 1, Elementary & Secondary Education Act as Amended

IHBEA -ENGLISH LANGUAGE LEARNERS

The Freetown-Lakeville Regional School District (FLRSD) 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 Education regulations and guidance.

The FLRSD shall identify students whose dominant language may not be English through home language surveys that identify 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 FLRSD shall certify to the Massachusetts Department of 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 FLRSD shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with the Federal Law.

SOURCE: MASC October 2016

LEGAL REFS.: PL114-95 Every Student Succeeds Act
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

IHBF - HOMEBOUND INSTRUCTION

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

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

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

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

IHBG - HOME SCHOOLING

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

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

Prior to removing the child from public school:

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

The parent/guardian must include in the written notification, the name, DOB, grade level, place of residence, and number of hours of attendance of each child in the program.

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

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

A student being educated in a home-based program within the Freetown-Lakeville Regional School District (FLRSD) may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

A student, with the approval of the FLRSC, may be awarded a high school diploma if he/she has satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.

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

IIO – STUDENT TUTORING PROGRAM

Tutorial Credit Policy As a corollary to, and a clarification of, the "Tutoring Policy" listed on Page 8 of the Apponequet Student Handbook, the following guidelines will be in effect when a student is tutored for the completion of a course for credit:

- A. No more than two courses (a total of 10 credits) may be taken by tutoring or summer school in a given school year, unless approval is granted by the Principal and the Director of Guidance. All costs associated with tutoring will be the responsibility of the parent or guardian, unless waived by the Principal.
- B. A maximum of twenty (20) credits of course work made up by tutoring and summer school over a four-year period may be applied toward the total credits needed for graduation. This restriction may be modified only with the consent of the Principal and the Director of Guidance after a meeting with involved parties.
- C. All tutoring must have advanced approval of the student's guidance counselor, the director of guidance and the administration. Any student requesting approval for tutoring must complete and submit a tutorial approval form available in the guidance office. All tutoring requirements must be completed within ninety (90) days of the date that the course being tutored has been failed.
- D. Tutoring must be conducted by a certified teacher in the field that the tutoring is taking place. No student can be tutored for course credit by a teacher who failed the student in the course being tutored, unless authorized by the Principal.
- E. The course of study and textbook for tutoring will be provided by Apponequet Regional High School. No ancillary or substitute curricula will be accepted.
- F. At the conclusion of the tutoring, a final exam will be administered at Apponequet Regional High school or a designated alternative site. The exam will be corrected and graded by the teacher whose course was failed or by the Department Chair of the subject area. This determination will be made by the Principal.
- G. Credit for tutored courses will be only a Pass/Fail basis. To obtain a passing grade in a tutored course, the student must pass the Apponequet Regional High school final exam for the course. Grades earned in the tutorial process, regardless of their merit, will not constitute a passing grade if the student does not also pass the final exam. This requirement is non-negotiable. Tutored courses are not included in the calculation or class rank.
- H. Upon satisfactory completing a tutored course, and assuming all other restrictions are not an impediment, a student may take higher level courses in the subject area as is determined appropriate in school or in a tutorial setting. Items A and B of this policy must be considered when additional tutorial courses for credit are undertaken. Final determination of eligibility for advanced course work in the area will be determined by the guidance director or department chair.
- I. In the case of expulsion or long term suspension, it will be determined at the time of expulsion/suspension if the tutoring is to result in earned credits. Again, all costs for tutoring in an expulsion/suspension situation will be the responsibility of the parent or guardian.

Failed Courses. Failure in a course for the school year may be made up by attending and passing the course at an approved summer school, tutoring, or repeating the course the next school year.

- A. A minimum grade of 50 must be attained in the failed course in order to attend summer school or be tutored.
- B. A maximum of two courses in a given year may be made up by tutoring or attending summer school.
- C. A maximum of 20 credits of course work (4 courses) made up by tutoring or attending summer school over a four year period may be applied toward the total credits needed for graduation.
- D. Grades will be recorded as pass/fail.
- E. Tutoring or attending summer school must have the approval of the student's Guidance Counselor.

If tutoring is selected the following guidelines must be followed:

- 1. A certified teacher must do the tutoring.
- 2. There must be a minimum of 15 hours of instruction.
- 3. Course outline and textbook(s) will be provided by Apponequet.
- 4. At the conclusion of the tutoring, a final exam will be administered at Apponequet. The exam will be corrected and graded by the teacher whose course was failed. A passing grade on the final exam must be attained to receive credit for the tutoring.

