

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: INSTRUCTIONAL GOALS**

**Category: INSTRUCTION**

**File No.: IA**

**Adopted: 5/3/05**

**Revised:**

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program that meets the needs of a diverse population. All programs comply with state and federal regulations.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation function involves data collection and synthesis and establishing future direction.

**SOURCE: MASC Policy**

**LEGAL REFS.: 603 CMR 26:00**

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

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: ACADEMIC FREEDOM**

**Category: INSTRUCTION**

**File No.: IB**

**Adopted: 5/3/05**

**Revised:**

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 State.

**SOURCE: MASC Policy**

**LEGAL REFS.:** Constitution of the Commonwealth of Massachusetts  
M.G.L. 71:2

Educational Ethics Code

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE:** SCHOOL YEAR/SCHOOL CALENDAR

**Category:** INSTRUCTION

**File No.:** IC/ICA

**Adopted:** 5/3/05

**Revised:**

The school calendar for the ensuing year will be prepared by the superintendent and submitted to the school committee for approval by March 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

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

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

**SOURCE:** MASC Policy

**LEGAL REFS.:** M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12  
Board of Education Regulations for School  
Year and School Day, effective 9/1/75  
Board of Education, Student Learning Time Regulations,  
603 CMR 27.00 , Adopted 12/20/94

**CROSS REF:** CBI

*School Committee Policy*

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: SCHOOL DAY**  
**Category: INSTRUCTION**  
**File No.: ID**

**Adopted: 5/3/05**  
**Revised:**

The length of the school day at various levels, as well as the specific opening and closing times of the schools, will be recommended by the superintendent and set by the committee.

Parents and guardians will be informed of the opening and closing times set by the committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day unless bus schedules require earlier admittance.

**SOURCE: MASC Policy**

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

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE:** CLASS SIZE  
**Category:** INSTRUCTION  
**File No.:** IDA

**Adopted:** 12/6/05  
**Revised:**

In general, the average class size should be 25 or under in Grades 2-12. It is recognized that special subjects may be larger or smaller. In the same sense every effort will be made to have remedial classes smaller than 20.

When class size in Grades 2-8 goes over the 25/1 ratio, help may be provided in the form of a classroom aide. When average class size in Grades 2-8 exceeds a 30/1 ratio, a new teacher may be obtained to reduce class size.

When class size in kindergarten (staffed by a teacher and teacher assistant) exceeds 20 students, help may be provided in the form of an additional classroom aide. When average class size in Kindergarten exceeds a 25/1 ratio, a new teacher may be obtained to reduce class size.

When class size in Grade 1 exceeds a 22/1 ratio, help may be provided in the form of a classroom aide. When average class size in Grade 1 exceeds a 27/1 ratio, a new teacher may be obtained to reduce class size.

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: CURRICULUM DEVELOPMENT**

**Category: INSTRUCTION**

**File No.: IGA**

**Adopted: 5/3/05**

**Revised:**

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

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

SOURCE: MASC Policy

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

**SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: REMEDIAL INSTRUCTION**

**Category: INSTRUCTION**

**File No.: IGBE**

**Adopted: 5/3/05**

**Revised:**

Remedial Reading

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

SOURCE: MASC Policy

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: ALTERNATIVE PROGRAMS**

**Category: INSTRUCTION**

**File No.: IGBH**

**Adopted: 5/3/05**

**Revised:**

It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, alternative programs may be established.

### Definition

Alternative programs are defined as provisions within the public education system which offer major choices among diverse educational environments based on student needs, talents and interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.

### Development

Any project shall have been discussed with the Administration and must receive its endorsement prior to development.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.

Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes of the program and determining the extent to which it is successful in achieving the philosophy and objectives of the District. Alternative programs will be reviewed and evaluated annually.

### Approval

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

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: CURRICULUM ADOPTION**

**Category: INSTRUCTION**

**File No.: IGD**

**Adopted: 5/3/05**

**Revised:**

The school committee will rely on its district curriculum committee and 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 recommend 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 Policy

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

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: VOCATIONAL-TECHNICAL EDUCATION**

**Category: INSTRUCTION**

**File No.: IHAI-1**

**Adopted: 2/25/76**

**Revised: 6/30/03; 2/15/05;  
9/20/05; 5/5/15**

To accommodate the rights and interests of all parties mentioned above, including the interests of the Southwick-Tolland-Granville Regional School District and to provide high quality Chapter 74 programming to the students residing in our district, the following policy/procedure is adopted.

