

**AGENDA**  
**Maynard School Committee Special Meeting**  
**Thursday, October 29, 2020, 6:30 pm**  
[www.maynard.k12.ma.us](http://www.maynard.k12.ma.us)  
**Remote Meeting**

Posted at Town Hall  
10/26/20 at 2:53 pm

(The School Committee may vote on all items listed on this agenda)

**Pursuant to Gov. Baker's Executive Order dated March 12, 2020, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the School Committee has modified meeting procedures to ensure the safety of all participants. The public will not be allowed to physically access this School Committee meeting; video and audio will be turned off for the public. This meeting will be held via a virtual meeting (internet) using Zoom Technology.**

**All members of the public are invited to join the meeting virtually either by computer (internet) or phone at:**

**Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: SC2020**  
**Choose to use Computer Audio, or join by phone at the number below:**  
**Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 768250**  
**View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>**  
**Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/2XiCS4b>**

**NOTE: There will no Citizens' Comments during this special meeting**

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

- I. **Call to order**
- II. **Urgent Business (if required)**
- III. **Policy (60 min; D/VR)**
  - A. **Policies to be voted on:**
    - **EEAA - Walkers and Riders**
    - **IHB - Special Instructional Programs and Accommodations**
    - **IHBA - Programs for Students with Disabilities or Impairments**
    - **IHBAA - Observations of Special Education Programs**
    - **JLCB - Immunization of Students**
    - **KI - Visitors to the School**
  - B. **Additional polices that may be discussed and may be voted on:**
    - **ACAB - Prohibition Of Harassment**
    - **IC/ICA - School Year/School Calendar**
    - **ID - School Day**
    - **IHBHE Remote Learning**
    - **IHBHE-E Remote Learning Addendum**
    - **IJNDD - Social Media Policy**
    - **IKE - Promotion And Retention Of Students**
    - **IKF - Graduation Requirements**
- V. **Adjournment via Roll Call**

\*IO [Info Only], P [Presentation], D [Discussion], or VR [Vote Required]

Chairperson: Lydia Clancy  
Posted by: Colleen Andrade  
Date: 10/26/20

# Maynard Public Schools

## **\*NEW\* EEAA - WALKERS AND RIDERS**

The Maynard School Department will provide transportation for Maynard students, who live in town, to and from their home and school. The School Committee may adopt a fee to transport students not meeting the mandatory transportation requirements specified by Mass General Law. The fee will not apply to students meeting the following criteria:

- Grades K-6 students living at least two miles from school,
- Students with special needs for whom transportation must be provided

All other students desiring transportation will be accommodated on a first-come-first-served basis, as determined by the time and date stamp on the bus registration and the fee (if required) is paid, and until bus capacity is reached. Buses will travel only on town accepted and maintained roads.

The Superintendent and/or their designee shall develop bus routes with a consistent methodology for designating bus stops. The procedure will be kept as a written procedure (EEAA-P) for review by the School Committee and public. Exceptions to the written procedures may be made to accommodate special circumstances. The special circumstances will be documented and should be time-limited to the specific need. The Administration shall apply consistency in granting exceptions.

Students may be required to walk to a designated bus stop depending on road and traffic conditions. Students living near their school are encouraged to walk if conditions warrant. Kindergarten students, at drop-off, must be met by a parent/guardian/adult care-provider otherwise the student will remain on the bus and be transported back to the school at the end of the bus run. The parent/guardian will be then notified to pick up the student. Upon written parental request, students may be transported to and from a child care setting within the town on a regular basis.

Students are expected to follow established standards of behavior while waiting for and riding the bus. After an initial warning, riding privileges may be suspended by the school administration in which case the parent will be responsible for the student's transportation.

