

Section I: Instruction

| | | Edits |
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| IB | Academic Freedom | No changes |
| IC/ICA | School Year/School Calendar | <p>Add after 2nd bullet: According to the MA Department of Elementary and Secondary Education: Per 603 CMR 27.05, school districts are encouraged to schedule high school graduation as close as possible to the scheduled closing date of the high school, and graduation may be held up to twelve days before the regularly scheduled closing date. The earliest permissible release day for seniors is twelve school days prior to the regularly scheduled closing date of the school, which means that high schools operating on a 180 day year for students may release the seniors as early as the 168th day of school. If the date for high school graduation has been set and subsequently a few more days are added to the school year to make up for snow days or other emergencies, the original graduation date does not need to be changed, as long as it is no more than twelve school days before the originally scheduled closing date for the school year.</p> <p>Remove :1st paragraph of NOTE:</p> |
| ID | School Day | No changes |
| IE | Organization of Instruction | <p>Change 4th paragraph: At the elementary level, students may receive instruction in Pre-K to 6 and K to 6 schools. At the middle school level, students may receive instruction at grade 6 – 8 and 7 – 8 schools. At the secondary level, students may receive instruction at 7 – 12, 9 – 12 schools.</p> <p>Add to 5th paragraph: with specialized programs located at selected schools Pre-K to 12</p> |
| IGA | Curriculum Development | None |
| IGB | Support Services Programs | Remove 2nd paragraph |
| IGD | Curriculum Adoption | None |
| IHA | Basic Instructional Program | None |
| IHAI | Occupational Education | None |
| IHAM | Health Education | None |
| IHAM-R | Health Education | None |
| IHAMA | Parental Notification Relative to Sex Education | None |
| IHAMB | Teaching About Drugs, Alcohol, and Tobacco | Add to 2nd and 3rd bullet: e-cigarette |

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| IHB | Special Instructional Programs and Accommodations | Remove: 1 st paragraph. Change in all paragraphs: "children with special needs" to "students with disabilities". Add to the end of 1st paragraph: services Change in 3rd paragraph: "these children" to "students" Change in 5th paragraph: change "with" to "requiring", add the word "services" to the end of the first sentence. Eliminate: NOTE and entire paragraph at the bottom of the page. |
| IHBA | Programs for Students with Disabilities | None |
| IHBAA | Observations of Special Education Programs | 3rd Bullet: change "special needs student" to "student with disabilities". Eliminate: NOTE and entire paragraph at the bottom of the page. |
| IHBD | Compensatory Education | Do not recommend adoption |
| IHBEA | English Language Learners | Remove: the word "Language" from title and 1 st paragraph |
| IHBF | Homebound Instruction | Change in 1st paragraph: "of the illness or the hospitalization" to "of the missed school days". Change in 2nd paragraph: "Director of Pupil Services" to "school principal". |
| IHBG IHBG-R | Home Schooling Home Schooling | Keep current policy Remove |
| IHBH | Alternative School Programs | Remove from 1st paragraph: "And, some children along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement." Change in 3rd paragraph: "These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment." To "These alternative educational programs will seek to provide an appropriate structured academic setting to aid these young" Remove: NOTE: and entire paragraph at the bottom of the page. |
| IHCA | Summer Schools | Remove entire page |
| IJ IJ-R | Instructional Materials Reconsideration of Instructional Resources | Remove: NOTE: and entire paragraph at the bottom of the page. Change in 3rd paragraph: "Students" to "child", "parents" to "family" |
| IJL | Library Materials Selection and Adoption | none |
| IJLA | Library Resources | Underline "Disclosure of Information/Privacy of Circulation Records" Underline "Re-evaluation (weeding) of Library Resources" |