The Southwick-Tolland-Granville Regional School District recognizes the right of a student residing in any of the three towns that together constitute our regional school district, to attend a training school in the Commonwealth of Massachusetts in accordance with M.G.L. c. 74 Sec. 7. Additionally, the Regional School District identifies the Career Technical Education Collaborative at the Lower Pioneer Valley Collaborative as the District's preferred high school for students who seek the educational opportunity stated in the above statute.

A student residing in any of the three towns that constitute the Southwick-Tolland-Granville Regional School District who seeks to be admitted to a high school for a Chapter 74 approved vocational technical education program may apply to any high school that offers a Chapter 74 approved vocational technical education program in which that student is interested. A student's request for non-resident tuition and transportation under the Chapter 74 vocational tuition and transportation option shall be submitted to the Superintendent of Schools by not later than April 1 of the year prior to matriculation, for the Superintendent's consideration based on pertinent criteria, including the availability of the same or substantially similar program at a high school closer to the student's residence or consistent with the District's stated preferred vocational technical high school. A student's parent or guardian or a school that has been disapproved for non-resident tuition by the Superintendent may request that the Commissioner of Elementary and Secondary Education review the denial of tuition in accordance with the guidelines cited above.

A student residing in the STGRSD who seeks to be admitted to a high school for a specific Chapter 74 approved vocational technical education program shall, in addition to applying to any other high school of the student's choosing that offers the program, apply to the preferred high school for the Regional School District. If that Chapter 74 program is offered at the District's preferred high school, and if that student is accepted at the preferred school, then the student shall attend the preferred high school for that Chapter 74 program.

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: HEALTH EDUCATION**

**Category: INSTRUCTION**

**File No.: IHAM**

**Adopted: 5/3/05**

**Revised: 12/16/08**

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

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

The school committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

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 Policy

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

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IHAM-1**

**Revised:**

In accordance with General Laws Chapter 71, Section 32A, the Southwick-Tolland-Granville Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curriculum change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

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

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

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

SOURCE: MASC Policy

REF.: Department of Education

*School Committee Policy*

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: SAMPLE NOTICE TO PARENTS/GUARDIANS**

**Category: INSTRUCTION**

**File No.: IHAM-1-E**

**Adopted: 5/3/05**

**Revised:**

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum. This program has been developed by our professional staff under the guidance of the community health education advisory council. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students, and to help them make wise and informed decisions during their teen-age years and beyond.

Sex education is part of the health education curriculum in grades 7 and 8, including topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; homosexuality; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse. The instructional materials we use for the course include a curriculum package and a video, listed on the enclosed outline. If you would like to review these materials at the school, you are welcome to do so. Please call me to arrange a convenient time.

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matter concerning your child's education, please call me.

Sincerely,

Principal  
[Phone Number]

Enclosure: [course outline; list of curriculum materials for sex education]

SOURCE: MASC Policy

*School Committee Policy*

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: HEALTH EDUCATION (Exemption Procedure)**

**Category: INSTRUCTION**

**File No.: IHAM-R**

**Adopted: 5/3/05**

**Revised:**

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 Policy

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

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS**

**Category: STUDENTS**

**Adopted: 11/1/2016**

**File No.: IHAMB**

**Revised:**

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

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

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE:** SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (Programs for Children with Special Needs)  
**Category:** INSTRUCTION **Adopted:** 5/3/05  
**File No.:** IHB **Revised:**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

**SOURCE:** MASC Policy

**LEGAL REFS.:** The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)  
Rehabilitation Act of 1973  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)  
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81 also 603 CMR 28:00 inclusive

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: BILINGUAL INSTRUCTION**

**Category: INSTRUCTION**

**File No.: IHBE**

**Adopted: 5/3/05**

**Revised:**

As required by law, the school committee will annually prior to March 1 determine the number of school-age children of limited English-speaking ability residing in the city. Whenever there are more than 20 such children of one language group (excluding children in parochial schools) the school committee will provide a program in transitional bilingual education.