The law requires the Maynard Public Schools to make available transportation for certain students in Grades K-6 who live two (2) or more miles from school, yet it does not relieve the parents or guardians of any student who is transported of the responsibility of supervision until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day. Once the student boards the bus, and only at that time, does he or she

become the responsibility of the Maynard Public Schools. Such responsibility shall end when the student disembarks at his or her regular bus stop at the end of the school day.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#); [71:68](#); [71B:5](#)

CROSS REF.: [EEA](#), Student Transportation Services

EEAA-P, Walkers and Riders

**NOTE:** The cross reference is to a related policy in this manual. Depending on the content of a policy on walkers and riders, additional legal references may be necessary. Only the most important references were cited above. Review the legal citations at EEA for possible addition to any local policy adopted at this code.

**Adopted:**

# Maynard Public Schools

## **\*NEW\* IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school district's special education program, overseen by the Superintendent and Director of Student Services, are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the least restrictive environment as soon as possible.

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

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

The Committee recognizes that the needs of certain children are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the District 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/guardians in designing and providing programs and services to children with special needs. Parents/guardians 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/guardians will be accorded the right of due process.

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

SOURCE: MASC April 2019

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)

Rehabilitation Act of 1973

M.G.L. [71B:1](#) et seq.

603 CMR [28:00](#) inclusive

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

**ADOPTED:**

# Maynard Public Schools

## **\*NEW\* IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES OR IMPAIRMENTS**

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

**ADOPTED:**

# Maynard Public Schools

## **\*NEW\* IHBA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS**

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five (5) days in advance with the Director of Student Services or designee and/or Principal.
2. The Director of Student Services or designee shall contact the parent(s)/guardian for initial scheduling conversation **within two (2) business days of receipt** of the parents'/guardian's request.
3. When a parent/guardian requests an observation of a special needs student or program, the Building Team Chair or designee will seek approval from the Director of Student Services and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within the law and DESE regulation.
4. The Director of Student Services 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 the regulations and General Laws of the Commonwealth of Massachusetts. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform his or her contractual job duties.

11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian two (2) business days 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

SOURCE: MASC

**ADOPTED:**

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

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

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

- o the safety of children in the program during the observation;
- o the integrity of the program during the observation;
- o 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."

# Maynard Public Schools

## \*NEW\* JLCB - Immunization of Students

Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC August 2020

LEGAL REF.: M.G.L. [76:15](#)

CROSS REF.: [JF](#), School Admissions

**Note: Due to the COVID-19 pandemic, The Commonwealth of Massachusetts has updated the Massachusetts School Immunization Requirements to include a documented seasonal dose of the Influenza Vaccine. This requirement will remain in effect until rescinded by the Governor.**

Adopted:

# Maynard Public Schools

## KI - VISITORS TO THE SCHOOL

Replaces Maynard School Committee Policy #210

The School Committee welcomes parents/guardians and students interested in enrolling in Maynard Public Schools' programs (eg. WAVM, Spanish Immersion, Music) to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in gaining a greater understanding of the varied educational and extracurricular opportunities the Maynard Public Schools have to offer.

The following guidelines for classroom and school visits should be followed:

1. Requests for classroom visitations by parents, guardians, or students will be welcomed as long as the educational process is not disrupted. To this end, we request that such requests be made to the building principal at least forty-eight hours in advance to obtain permission and allow for proper arrangements to be made.
2. The building Principal has the authority to determine the date and times of the visits. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes, it is requested that all visitors report to the Principal's office upon entering and leaving the building, sign a guest log showing arrival and departure times, and wear a sticker or badge identifying them as "Visitor". Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances, classroom visits will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.
6. No visitor permission will be granted to persons who have been excluded from the school, or to previous visitors who have been uncooperative with school personnel or have disrupted instruction or function of the school.