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| <p>IJND</p> | <p>Curriculum and Instruction – Access to Electronic Media</p> | <p>Change paragraph 1: “various information formats” to “digital resources” Change paragraph 2: The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.</p> <p>Reword paragraph 3: the Superintendent or designee will develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines will address ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines will prohibit use of digital resources for prohibited or illegal activities or damaging or destroying programs or data.</p> <p>Change: The School District shall provide reasonable public notice to address and communicate its internet safety measures.</p> <p>to: Annually the district will provide the Committee with an update of its student acceptable use policy to be published in the student handbook. The Committee will review this policy in conjunction with the student handbook.</p> <p>Empowered Digital Use</p> <p>Under Empowered Digital Use: Change to: Permission/Agreement Form</p> <p>Empowered Digital Use form Change to: Student Handbook</p> <p>Remove: the student or staff member Change: “this document shall” to “this document will” Remove: “In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.</p> <p>Insert: All staff must agree to and sign the Employee Acceptable Use Form</p> <p>Under Employee Use Change: “shall” to “will” Change: “only for purposes directly related to educational and instructional purposes.” To “for work related activities only”</p> <p>Under Community Use: Remove: On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access</p> |
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| | | <p>systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network. Add: The Superintendent or designee will determine when and which computer equipment, software, and information access systems will be available to the community.</p> <p>Disregard of Rules and Responsibility for Damages: remove: Disregard of Rules and</p> <p>Change: required Empowered Digital Use documents to: the Student Handbook or Employee Acceptable Use form, Change: shall to will and network to: and/or other computing and telecommunications technologies Last paragraph Change: Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care. Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care. To: School officials will apply the same educational suitability criteria used to review other educational resources when questions arise concerning access to digital resources. Remove: NOTE</p> |
| <p>IJNDB IJNDB-E IJNDB-R</p> | <p>Acceptable Use Policy – Technology User Agreement for Participation in an Electronic Communications System Acceptable Use Policy - Technology</p> | <p>Change: EMPOWERED DIGITAL USE POLICY TO ACCEPTABLE USE POLICY Change: The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment. To: The Worcester Public Schools will provide access for employees and students to interactive technology, including but not limited to, access to external networks for appropriate educational purposes. Educational purposes will be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used for communication (staff, parent, and student), productivity, and to assist staff in upgrading existing skills and acquiring new skills through a broader</p> |

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| | | <p>exchange of information. The system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses. Under Availability change: system/ to information systems and Change: All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.</p> <p>The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:</p> <ul style="list-style-type: none"> • Digital devices, software, and networks shall be used in school for educational purposes and activities. • An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private. • Individuals will show respect for themselves and others when using technology including social media. • Users shall give acknowledgement to others for their ideas and work • Users shall report inappropriate use of technology immediately <p>These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.</p> <p>To: Access to the information systems and network, including external networks, will be made available to employees and students for instructional and administrative purposes in accordance with administrative regulations and procedures.</p> <p>Access to the information systems and network is a privilege, not a right. All users will be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and will agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Worcester Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Worcester Public Schools.</p> |
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| | | <p>Acceptable Use</p> <p>The Superintendent or designee will develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Worcester Public Schools as well as with applicable law.</p> <p>Monitored Use</p> <p>Official emails, documents, and other district digital resources used by students and staff will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.</p> <p>Liability</p> <p>The Worcester Public Schools will not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Worcester Public Schools will not be responsible for ensuring the accuracy or usability of any information found on external networks.</p> |
| <p>IJNDC IJNDC-R</p> | <p>School and District Web Pages Web Site Guidelines and Procedures for Approval</p> | <p>Change: INTERNET to WEB PAGE Remove: Entire section and ADD: Purpose</p> <p>The Worcester Public Schools has established a district-wide website for district, school, and program use. The district maintains these web pages for educational, informative purposes, and support only, in furtherance of its educational mission. In addition, the district maintains a social media presence on several platforms to expand the district communication reach where the public at large consumes online media.</p> <p>Supervision and Approval of Web Pages and Social Media Posts</p> <p>Only those web pages and posts maintained in accordance with Committee policy and established procedures will be recognized as official representations of the district or individual schools. All information on a school or district web page or social media site must accurately reflect the mission, goals, policies, program, and activities of the school and district. Web pages and posts must have a purpose that falls within at least one of three categories:</p> <ol style="list-style-type: none"> 1. Support of curriculum, instruction, and employees – intended to provide educational and employee resources and information. 2. Public information – intended to communicate information about the schools, community, and district to students, staff, parents, community, and the public at large. 3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff. |