Any child whose primary language is other than English and who has difficulty performing ordinary class work in English may participate in these classes. The classes will consist of students of approximately the same age and level of educational attainment. Classes may also be offered in preschool and summer school programs.

Within 10 days after a student's enrollment in the transitional bilingual educational program, the student's parents or guardian will be provided with, in both English and their native language, the following information:

1. A clear statement of the purpose, method, and content of the transitional bilingual education program.
2. A statement of parental rights, which include:
  - a. visits to the transitional bilingual classes
  - b. conferences with school personnel
  - c. right to withdraw the student at any time upon written notification to the school authorities

The offering of this program makes it necessary to provide sufficient numbers of bilingual teachers and aides to implement it. The school committee will make every effort to recruit and develop a highly qualified and motivated staff to carry out this program.

**SOURCE: MASC Policy**

**LEGAL REFS.:** M.G.L. 71A:1 et seq.  
Board of Education Regulations for use in Administering Programs in  
Transitional Bilingual Education

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: ENGLISH AS A SECOND LANGUAGE**

**Category: INSTRUCTION**

**File No.: IHBEA**

**Adopted: 5/3/05**

**Revised:**

In keeping with the intention of the state of Massachusetts to offer educational opportunities to those children whose dominant language is other than English, the District shall provide suitable instructional programs for all such students in grades kindergarten through 12 in accordance with the requirements of state statutes and the Massachusetts Department of Education.

Foreign exchange or visiting students are not eligible for English as a Second Language programs.

SOURCE: MASC Policy

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: ENGLISH AS A SECOND LANGUAGE  
(Re-designating LEP Students)**

**Category: INSTRUCTION**

**Adopted: 1/22/2013**

**File No.: IHBEB**

**Revised:**

## **Step 4: Policy for Re-designating Limited English Proficiency Students**

Multiple measures are used when making decisions regarding the partial or full exit from the SEI program. If students exit the program, their classification changes from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP). In order to be re-designated as FLEP, the student must be deemed to be English proficient and able to participate meaningfully in all aspects of the District's general education program without the use of adapted or simplified English materials. The District does not limit or cap the amount of time in which an LEP student can remain in a language support program. Once designated as FLEP, the student's academic progress will be routinely monitored for a two-year period. If a FLEP student fails to make progress after re-designation, support opportunities will be made available to the student.

The criteria used for this determination will include:

- a. State and local assessments
- b. Ability to compete with same-age peers in the regular education setting with little or no support.
- c. Language proficiency at the level where the student will be able to fully participate in the goals set by the State in the MA Curriculum Frameworks.
- d. Evidence that the student has met the WIDA standards
- e. Report cards
- f. Portfolios (if used)
- g. Teacher observation
- h. Input from parent/guardian and student

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: HOME SCHOOLING**

**Category: INSTRUCTION**

**File No.: IHBG**

**Adopted: 10/21/08; 2/24/09**

**Effective: 7/1/09**

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

The superintendent has the responsibility for the development of the procedures and forms necessary for the implementation of this policy. Subsequent to approving Home Education documentation, the Superintendent will inform the School Committee regarding the applications and numbers of students educated at home within the District.

Parent(s) or guardian(s) planning to undertake a home education program for their child(ren) between their sixth and sixteenth birthday shall inform the superintendent by completing and submitting the *Notice of Intent to Pursue a Program of Home Education* form (approved by the school committee) prior to commencing a home education program. The School Committee requests that these forms be received by the Superintendent prior to August 15.

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

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

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- d) Consultation with the superintendent or appropriate school principal
- e) Any other method agreed to by both superintendent and home educator(s)

Administrators are encouraged to give all due assistance to home education families in their efforts to provide appropriate information concerning their home education program. Parent(s) or guardian(s) are entitled to all due process rights with regard to this policy and with regard to any procedures followed and actions taken. During any resolution process, the parent(s) or guardian(s) may continue, but not commence, the education of their child(ren) at home.

Home education students will not be eligible to participate in curricular, extra-curricular or athletic programs. In addition, home education students will not be eligible to receive a high school diploma from the District.