Students who attend summer school must earn a passing grade in order to receive credit for the failed course.

Teachers who have students failing courses must provide:

1. To Guidance an outline of his/her courses. This should be an outline only of the essential topics covered as students are only tutored for 15 hours.
2. Textbooks to be used.
3. A copy of the final exam to be given to student upon completion of tutoring. This may be done during the summer months or during the first three days of the next school year.
4. Guidance will inform teacher which students are being tutored.

IJ - INSTRUCTIONAL MATERIALS

The Freetown-Lakeville 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:

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

LEGAL REFS: M.G.L. 71:48; 71:49; 71:50; 30B:7
BESE REGULATIONS: 603CMR26.00
CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

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 three years beginning with the end of the school year when the adoption is made.

IJJ – SELECTION AND ADOPTION OF TEXTBOOKS

1. Pursuant to Chapter 71, Sec. 50 Change of School Books, which states that: "A change may be made in the school books used in the public schools by a vote of two-thirds of the whole committee at a meeting thereof, notice of such intended change having been given at a previous meeting.
2. The Freetown- Lakeville Regional School Committee's (FLRSC) will adopt textbooks that incorporate the educational philosophy, goals, course content, and student learning objectives of each approved curriculum area.

Textbooks shall be defined as any books which are used as main or supplemental teaching resources to implement the approved curriculum.

Textbook Review Initiating Process

The following procedures shall be implemented prior to the Superintendent of Schools' review of any recommendation for a new textbook:

1. No formal evaluation of a new textbook may begin without the approval of the Principal.
2. If the Principal feels that a new textbook should be formally evaluated, he/she may initiate the evaluation process.
3. If the Superintendent, Director of Student Services, Director of Curriculum feels that a new textbook should be formally evaluated, they shall initiate the process through the Principal.
4. Notification of any textbook review process should be sent to the Director of Student Services or the Director of Curriculum.

Textbook Review Committee

To be considered for recommendation to the Superintendent, a textbook must be reviewed by a Textbook Review Committee. Each school shall have its own Textbook Review Committee and the Principal shall appoint the individuals who will sit on these committees. Each committee must have no fewer than the following numbers: Principal or designee, two teachers, at least one parent, and if relevant/appropriate, one teacher who proposed the textbook.

Following a review and evaluation of the proposed textbook or textbooks, a formal recommendation shall be made through the Principal to the Superintendent of Schools. The recommendation shall include the textbook review committee's choice and reasons supporting the choice. The reasons must include the textbook's relationship to the curriculum's approved philosophy, goals, course content, and student learning objectives. The unit price of each textbook, and the number of textbooks required, must also be included in the recommendation.

Superintendent's Recommendation

Following the Superintendent's study of the textbook review Committee's recommendation, one of the following decisions may be made:

1. To recommend that the Freetown-Lakeville regional School Committee (FLRSC) approve the textbook recommended by the Textbook Review Committee.
2. To request that the Textbook Review Committee meet again to continue the textbook evaluation process.
3. To recommend that the FLRSC approve the field testing of the textbook recommended by the Textbook Review committee. Field testing may take place by no more than two teachers per textbook, in each designated school, with field results being presented to the Superintendent by the end of the third marking term. The results shall be used to formulate the Superintendent's final decision to recommend a textbook to the FLRSC for approval.

Approval Process

Following the Superintendent's decision to accept the Textbook Review Committee's recommendation for a specific textbook the Superintendent will:

1. Place the textbook on the FLRSC agenda for review and consideration. Copies of the recommended textbook shall be available for each School Committee member to analyze.
2. Place the textbook on a subsequent FLRSC agenda for approval.
3. Request that the Principal, if the textbook has been approved, to purchase and incorporate the textbook into the curriculum.

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

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

IJK - SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Freetown-Lakeville Regional School Committee (FLRSC) 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, films, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

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

LEGAL REF.: 603 CMR 26:05

IJL – LIBRARY MATERIALS SELECTION AND ADOPTION

The Freetown-Lakeville Regional School Committee (FLRSC) 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 judgements 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 FLRSC policy on complaints about instructional materials.

SOURCE: MASC

LEGAL REF: 603 CMR 26:05

IJLA - 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 nonprint, found in school libraries, which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Nonprint items include films, slides, prints, audiotapes, videotapes, CDs/DVDs, and computer software.

Criteria for Selection of Library Resources

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

Needs of the individual student

Based on knowledge of students.