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| | | <p>The Superintendent (or designee) may select the person or persons (the Online Media Specialist) responsible for overseeing the district’s web pages/posts and maintaining the web pages/posts in a manner consistent with this policy and <i>Policy IJND: Access to Digital Resources</i>. The Online Media Specialist must approve all links from the main district web pages/post to other sites on the Internet. The Online Media Specialist will review the links to ensure the links fall within the categories specified above.</p> <p>Staff members may publish web pages related to their school, class, or courses on their school’s web site. Building principals or managers must periodically review staff members’ online material for appropriate content.</p> <p>Student or staff work (for example, audio, video, written material, musical pieces, and graphic or other artwork) may be published on district web pages, as detailed below.</p> <p>Content Standards All web page/posts are expected to be accurate, grammatically correct, and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages/posts should be well organized and professional in appearance. Web pages/posts must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the district’s website.</p> <p>The district is ultimately responsible for any post that appears on the district, school web pages, or official social media site. Concern about the content of any page(s) created by students or staff should be directed to the principal, manager, or to the Superintendent’s office.</p> <p>Safety Precautions</p> <ol style="list-style-type: none"> 1. Student photographs <ol style="list-style-type: none"> A. Student photographs will be published only with the written consent of the student’s parent or guardian. B. Student photographs will not be accompanied by identifying information about the student(s). 2. Student work <ol style="list-style-type: none"> A. Student work (for example, audio, video, written material, musical pieces, and graphic or other artwork) may be published only with the written consent of the student’s parent or guardian. |
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| | | <p>3. Staff photographs, identifying information and work</p> <p>A. Photographs of staff members, accompanied by the staff member’s full name, may be published only with the staff member’s written consent.</p> <p>B. Staff work, (for example, audio, video, written material, musical pieces, and graphic or other artwork), may be published only with the staff member’s written consent.</p> |
| IJNDD | Policy on Facebook and Social Networking Web Sites | <p>Change: POLICY ON to: ELECTRONIC COMMUNICATION/ 1st paragraph: change: “the School Principals” to “principals”1) using social media or other electronic means” to: 1. and any/all other Internet sites or social networks, or via cell phone, texting, or telephone.</p> <p>Change a,b,c,d,e,f to:</p> <p>A. Teachers may not list current students as “friends” on networking sites</p> <p>B. All electronic communication with students should be through the district’s official communication system and telephone system, except in emergency situations</p> <p>C. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district</p> <p>D. Inappropriate contact via any means of communication is prohibited</p> <p>Under 2) and 3): Change “posting to publicly posting</p> <p>Change: 4), 5, 6), to</p> <p>4. Monitoring and penalties for improper use of district computers, tablets, and all relevant digital resources</p> <p>5. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in online conduct</p> <p>6. The importance of professionalism in all communication</p> <p>7. Adherence to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information</p> <p>8. Records retention requirements for student data and transcripts</p> |
| IJOA | Field Trips | <p>Insert: The Worcester Public Schools does not condone or take responsibility for privately funded trips without authorization of the school principal.</p> |
| IJOB | Community Resource Persons/ Speakers | No changes |
| IJOC | School Volunteers | No changes |

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| IK | Student Progress Reports to Parents/Guardians | 1st paragraph, 2nd sentence: change "parent" to parent/guardian |
| IKE | Promotion and Retention of Students | No changes |
| IKF | Graduation Requirements | <p>Change course requirements to: <u>Grade 9 beginning 2013-14</u></p> <p>4 credits English 4 credits Mathematics (Effective with the graduating class of 2019, three of the four courses must include Algebra I and II, Geometry or Trigonometry) 3 credits Science and Technology/Engineering 3 credits History/Social Science (including 1 credit World History and 2 credits U.S. History) 2 credits Foreign Language (of the same language) 1 credit Arts 5 credits additional core courses Additionally, students must complete a physical education course each year</p> <p><u>Grades 10, 11 & 12 students enrolled prior to 2013-14</u></p> <p>4 credits English 3 credits Mathematics 3 credits Science and Technology/Engineering 3 credits Social Studies (includes 2 credits of U.S. History) ½ credit Health 1 credit Physical Education</p> <p>Remove: NOTE</p> |
| IL | Evaluation of Instructional Programs | No changes |
| IMA | Teaching Activities/Presentations | No changes |
| IMB | Teaching about Controversial Issues/Controversial Speakers | No changes |
| IMD | School Ceremonies and Observances | No changes |
| IMG | Animals in Schools | No changes |

Worcester Public Schools
Policy Manual
Section I
Instruction

File: IB – ACADEMIC FREEDOM

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

SOURCE: MASC October 2016

LEGAL REF: Constitution of the Commonwealth of MA

DRAFT

File: IC/ICA – SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval 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. 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.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 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.