For more information contact: Superintendent of Schools  
Southwick-Tolland-Granville Regional School District  
86 Powder Mill Road  
Southwick, MA 01077  
413-569-5391



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

The following signature confirms the intent to provide a minimum of 900-990 hours of instruction.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date Submitted

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

\_\_\_\_\_  
Signature of Superintendent or Designee

\_\_\_\_\_  
Date of Response

Attached to this application is a packet that includes the following materials:

Southwick-Tolland-Granville Regional School District Home Education Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: SUMMER ACADEMIC CREDIT**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IHCA**

**8.5**

**Revised:**

The school system will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work in reading and mathematics.

To attend tuition-free remedial summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the school district.

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

SOURCE: MASC Policy

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

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: DUAL ENROLLMENT**

**Category: INSTRUCTION**

**File No.: IHCA-1**

**8.10**

**Adopted: 6/18/96**

**Revised: 1/17/06; 6/6/06**

**Purpose:** To provide qualified junior and senior year students in the Southwick-Tolland-Granville Regional High School an opportunity to participate in courses at area colleges which will allow these students to earn dual credit at both the secondary and college level.

## **DUAL ENROLLMENT POLICY**

**Definition:** Currently enrolled Massachusetts public and non-public high school juniors and seniors who are in good academic standing at their high school, who have met the MCAS requirement(s) and/or who have been recommended by high school principals, guidance counselors and/or teachers, will be eligible for consideration to enroll full-time or take individual courses at Massachusetts public institutions of higher education. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation. Students must demonstrate the ability to benefit from college-level course work.

### **Eligibility:**

- Enrollment is open to junior and senior year students that are in good school standing
- Demonstrated ability to do college level work
- A cumulated G.P.A. of 85 or better. Exceptions may be considered under unique circumstances
- Must earn B or better in all college-level course work to continue in dual enrollment program
- Recommended by principal, and a guidance counselor or teacher
- Must meet pertinent higher education admission requirements and individual course requirements at perspective college or university
- Meet course pre-requisites at post secondary public institution
- Written approval by parent or guardian
- Student must be enrolled in a minimum of 4 major courses at S.T.R.H.S. to be eligible for college enrollment
- Be highly recommended for continuation by appropriate high school and higher education personnel in order to remain eligible for dual enrollment participation

### **Programs:**

- Opportunities shall be applicable for both academic and occupational college level course work
- Dual enrollment shall not apply to developmental courses offered at local colleges and universities
- Higher education institutions may provide courses to high school students that will aid in the growth or progress of the student
- Offer courses and programs of study that may not be available at the high school

### **Grades:**

- High school students accepted into college-level work shall receive both high school credit toward graduation and college credit

### ***School Committee Policy***

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

- At the discretion of the high school, college level course work may be treated at the honors level
- Students must provide grade report card to the high school Guidance Office

All students enrolled on a dual enrollment basis are responsible for their own transportation, tuition, fees, textbooks, and instructional materials.

Students who qualify for graduation from Southwick-Tolland-Granville Regional High School through participation in dual enrollment may participate in the senior activities for their graduating class providing all other obligations have been met.

Any extenuating circumstances will be handled on an individual basis.

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE:      ADVANCED PLACEMENT**

**Category:  INSTRUCTION**

**File No.:  IHCD                              8.13**

**Adopted:  5/3/05**

**Revised:  1/17/06**

All students who enroll in a course with the Advanced Placement (AP) designation will be required to complete the AP examination in May of the course year. The fee for the examination will be paid by the district for any student who so requests. Any student who fails to take the examination will be assigned the grade of "Incomplete" for the course. If a student cannot participate in the examination because of significant medical or other personal circumstances, the high school principal may waive this requirement.

If this requirement is waived, the School Committee will be notified by the Superintendent.

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: TEXTBOOK SELECTION AND ADOPTION**

**Category: INSTRUCTION**

**File No.: IJJ**

**Adopted: 5/3/05**

**Revised:**

Responsibility for the review and selection of textbooks to be purchased shall rest with the principal of each school. The principal is encouraged through the school committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the district. The committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

To advance the educational objectives of the school system and particular objectives of the course program.