CROSS REF.: [IHBAA](#), Observations of Special Education Programs

SOURCE: MASC October 2016

Adopted:

# **Maynard Public Schools**

## **ACAB - PROHIBITION OF HARASSMENT**

Replaces Maynard School Committee Policy #16  
(Modified version of Acton-Boxborough's ACAB from 9/17/20)

The Maynard Public Schools are committed to maintaining a school environment that values civil discourse and diversity where all individuals are treated with dignity and respect. Therefore, the District will take appropriate action to:

- Prevent and/or otherwise respond to demeaning behavior and unlawful discrimination or harassment of its employees or students, and
- Define processes by which individuals can bring concerns about unlawful discrimination or harassment to the Schools' attention for resolution.

MPS will not tolerate harassment of their employees or students. Harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities is prohibited. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

It should be noted that while this policy sets forth the goal of promoting work and educational environments that are free of harassment, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

### **Definition of Harassment**

Harassment includes verbal or physical conduct that may offend, denigrate, or belittle any person because of, or due to, any of the characteristics described above. Harassment may include pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected characteristic, or any other behavior which creates an environment that is intimidating, hostile, or offensive to anyone.

### **Investigations of Harassment**

The District will promptly investigate every complaint of harassment, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable

contractual requirements. *There are separate protocols for responding to complaints of allegations of sexual harassment against students, which are outlined in Procedure ACAB-P.*

### **Student or Staff Complaints**

All District employees must respond to suspected harassment and to complaints by students of harassment by notifying the building principal and Title IX coordinator. Employees are expected to take every report of harassment seriously. A student or any individual wishing to file a complaint alleging harassment may inform any trusted staff member, their building principal, or the Title IX Coordinator listed below.

The MPS Title IX Coordinator is:

Jennifer Gaudet, Assistant Superintendent of Curriculum

Maynard Public Schools

Central Office, 3 Tiger Drive, Maynard, MA 01754

978-897-2222 Ext.

The Assistant Superintendent of Curriculum is available to provide information about this policy and the District's complaint process.

### **Prohibition of Retaliation**

It is unlawful to retaliate against, or discipline, any individual who files a complaint of harassment or discrimination, or who cooperates in an investigation of such a complaint. The District will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

## **PROHIBITION OF SEXUAL HARASSMENT**

### **Definition of Sexual Harassment**

While all types of harassment are prohibited, sexual harassment requires particular attention. Pursuant to Title IX of the Education Amendments of 1972, MPS has a Grievance Process for investigating and resolving Formal Complaints of Sexual Harassment (Refer to Procedure ACAB-P).

In Massachusetts, Sexual Harassment is defined as any unwelcome sexual conduct, including sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Submission to, acceptance of, or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or education or a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student; or
2. Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance, education, or participation in extracurricular activities by creating an intimidating, hostile, humiliating, or offensive work or school environment.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. A MPS employee conditioning the provision of aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws.)

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of prohibited conduct in MPS:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments about an individual's body, sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, touching, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos, or images of a sexual nature without consent

The Title IX Coordinator is responsible for ensuring compliance with this policy, its procedures, and federal regulations. Any MPS employee with knowledge of alleged sexual harassment must report it, whether they personally witness the sexual harassment, learn of it from a third party, or they are the alleged victim themselves. MPS will promptly respond to all reports alleging sexual harassment to ensure a fair and equitable resolution to the report, provide support to the victim,

eliminate harassment, and impose discipline if necessary. Discipline may range from verbal reprimand to suspension and expulsion or termination in the case of an employee.

## **RECORD KEEPING REQUIREMENTS**

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contains the essential policy elements, as adopted, must be distributed by the Maynard Public Schools to its students and their parents/guardians, employees, unions, and prospective employees of the District, including the Title IX Coordinator, the investigator(s), and the decision-maker. Each parent/guardian and District employee shall sign that they have received and understand the policy.

### **Title IX Coordinator**

The Title IX Coordinator is responsible for ensuring the District's proper response to sexual harassment, compliance with Title IX, and overseeing the Grievance Process. MPS Title IX Coordinator is Jennifer Gaudet, Assistant Superintendent of Curriculum, who can be reached at 978-897-2222 or at 3 Tiger Drive, Maynard, MA 01754.