Based on requests of parents and students.

Needs of the individual school

Based on knowledge of the curriculum of the school.

Based on requests from the professional staff.

Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.

Provision of materials of high artistic quality.

Provision of materials with superior format.

Reputable, unbiased, professionally prepared selection aids are consulted as guides.

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

Made available to be used as resource or supplementary material by teachers.

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

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

Freetown-Lakeville Regional Schools

IJNDB-R - INTERNET SAFETY/ACCEPTABLE USE POLICY – TECHNOLOGY

IJNDC - SCHOOL AND DISTRICT WEB PAGES

The Freetown- Lakeville Regional School District (FLRSD) realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the FLRSD will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Freetown-Lakeville Regional School Committee (FLRSC) authorizes the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with FLRSC policy and established procedures shall be recognized as official representations of the FLRSD or individual schools. All information on a school or FLRSD Web page must accurately reflect the mission, goals, policies, program, and activities of the school and FLRSD. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the FLRSD.
2. Public information – intended to communicate information about the schools and FLRSD to students, staff, parents, community, and the world at large.
3. FLRSD technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official FLRSD web page and monitoring all FLRSD Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or FLRSD, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the FLRSD Web site.

Web sites developed under contract for the FLRSD or within the scope of employment by FLRSD employees are the property of the FLRSD.

IJNDD – POLICY ON FACEBOOK AND OTHER SOCIAL NETWORKING WEB SITES

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

1. Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
 - a. Teachers may not list current students as “friends” on networking sites.
 - b. All e-contacts with students should be through the district’s computer and telephone system, except emergency situations.
 - c. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.
 - d. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - e. Inappropriate contact via e-mail or phone is prohibited.
2. Inappropriateness of posting items with sexual content
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
4. Examples of inappropriate behavior from other districts, as behavior to avoid
5. Monitoring and penalties for improper use of district computers and technology
6. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

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

IJOA - FIELD TRIPS

Policy:

ALL field trips will be defined and approved in the following manner:

ROUTINE - Field trips which fall within the daily bus schedule. Approved by the building administration.

SPECIAL - Field trips outside or beyond the regular school hours or daily bus schedule (but within the Commonwealth of Massachusetts), including overnight trips and trips on non-school days. Approved by the building administration and Superintendent.

EXTENDED - Field trips which are out-of-state and other exceptional cases. Approved by the building administration, Superintendent and the Freetown-Lakeville Regional School Committee (FLRSC).

Guidelines:

Trips for purposes of educational study are considered to be a vital part of the curriculum. These trips should - to the extent possible - occur during the normal school day.

School transportation vehicles, chartered busses, or other approved transportation will be furnished for all trips. Privately owned vehicles (P.O.V.s) will not be used

Provisions will be made for adequate supervision of students by school employees or parents on all school approved trips.

The following criteria shall guide the decision on all field trips:

1. The educational value of the trip, as related to the goals and objectives of the Freetown-Lakeville Regional School District.
 2. The safety of the participating students.
 3. The degree of infringement upon other instructional programs within the school.
 4. The adequacy of planning and the amount of supervision provided.
 5. The cost to the participating students.
 6. The opportunity available for financially handicapped students to participate.
 7. Parent permission slips are required of each participating student. The slips must be signed by a parent/guardian granting permission for the student to participate, and must be presented prior to departure.
8. Participating teachers shall submit an evaluation report to the Principal.

LEGAL REF: C.72. Sec 32N

CROSS REF.: JJH, Student Travel

IJOAA - DELEGATION OF MEDICATIONS FOR FIELD TRIP AND

OTHER SHORT-TERM SPECIAL SCHOOL EVENTS POLICY:

It is the policy of the Freetown, Lakeville and Freetown-Lakeville Regional School Committee to allow the Superintendent to develop a plan whereby district-wide delegation of medications for field trips and other short-term special school events will be permissible. This plan will follow specific criteria set forth by the Massachusetts Department of Public Health.