To contribute toward continuity, integration, and articulation of the curriculum.

To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

The needs of all learners must be provided for.

Attention should be given to gender roles depicted in the materials.

The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.

Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

SOURCE: MASC Policy

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

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

*School Committee Policy*

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: LIBRARY MATERIALS SELECTION AND ADOPTION**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IJL**

**Revised:**

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, 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 Policy

CROSS REF.: KEC, Public Complaints About the Curriculum or Instructional Materials  
603 CMR 26:05

*School Committee Policy*

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: LIBRARY MATERIALS SELECTION AND ADOPTION**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IJL-R**

**Revised:**

The continuous review of integrated learning center (library) 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 shall be withdrawn shall rest with the professional staff.

Among the other reasons for withdrawing an item shall be the following:

Curricular changes have rendered as superfluous materials (or multiple copies of materials) formerly used but no longer in demand.

Materials contain information which is no longer accurate or current.

Materials intended for recreational reading have become dated or unattractive and are no longer in demand. Some books which are deemed standards or classics shall be retained even though they rarely circulate.

Materials have worn out, been damaged or physically deteriorated, and have lost utility, and/or appeal.

Materials have been superseded by newer items which present the same information but in superior format.

SOURCE: MASC Policy

LEGAL REF.: 603 CMR 26:05

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IJM**

**Revised:**

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The principal should be informed and shall decide whether its use in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.

Any expression of a point of view should be clearly identified.

Any advertising that appears on or with any material should be in good taste and unobtrusive.

The source of all material should be clearly identifiable.

SOURCE: MASC Policy

LEGAL REF.: 603 CMR 26:05

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: ACCESS TO DIGITAL RESOURCES**

**Category: INSTRUCTION**

**Adopted: 5/7/2019**

**File No.: IJND**

**Revised:**

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

## **Safety Procedures and Guidelines**

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.

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.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

## **Empowered Digital Use**

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member 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. This document shall be kept on file as a legal, binding document. 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.

## **Employee Use**

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

## **Community Use**

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 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.

## **Disregard of Rules and Responsibility for Damages**

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

**Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.**

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: EMPOWERED DIGITAL USE POLICY**

**Category: INSTRUCTION**

**Adopted: 6/7/05**

**File No.: IJNDB**

**Revised: 5/21/2019**

## **Purpose**

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.

## **Availability**

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, as well as the school District network is a privilege and when using them in accordance with School District guidelines users will retain that privilege.

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:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- The District will comply with all relevant privacy laws relating to personal information that is disseminated using the District's system/network (including home/mobile phone numbers, mailing addresses, and passwords).
- Individuals will show respect for themselves and others when using technology including social media. (CROSS REF: IJNDD Policy on Social Media)
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- The Network is the property of the STGRSD and its storage systems are therefore subject to inspection by the administration at any time. As such, users should be aware that routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the STGRSD Empowered Digital Use District Policy, and/or the law. System users should not have an expectation of privacy to the contents of their personal files on the Network.

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

- If there is suspicion that a user has violated the Empowered Digital Use District Policy or the law an individual search will be conducted. The nature of the investigation will be in the context of the nature of the alleged violation.

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.

## **Parent/Guardian Notification**

The STGRSD Empowered Digital Use Policy establishes expectations for appropriate behavior when using District technology. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the STGRSD to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The District will encourage parents/guardians to specify to their children what material they believe is and is not acceptable for their children to access through the Network. The District will utilize an Empowered Digital Use Form to inform students about what type of materials and behaviors are acceptable and expected. STGRSD will also provide students with instruction about personal safety and well-being while using the Internet and technology through the Massachusetts Digital Literacy and Computer Science curriculum.