According to the MA Department of Elementary and Secondary Education: Per 603 CMR 27.05, school districts are encouraged to schedule high school graduation as close as possible to the scheduled closing date of the high school, and graduation may be held up to twelve days before the regularly scheduled closing date. The earliest permissible release day for seniors is twelve school days prior to the regularly scheduled closing date of the school, which means that high schools operating on a 180 day year for students may release the seniors as early as the 168th day of school. If the date for high school graduation has been set and subsequently a few more days are added to the school year to make up for snow days or other emergencies, the original graduation date does not need to be changed, as long as it is no more than twelve school days before the originally scheduled closing date for the school year.

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.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [4:7](#); [69:1G](#); [71:1](#); [71:4A](#); [71:73](#); [136:12](#)
[603 CMR 27.00](#).

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

File: ID – SCHOOL DAY

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

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

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

SOURCE: MASC October 2016

LEGAL REF.: 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.

File: IE – ORGANIZATION OF INSTRUCTION

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

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

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

At the elementary level, students may receive instruction in Pre-K to 6 and K to 6 schools. At the middle school level, students may receive instruction at grade 6 – 8 and 7 – 8 schools. At the secondary level, students may receive instruction at 7 – 12, 9 – 12 schools.

Special education services are integrated across each grade level in all schools with specialized programs located at selected schools Pre-K to 12.

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

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC October 2016

File: IGA – CURRICULUM DEVELOPMENT

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. 69:1E

DRAFT

File: IGB – SUPPORT SERVICES PROGRAMS

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

SOURCE: MASC October 2016

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

DRAFT

File: IGD – CURRICULUM ADOPTION

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

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

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

SOURCE: MASC

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

File: IHA – BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

The Fundamental Skills

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

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

LEGAL REFS.: M.G.L. 71:1,2,3; 71:13

603 CMR 26:05

File: IHAI – OCCUPATIONAL EDUCATION

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

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

SOURCE: MASC October 2016

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

603 CMR 4:00

NOTE: This category may be used for career education, vocational education, or both. If a school system participates in collaborative programs, the details of such programs are more appropriately filed under LBB, Cooperative Educational Programs.

File: IHAM – HEALTH EDUCATION

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

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

The School Committee is committed to sound, comprehensive, research-based health education program as an integral part of each student's general education.

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

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

SOURCE: MASC October 2016

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

File: IHAM-R – HEALTH EDUCATION

(Exemption Procedure)

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

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

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

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

SOURCE: MASC

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

File: IHAMA – PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum 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 will be given notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

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

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

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

SOURCE: MASC October 2016

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

File: IHAMB – TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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

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

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

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students’ understanding of the legal, social, and health consequences of alcohol, tobacco, e-cigarette, 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, e-cigarette, and drug use.

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

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

SOURCE: MASC March 2016

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

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

File: IHB – SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR STUDENTS WITH DISABILITIES)

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 students with disabilities between the ages of three to twenty-two who have not attained high school diploma or its equivalent will be eligible for special education services.

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

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

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

The Committee will secure properly trained personnel to work with the children requiring special needs services. 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 October 2016

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

File: IHBA – PROGRAMS FOR STUDENT WITH DISABILITIES

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 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

DRAFT

File: IHBA – OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parent' 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/guardian(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent/guardian requests an observation of a students with disabilities or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, 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 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/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/guardian(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.: KJ, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

DRAFT

File: IHBEA – ENGLISH LEARNERS

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

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English, observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

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

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with 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

File: IHBF – HOMEBOUND INSTRUCTION

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

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 school principal.