PROCEDURES:

- A. A designated nurse, chosen by the district nurses, shall send a request in writing to the regional school health advisor, on behalf of the district, applying for the option of delegating medications for field trips and other short-term special school events only. The school district agrees to comply with the Massachusetts General Law Chapter 94C and the Department of Public Health Regulations 310.005 (E) (1) (0), which require development of a plan for medication administration during field trips and special school events (unique one-time events which are not part of the regular school schedule and involve travel from the school site). Every effort shall be made to obtain a nurse or school staff member trained in medication administration to accompany students at special school events. When this is not possible the school nurse may delegate prescription medication to another responsible adult. Written consent from the parent or guardian for the named responsible adult to administer the prescription medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the prescription medications to the child. This expedited registration for field trips covers the administration of epinephrine (e.g., epipens) or other emergency medication of the field trip.
- B. Upon approval of the application, each district nurse will be responsible for:
 1. Complying with the policy and inform the buildings staff that such policy exists
 2. Working in collaboration with the school physician and school health advisory committee when necessary
 3. Determining which unlicensed person may give the medication
 4. Training the identified person(s)
 5. Supervising the unlicensed person(s)
 6. Managing the medication administration program
 7. Monitoring the program.
- C. Staff member submits the Field Trip Request form to the Principal.
- D. The staff member sends the Parental Permission form home for approval by parents
- E. Upon the staff member's receipt of all Parental Permission forms, the staff member will review the forms and inform the Principal of the following:
 1. There are no Special Medical Needs.
 2. Special Medical Needs exist for number of students.

- F. If there are no Special Medical Needs, the form will be completed by the Principal and the field trip will be held.
- G. If Special Medical Needs are required for some students, the field trip will be held and the Principal and/or Nurse will contact the parents to seek resolution for each youth's participation on the field trip.
- H. School Nurse will be notified of each field trip in advance where either medications are to be administered or skilled medical interventions are required. Completed forms of all those students involved are to be given to the nurse no later than 48 hours before the event.
- I. Field trip first aid kits, available through each buildings nurse's office, should accompany all field trips. 2 of 2

IJOC - SCHOOL VOLUNTEERS

It is the policy of the Freetown-Lakeville Regional School Committee (FLRSC) 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.

All volunteers are required to undergo a Criminal Offenders Record Information (CORI) check and SAFIS (Finger Printing) prior to providing services to the FLRSD.

CROSS REF.: ADDA, C.O.R.I. Policy

IK - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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

SOURCE: MASC October 2016

IKB - HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

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

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

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

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

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

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

Specific information on homework is contained in each of the respective Student Handbooks.

IKE - PROMOTION AND RETENTION OF STUDENTS

The Freetown-Lakeville 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. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the building Principal.

IKF - GRADUATION REQUIREMENTS

As required by the Commonwealth of Massachusetts, students must pass state-required MCAS tests in order to receive a high school diploma.

To meet the Freetown-Lakeville Regional School District's requirements for a diploma, a student must have earned the minimum credits required, and must have taken and passed the subject as outlined in the Student Handbook.

IKFB - GRADUATION

Graduation exercises may be held only for students completing the curriculum required at the Apponequet Regional Senior High School. There are to be no formal graduation exercises or awarding of diplomas below the senior high school level.

**IKFC – GRADUATION REQUIREMENTS FOR STUDENTS FOR STUDENTS STUDYING
ABROAD**

Requirements for graduation may be waived for those students who accomplished satisfactory study abroad subject to the judgment of the administration of the high school as to the adequacy thereof and as certified thereto by the records from the host school.

IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

The Freetown-Lakeville 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 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.

ILD- STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program to submit to any survey, analyses, or evaluation that reveals information concerning:

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

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

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

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

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

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

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: JRA, Student Records

SOURCE: MASC February 2018

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.

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.:c.71.31A: 603 CMR 26:05

IMG - ANIMALS IN SCHOOL

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

The Freetown-Lakeville Regional 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 Freetown-Lakeville Regional 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.

ANIMALS IN SCHOOL (continued)

***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.

The Freetown-Lakeville Regional 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 animal in District facilities and on school transportation vehicles.

Use of Therapy Dogs in School

FLRSD supports the use of therapy dogs for the benefit of its students subject to the conditions of this policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well-being, lower blood pressure, decreased anxiety, improved self-esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student.

Animal Assisted Activities and Animal Assisted Interactions are non-goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, education and/or recreational activities that enhance the quality of life.

Animal Assisted Therapy is a goal-driven intervention which is directed and/or delivered by a health, human or education service professional and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A therapy dog is a dog that has been individually trained, evaluated and registered with his/her handler to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility. Therapy dogs are not "emotional support animals" or "service animals."

A handler is an individual school district staff member or volunteer who owns a therapy dog and who has been individually trained, evaluated and registered with his/her therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.

A therapy dog is the personal property of the handler and is not property of the school district. The handler shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

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

SOURCE: MASC Feb 2011