## **District Limitation of Liability**

The STGRSD makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SOURCE: MASC

Adopted: August 2015

CROSS REF: IJNDD Policy on Social Media

Empowered Digital Use Form

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: POLICY ON SOCIAL MEDIA**

**Category: INSTRUCTION**

**Adopted: 4/12/2012**

**File No.: IJNDD**

**Revised: 5/21/2019**

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

- 1) Improper fraternization with students using social media or other electronic means.
  - a. District Employees may not friend or follow current students on social media.
  - b. All electronic contacts with students should be through District approved systems, except emergency situations.
  - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator or the administrator's designee as a member. Access to the page will remain with the coach or faculty advisor.
  - d. All contact and messages by supervisors of student groups (club advisers, coaches, etc...) shall be sent to all members of the group, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator or designee.
  - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
  - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

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

SOURCE: MASC October 2016

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: FIELD TRIPS**

**Category: INSTRUCTION**

**File No.: IJOA**

**Adopted: 5/3/05**

**Revised: 4/19/11**

The school committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Board to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

Students must meet school-wide expectations in order to participate in field trips and may be denied permission to go on trips.

In the event a student fails to meet expectations for appropriate conduct on a field trip, including but not limited to expectations set forth in the school's Code of Conduct, school staff shall contact the student's parents/guardian, and staff shall have the authority to send the student home. The student's parents/guardian shall be responsible for any additional expense incurred in such circumstances. A student may also be disciplined in accordance with the school's Code of Conduct.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips have the prior approval of appropriate Administrative level.

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: FIELD TRIPS**

**Category: INSTRUCTION**

**File No.: IJOA-1**

**Adopted: 5/3/05**

**Revised: 4/19/11**

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. The teachers, in consultation with the principal and superintendent, will determine the number of chaperones required for each field trip based upon the following: nature of the trip, site requirements regarding adult to child ratio, travel, and safety issues.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

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.

SOURCE: MASC Policy

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: SCHOOL VOLUNTEERS**

**Category: INSTRUCTION**

**File No.: IJOC**

**Adopted: 5/3/05**

**Revised:**

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

All volunteers are required to submit to a criminal record check in accordance with Commonwealth of Massachusetts regulations and school committee policy.

**SOURCE: MASC Policy**

**LEGAL REF.: M.G.L. Chapter 6, § 1721**

**CROSS REF.: 12.19**

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: ACADEMIC ACHIEVEMENT**

**Category: INSTRUCTION**

**File No.: IK**

**Adopted: 5/3/05**

**Revised:**

The philosophy of the school committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his needs, his growth, and make instructional plans for him. A sharing of information among parent, teacher, and student is essential.

The committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents be informed regularly, and at least four times a year, of the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

**SOURCE: MASC Policy**

**CROSS REF.: IKF**

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: STUDENT PROGRESS REPORTS TO PARENTS**

**Category: INSTRUCTION**

**File No.: IKAB**

**Adopted: 5/3/05**

**Revised:**

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

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

In addition to the periodic reports, parents will be notified when a student's performance requires special notification.

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

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE:       HOMEWORK**

**Category:   INSTRUCTION**

**File No.:   IKB**

**Adopted:   5/3/05**

**Revised:**

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

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

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

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

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

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

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: PROMOTION AND RETENTION OF STUDENTS**

**Category: INSTRUCTION**

**File No.: IKE**

**Adopted: 5/3/05**

**Revised:**

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, but the final decision will rest with the building principal.

SOURCE: MASC Policy

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: GRADUATION REQUIREMENTS**

**Category: INSTRUCTION**

**Adopted:**

**File No.: IKF**

**Revised: 9/18/07**

In order to graduate from Southwick-Tolland-Granville Regional High School, a student must have earned at least 150 credits. Course requirements are the following:

Students must successfully complete:

<u>COURSE(S)</u>	<u>Credits</u>
English	25
Social Studies	20
Science ( <i>5 Biology</i> )	15
Mathematics	15
World Language	10
Applied Arts ( <i>5 Computer</i> )	10
Fine Arts	10
Physical Education	10
Health	5
	<hr/>
<b>Required Credits:</b>	<b>120</b>
Electives	30
<b>TOTAL CREDITS TO GRADUATE:</b>	<b>150</b>

In addition, the Massachusetts Department of Education requires that all students pass the MCAS exams in English and Math at a score of 220 in order to graduate with a competency determination. Students who meet the district graduation requirements and have not passed the MCAS exams will receive a certificate of attainment.

To participate in the Graduation Ceremony, a student must be receiving a diploma, certificate of attainment or a special education certificate of completion (Exception: Foreign Exchange students may participate and receive a certificate of attendance).