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

SOURCE: MASC

DRAFT

File: IHBG – HOME SCHOOLING

HOME SCHOOLING

Parents/guardians who choose to educate their children at home, as allowed under Massachusetts law, can fulfill the requirements of the compulsory attendance statute by having their educational programs reviewed and accepted in advance by the Worcester Public Schools. The notifications to homeschool (elementary and secondary versions) are available upon request from the office of the Child Study Department at (508) 799-3175.

Parents are expected to provide evidence of their child's Home Schooling Program once a year. Students completing high school through Home Schooling Programs are not eligible for a Worcester Public Schools' Diploma.

A student being educated through Home Schooling may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the superintendent or designee.

The district reserves the right to allow enrolled students to have precedence or priority over the home schooled student with regard to placement on sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student. Home schooled students applying to participate in district-sponsored sports must follow the Worcester Public Schools athletic eligibility guidelines.

SOURCE: MASC

LEGAL REFS.: M.G.L. [69:1D](#); [76:1](#), Care and Protection of Charles

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

File: IHBH – ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in unconventional school settings.

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:37J; 71:37J

603 CMR 17.00

DRAFT

File: IJ – INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50

BESE regulations 603 CMR 26.00

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

File: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

SOURCE: MASC

File: IJL - LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

SOURCE: MASC

LEGAL REF.: 603 CMR [26:05](#)

CROSS REF.: [KEC](#), Public Complaints about the Curriculum or Instructional Materials

File: 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 print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

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

- Needs of the individual student

Based on knowledge of students

Based on requests of parents and students

- Needs of the individual school

Based on knowledge of the curriculum of the school

Based on requests from the professional staff

- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

SOURCE: MASC October 2016

File: IJND - ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to digital resources and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent or designee will develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines will address ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines will prohibit use of digital resources for prohibited or illegal activities or damaging or destroying programs or data.

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

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

Annually the district will provide the Committee with an update of its student acceptable use policy to be published in the student handbook. The Committee will review this policy in conjunction with the student handbook.

PERMISSION/AGREEMENT FORM

All students and faculty must agree to and sign the Student Handbook prior to being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. The document will be kept on file as a legal, binding document. All staff must agree to and sign the Employee Acceptable Use form.

Employee Use

Employees will use email, district devices, and district networks for work related activities only.

Community Use

The Superintendent or designee will determine when and which computer equipment, software, and information access systems will be available to the community.

Disregard of Rules

Individuals who refuse to sign the student handbook or Employee Acceptable Use form, or who violate district rules governing the use of district technology or networks will be subject to loss or restriction of the privilege of using equipment, software, information access systems, and/or other computing and telecommunications technologies.

Responsibility for Damages

Individuals may be responsible for the repair or replacement of any district property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials will apply the same educational suitability criteria used to review other educational resources when questions arise concerning access to digital resources.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

DRAFT

File: IJNDB – ACCEPTABLE USE POLICY

Purpose

The Worcester Public Schools will provide access for employees and students to interactive technology, including but not limited to, access to external networks for appropriate educational purposes. Educational purposes will be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used for communication (staff, parent, and student), productivity, and to assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

Availability

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

Access to the information systems and network, including external networks, will be made available to employees and students for instructional and administrative purposes in accordance with administrative regulations and procedures.

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

Acceptable Use

The Superintendent or designee will develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Worcester Public Schools as well as with applicable law.

Monitored Use

Official emails, documents, and other district digital resources used by students and staff will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Worcester Public Schools will not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Worcester Public Schools will not be responsible for ensuring the accuracy or usability of any information found on external networks.

DRAFT

File: IJNDC – WEB PAGE PUBLICATION

Purpose

The Worcester Public Schools has established a district-wide website for district, school, and program use. The district maintains these web pages for educational, informative purposes, and support only, in furtherance of its educational mission. In addition, the district maintains a social media presence on several platforms to expand the district communication reach where the public at large consumes online media.