### **Contact Information for State & Federal Agencies**

The Schools urge all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can be addressed. If either party to the complaint is dissatisfied with the results or progress of the District's investigation, they may discuss this directly with the Superintendent of Schools.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is:

Massachusetts Commission Against Discrimination (MCAD)  
One Ashburton Place, Suite 601, Boston, MA 02108-1518;  
Telephone (617) 994-6000; TTY Users (617) 994-6196.

The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment.

The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is:

Massachusetts Department of Elementary and Secondary Education (DESE)  
75 Pleasant Street, Malden, MA 02148-4906;  
Telephone (781) 338-3300; TTY Users (800) 439-2370.

The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at:

JFK Federal Bldg., 475 Government Center, Boston, MA 02203;  
Telephone (617) 565-3200 or (800) 669- 4000; TTY Users (800) 669-6820.

The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located at:

5 Post Office Square, 8th Floor, Boston, MA 02109-3921;  
Telephone (617) 289-0111; Fax (617) 289-0150.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Cross Reference: Policy [ACAB](#) replaces former policies JBA and GBA

ADOPTED:

# Maynard Public Schools

## IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

Replaces Maynard School Committee Policy #?

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

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

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

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. [4:7](#); [69:1G](#); [71:1](#); [71:4](#); [71:4A](#); [71:73](#); [136:12](#)

603 CMR [27.00](#),

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

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

# Maynard Public Schools

## ID - SCHOOL DAY

Replaces School Committee Policy #?

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

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

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

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. [15:1G](#); [69:1G](#); [71:59](#)

603 CMR [27.00](#)

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

# Maynard Public Schools

## **\*NEW\* IHBHE REMOTE LEARNING**

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;

- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
  - o use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
  - o equitable access to appropriate content for all students;
  - o specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)

CROSS REFS.: [EBCD](#) - Emergency Closings

[IGA](#) - Curriculum Development

[IGB](#) - Support Services Programs

[IHBEA](#) - English Learner Education

[IJND](#) - Access to Digital Resources

[IJNDB](#) - Empowered Digital Use

[IJNDC](#) - Internet Publication

[IJNDD](#) - Policy on Social Media

[IHBEA](#) - English Language Learners

[JB](#) - Equal Educational Opportunities

[JBB](#) - Educational Equity

SOURCE: MASC - May 2020

# Maynard Public Schools

## \*NEW\* IHBHE-E REMOTE LEARNING ADDENDUM

Issues to consider when developing remote learning plans:

- Which of these issues requires policy or policy changes?
- What are the policy implications and what should school committees delegate to the superintendent for operating protocols?
- Do we learn anything from earlier experiences in emergencies?
- What can we learn from our current services to students who are unable to attend school because of illness or other disability or for disciplinary reasons?

Specific items to consider in developing a plan:

- When is remote learning appropriate?
- Designating a remote learning point person
- Reviewing the various models for remote learning
- Equity - how to ensure that students have access to tools to learn remotely.
- Internal vs. external resources.
- Collective bargaining implications
- Responsibilities of remote educators
  - o Evaluating remote educators and programs
- Who may observe remote instruction
  - o Teacher professional development to incorporate various elements of remote learning
  - o Common planning time
- Identifying cost implications and approving spending
- Special constituencies:

- o Special education students
- o English Language Learners
- o Physically challenged students
- o Homeless students
- o Students in foster care
- o Students of military families
- o Pregnant and parenting students
- Facilitating collaboration/removing barriers to collaboration.
- Protecting privacy rights of students and parents
  - o FERPA (Federal Educational Rights and Privacy Act and COPPA (Children's On Line Privacy Protection Act)
  - o What privacy protections do vendors and districts/schools have in place.
- Health and nutrition issues that may impact student wellness and/or privacy
- Internet security for students and faculty.
- Protecting educators and others who identify threats to student wellbeing via remote learning.
- Engaging district partners including companies, consultants, media (i.e., public television).
- Impact on decisions to retain or grant professional status educators.
- Academic implications (testing, grading, educator accountability, curriculum adaptations)
- Parental rights (opting in or opting out)
- Data gathered remotely or on-line (who gathers, aggregates, or analyzes).