Early Graduation: A student who has completed the courses required for graduation, passed the MCAS exams and who has earned the required number of credits for graduation by the end of the junior year may apply for early graduation. Written permission for early graduation must be secured from parents/guardians, the guidance counselor and the principal and be submitted for approval to the Superintendent of Schools. Notice of the request for early graduation must be submitted to administration no later than one semester prior to the graduation date.

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 in advance by the school administration; 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 Southwick-Tolland Regional High School.

SOURCE: MASC Policy

*School Committee Policy*

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: EVALUATION OF INSTRUCTIONAL PROGRAMS**

**Category: INSTRUCTION**

**File No.: IL**

**Adopted: 5/3/05**

**Revised:**

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

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. To check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the school committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of 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 Policy

*School Committee Policy*

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: DISTRICT PROGRAM ASSESSMENTS**

**Category: INSTRUCTION**

**File No.: ILBA**

**Adopted: 5/3/05**

**Revised:**

A district program of testing for assessment/evaluation shall be coordinated throughout the school district by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

SOURCE: MASC Policy

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: DISTRICT PROGRAM ASSESSMENTS – INTEGRATED LEARNING  
OUTCOMES ASSESSMENT PLAN**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: ILBA-E**

**Revised:**

## **Roles and Responsibilities**

### **DISTRICT**

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report district progress using a qualitative and quantitative format
- Educate the district community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels

### **SCHOOL**

Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site

Educate the school community about the Integrated Learning Outcomes and their assessments

Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the district's "offerings" or other sources

Bring about the internalization of the Integrated Learning Outcomes by the school community

Report individual student progress

Report school progress

Provide opportunities for parents to be involved in ILO assessment

Collect a variety of evidence, both qualitative and quantitative, regarding the Integrated Learning Outcomes

Provide meaningful articulation between levels utilizing assessment information

Review assessment progress and recommend appropriate changes

**SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

File: ILBA-E

**DISTRICT CURRICULUM COMMITTEE**

Develop district assessment reporting format

Monitor assessment process

Encourage accountability

Encourage the use of multiple assessment indicators

Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge

Review the assessment process and recommend changes

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: TEACHING ACTIVITIES/PRESENTATIONS**

**Category: INSTRUCTION**

**File No.: IMA**

**Adopted: 5/3/05**

**Revised:**

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. The District will make every effort to utilize the professional model to support the needs of instructional staff.

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 Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS**

**Category: INSTRUCTION**

**Adopted: 5/3/05**

**File No.: IMB**

**Revised:**

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 various issues, subject to the approval of the building principal, 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.

## SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

File: IMB

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 to 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.

SOURCE: MASC Policy

## **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: SCHOOL CEREMONIES AND OBSERVANCES**

**Category: INSTRUCTION**

**File No.: IMD**

**Adopted: 5/3/05**

**Revised:**

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 Policy

LEGAL REF.: 603 CMR 26:05

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: SERVICE ANIMALS IN SCHOOLS**

**Category: INSTRUCTION**

**Adopted: 3/15/2011**

**File No.: IMG**

**Revised:**

## Service Animals (Guide or Assistance Dogs)

The Southwick-Tolland-Granville Regional School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability”. The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability”.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments 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 dog 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 dog will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which an 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 assignment. 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 students.

When a student will be accompanied by an service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

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

# SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

**CODE: TITLE I SUPPLEMENT, NOT SUPPLANT REQUIREMENT**

**Category: Instruction**

**Adopted: 6/15/04**

**File No.: IN**

**Revised: 8/23/11**

Title I funds may not take the place of—supplant—public education services that are to be provided to all students. The policies and procedures below will assist the school district in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in Title I programs.

Title I Schools in the school district:

- Prepare list of School wide Program Schools
- Prepare list of Targeted Assistance Schools

Student Selection Criteria: (applicable for targeted assistance schools)

School district-level criteria

The following multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those most in need from this pool to be served. Schools may augment these examples of criteria, listed below, with additional objective, educationally-related criteria.