Supervision and Approval of Web Pages and Social Media Posts

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

1. Support of curriculum, instruction, and employees – intended to provide educational and employee resources and information.
2. Public information – intended to communicate information about the schools, community, and district to students, staff, parents, community, and the public at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent (or designee) may select the person or persons (the Online Media Specialist) responsible for overseeing the district's web pages/posts and maintaining the web pages/posts in a manner consistent with this policy and *Policy IJND: Access to Digital Resources*. The Online Media Specialist must approve all links from the main district web pages/post to other sites on the Internet. The Online Media Specialist will review the links to ensure the links fall within the categories specified above.

Staff members may publish web pages related to their school, class, or courses on their school's web site. Building principals or managers must periodically review staff members' online material for appropriate content.

Student or staff work (for example, audio, video, written material, musical pieces, and graphic or other artwork) may be published on district web pages, as detailed below.



Content Standards

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

The district is ultimately responsible for any post that appears on the district, school web pages or official social media site. Concern about the content of any page(s) created by students or staff should be directed to the principal, manager, or to the Superintendent's office.

Safety Precautions

1. Student photographs
 - A. Student photographs will be published only with the written consent of the student's parent or guardian.
 - B. Student photographs will not be accompanied by identifying information about the student(s).
2. Student work
 - A. Student work (for example, audio, video, written material, musical pieces, and graphic or other artwork) may be published only with the written consent of the student's parent or guardian.
3. Staff photographs, identifying information and work
 - A. Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
 - B. Staff work, (for example, audio, video, written material, musical pieces, and graphic or other artwork), may be published only with the staff member's written consent.

File: IJNDD – ELECTRONIC COMMUNICATION/SOCIAL MEDIA

The Superintendent and 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 and any/all other 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 electronic communication with students should be through the district’s official communication system and telephone system, except in emergency situations
 - C. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district
 - D. Inappropriate contact via any means of communication is prohibited
2. Inappropriateness of publicly posting items with sexual content
3. Inappropriateness of publicly posting items exhibiting or advocating use of illegal or inappropriate substances, including but not limited to drugs, alcohol, tobacco or e-cigarette products, and prescription/over-the-counter/herbal medications
4. Monitoring and penalties for improper use of district computers, tablets, and all relevant digital resources
5. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.
6. The importance of professionalism in all communication
7. Adherence to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information
8. Records retention requirements for student data and transcripts

File: IJOA - FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

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

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

The Worcester Public Schools does not condone or take responsibility for privately funded trips without authorization of the school principal.

CROSS REF.: [JJH](#), Policy Relating to Field Trips Involving Late Night or Overnight Travel

SOURCE: MASC October 2016

File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS

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

CROSS REF.: [ADDA](#), C.O.R.I. Requirements

SOURCE: MASC October 2016

DRAFT

File: IJOC - SCHOOL VOLUNTEERS

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

CROSS REF.: [ADDA](#), C.O.R.I. Requirements

SOURCE: MASC

DRAFT

File: 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 parent/guardian. 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 Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC October 2016

File: IKE - PROMOTION AND RETENTION OF STUDENTS

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

DRAFT

File: IKF - GRADUATION REQUIREMENTS

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

Grade 9 beginning 2013-14

4 credits English
4 credits Mathematics (Effective with the graduating class of 2019, three of the four courses must include Algebra I and II, Geometry or Trigonometry)
3 credits Science and Technology/Engineering
3 credits History/Social Science (including 1 credit World History and 2 credits U.S. History)
2 credits Foreign Language (of the same language) 1
credit Arts
5 credits additional core courses
Additionally, students must complete a physical education course each year

Grades 10, 11 & 12 students enrolled prior to 2013-14

4 credits English
3 credits Mathematics
3 credits Science and Technology/Engineering
3 credits Social Studies (includes 2 credits of U.S. History)
½ credit Health
1 credit Physical Education

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

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

SOURCE: MASC October 2016

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

File: IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

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

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. 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/guardian evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

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

SOURCE: MASC

File: IMA - TEACHING ACTIVITIES/PRESENTATIONS

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

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

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

SOURCE: MASC

DRAFT

File: IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

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

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

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

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

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

SOURCE: MASC

File: IMD - SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

SOURCE: MASC

LEGAL REF.: 603 CMR [26:05](#)

File: IMG - ANIMALS IN SCHOOL

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

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

School Principals, in consultation with the 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 School District.

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

The 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.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016