SOURCE: MASC - May 2020

# Maynard Public Schools

## **\*NEW\* IJNDD - SOCIAL MEDIA POLICY**

Digital communication, which may include, but is not limited to electronic mail, social media, texting, and cellular communication can provide both educational and professional benefits.

The Maynard Public Schools is committed to ensuring that all District stakeholders who utilize digital or electronic communication for educational purposes, including employees and students, do so in a safe and responsible manner. As such, employees, coaches, volunteers, and others that interact with Maynard students on behalf of the District, may utilize digital and electronic communication in their professional capacity to the extent that it supports the academic and extracurricular goals of the schools.

In recognition of the importance of maintaining proper decorum and appropriate communication in the online, digital world as well as in person, employees must conduct themselves in ways that do not disrupt or interfere with the educational process.

Employees are reminded that social media content is subject to electronic records requirements. Content shared on the District's public-facing social media platforms may be subject to the Massachusetts Public Records Law.

The Superintendent of Schools and the School Principals shall annually remind employees and orient new employees concerning this policy. The orientation and reminders shall give special emphasis to the conduct expectations and prohibitions set forth below, and may include examples of behaviors to avoid.

### **I. General Expectations for Use of Social Media**

A. Employees shall not give the impression or explicitly state that they are representing, giving opinions, or otherwise making statements on behalf of or as employees of the District unless specifically authorized to do so by an appropriate administrator. Doing so may form the basis for discipline if deemed detrimental to the District and/or a violation of District policy.

C. Employees should not have any expectation of privacy in any activity they engage in online while using District resources, including District equipment and/or wireless

internet. Improper use of District resources and/or violation of this policy may result in discipline up to and including termination.

## **II. Expectations for Use of Professional Social Media**

A. Upon first receiving written approval from the District's IT Director and Superintendent, employees may initiate and maintain professional social media accounts for educational purposes and/or for the purpose of communicating about school and District- related activities, as well as professional educator learning. The District reserves the right to monitor all content on professional social media accounts and to remove any inappropriate material.

B. Employees shall not post items on their professional social media accounts with obscene, vulgar, sexually suggestive, or explicit content; with false or defamatory information about the District, its employees, or others who have a relationship to the District; which exhibit or advocate the use of drugs or alcohol; or which violate the District's discrimination and/or harassment policies or other policies. Employees shall not post examples of inappropriate behavior, even as behavior to avoid.

C. Employees shall not use professional social media accounts for any commercial, political, or religious activity or for personal gain.

D. Employees who use professional social media accounts on behalf of the district, school, or school group must share administrative privileges and passwords with an administrator/additional administrator and Director of IT. For security purposes, employees shall not otherwise share administrative privileges or passwords unless authorized by an appropriate administrator

## **III. Expectations for Use of Personal Social Media**

A. District employees are free to express themselves as private citizens on social media sites and pages to the degree that their speech does not distract or disrupt the educational process, violate state or federal law, or violate the policies of the District.

B. Employees should maintain separate personal social media accounts if they wish to post appropriate personal information, including information relating to out-of-school activities or political activities beyond those used for related classroom purposes.

C. The District expects employees to maintain clear boundaries between their personal and professional lives. Employees shall not post student information, including photographs of students, student work, comments about students, biographical information, or other information that could be considered part of a student record, to personal social media accounts.

#### **IV. Contact with Students and Content of Social Media Posts**

A. In order to maintain a professional and appropriate relationship with students, District employees, coaches, volunteers, and any other adult who interacts with Maynard students on behalf of the District should not communicate with students who are currently enrolled in the Maynard Public Schools on personal social media sites or by personal cell phone or other electronic devices.