- Students performing at the 40 percentile or below on the \_\_\_\_\_ Test of Skills
- Students failing at least 60 of the 100 items on the school district's \_\_\_\_\_ Criterion Reference Test
- Students, in grades kindergarten through 2, performing below 40 on the \_\_\_\_\_ Early Reading Inventory
- For students in grades preschool through grade 2, interviews with parents based on the school district-developed parent interview guide for Title I student selection.

Students automatically eligible

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are also eligible for Title I services.

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the school district.

**A copy of this policy will be distributed to all Title I staff members on an annual basis.**

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## School Criteria

A school must be able to provide the school district with the student selection criteria it uses in addition to the school district's student selection criteria. These might include, among other items, additional criterion-referenced tests in a particular subject, teacher developed tests, and teacher judgment for students in grades preschool through grade 2.

The school district should collect, review, and maintain each school's supplemental criteria at the school district office.

## Targeted Assistance Funds:

### Program Design

The school district will review each targeted assistance school to ensure that the Title I program supplements the regular education program and serves only those students who have been identified and selected for Title I services.

Evidence: (One or more of the following)

- Written school design plans.
- School district review notes.
- School supplied evidence.
- Information demonstrating that students with disabilities and students who are limited English proficient are receiving required non-Title I services specific to their needs.

## Student Selection

The school district will review each targeted assistance school to ensure that the schools have identified and selected students for Title I services based on the school district-established student selection criteria and any additional school-established student selection criteria.

Evidence:

- School-developed selection criteria (if any).
- List of students identified as eligible for services.
- List of students selected for services.
- Data supporting identification and selection.
- Student exit data (for those deemed no longer in need of services).
- Documentation that LEP and special education students are selected on the same basis as other students.

## Students Served

School district staff will visit and review schools to ensure that students being served by Title I funds are those who have been identified to be served based on the student selection criteria.

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Evidence:

- Title I program description.
- Student participant list.
- School schedule for Title I services.
- Notes/student attendance from Title I staff.
- Discussions with regular and Title I staff.

Staffing

The school district will maintain records that demonstrate that the Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be carried out through means such as spot-checks, reviews, interviews with staff, and interviews with students.

Evidence:

- For 100% Title I-funded staff, the staff daily schedule of activities.
- For split-funded staff, staff daily schedule with clear delineation of time spent on the Title I program.
- Other documentation that demonstrates accurate charges to the Title I program. (e.g., detailed position descriptions for split-funded staff)

Professional Development

The school district will maintain a description of the professional development provided at the district level that is funded with Title I funds.

Evidence:

- The described professional development is aligned with the needs of the Title I students.
- List of participants. (School district staff will ensure the participating staff are those who teach or provide support to Title I participants.)
- The professional development does not duplicate that which the school district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available)

Schools will maintain or provide to the school district a description of the school-level professional development paid for by Title I funds.

Evidence:

- The described professional development is aligned with the needs of the Title I students.
- List of participants. (School district staff will ensure participating staff are those who will impact Title I participants)

Parental Involvement

The school district will maintain a description of the school district-level parental involvement activities paid for by Title I funds.

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Evidence:

- The described parental involvement activities are aligned with the needs of the Title I students.
- List of participants. (School district staff will review to ensure they are parents of Title I students, although others may be invited to participate.)
- The parental involvement activities do not duplicate those that the school district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. (Descriptions of all other parental involvement activities will be available)

Schools will maintain a description of school-level parental involvement activities paid for by Title I funds.

Evidence:

- The described parental involvement activities are aligned with the needs of Title I students and parents.
- List of participants. (School district staff will review to ensure they are parents of Title I students, although others may participate.)

Guidance and Counseling

The school district and schools will demonstrate that guidance or counseling services paid for by Title I funds are provided to Title I participants and are supplemental to other available guidance and counseling services.

Evidence:

- List of participants. (School district staff will review to ensure they are Title I students.)
- Description of services that demonstrates they meet the needs of Title I students and parents.
- The guidance and counseling services do not duplicate those that, in the absence of Title I funds, would be provided to all students and parents.

School wide Programs:

The school district and/or schools will demonstrate that Title I funds supplement those funds that are required to be provided to the school wide program schools.

Evidence:

- School budget.
- School district budget.
- Back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for children with disabilities and LEP.