1. Employees may not “friend”, “follow”, “like”, or use any similar method to link themselves with current students or their content on social media.
2. All electronic contacts with students should be through school-sanctioned modes of communication, except in emergency situations. All other forms of communication with students are prohibited without prior approval.
3. Electronic contacts with parents/guardians related to a student’s academics or other school-related matters shall be through school-sanctioned modes of communication only.

The District may allow the following exceptions for communications with Maynard students via personal social media:

1. Communication with relatives and
2. When an emergency situation requires such communication

B. Employees shall oversee all class, team, or student organization social media pages and shall maintain administrative access to and control of these pages.

1. All contact and messages by employees with students through social media shall be sent to all members of the group (e.g. class, team, student organization). Employees shall not use the private message feature of social media to contact students except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and/or the school principal.

2. Employees shall not give their private cell phone or home telephone number to students without prior approval of the Principal or Superintendent.
3. Inappropriate contact via phone or electronic means is prohibited.

## **V. Privacy of Online Content**

- A. At all times, and in the use of any form of communication, employees may not disclose information that is confidential or proprietary to the District or its students, or that is protected by student or other data privacy laws.
- B. Employees are reminded that items placed online are never fully private. If inappropriate use of computers, websites, or social media is discovered, the School Principals and Superintendent will promptly bring that use to the attention of the employee and may consider and apply appropriate disciplinary action up to, and including termination.
- C. Consistent with other policies and laws, no video recording shall happen during the school day and/or of students without permission of the Principal or other District administrator.
- D. When utilizing professional social media accounts and/or the District's network or equipment, employees are responsible for following all applicable laws, regulations, District policies, school rules, and codes of conduct, just as they are for other modes of communication. Employees should have no expectation of privacy with respect to electronic devices or digital media used in school or for school activities.

## **VI. Use of Social Media during School/Work Time**

- A. Employees may use professional social media sites during school time to the extent that it does not interfere with the educational process and complies with the policies of the Maynard Public Schools.
- B. The use of personal social media sites during school and/or work time is expressly prohibited.

This policy shall not be construed to limit communications protected under M.G.L. c.150E, specifically, comments which involve protected, concerted activities for the purpose of collective bargaining or other mutual aid or protection.

Legal Ref: Family Educational Rights and Privacy Act of 1974; 603 CMR 23.00 et seq.; M.G.L. c.149, §52C; M.G.L. c.150E; M.G.L. c.66, §10

CROSS REF.: (under review)

**AC-Discrimination/Harassment** = ADM014-1 - Equal Educational Opportunity/Equal Employment Opportunity, ADM016-1 - Harassment

**ACAB-Harassment**

**GBAB-Acceptable Use for Students** = POL603 - Computer Acceptable Use

GBI-Political Activities of Staff

**IJNDB-Internet Terms and Conditions of Use** = ADM603-1 - Computers, Networks and Internet Use/Ethics

**IJNDD-P** - Social Media Use Procedure (to be written)

**JRA-Student Records** = ADM615-1 - Student Records

Student Photo/Video Release in Student Handbooks

**Adopted:**

# Maynard Public Schools

## **IKE - PROMOTION AND RETENTION OF STUDENTS**

Replaces Maynard School Committee Policy #516

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

SOURCE: MASC

# Maynard Public Schools

## **IKF - GRADUATION REQUIREMENTS**

Replaces Maynard School Committee Policy #631

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

Four years of English

Four years of Mathematics including completion of Algebra II or an Integrated Math equivalent

Three years of lab-based Science which may include technology/engineering

Three years of History/Social Science including US History and World History

Two years of Foreign Language

Four years of Physical Education

One year of the Arts

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

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

SOURCE: MASC October 2016

**NOTE: If there are test requirements for graduation, these should be noted in the policy on Graduation Requirements. However, a policy on competency**

testing is properly filed in category IL, Evaluation of Instructional Programs, or a special subcategory of that code.