

## **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: 5/4/2021**

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 through the District Curriculum and Instruction Team and the Instructional Leadership Team process.

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: 5/4/2021**

The school committee will rely on its district Curriculum and Instruction Team 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 from the Instructional Leadership Team. 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: 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: ENGLISH LEARNER EDUCATION**

**Category: INSTRUCTION**

**File No.: IHBEA**

**Adopted: 5/3/05**

**Revised: 3/29/2022**

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

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

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

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

## **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**

**REVISED: 12/21/2021**

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 SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT School Committee Policy
  - d. Consultation with the superintendent or appropriate school principal
  - e. Any other method agreed to by both superintendent and home educator(s)

***School Committee Policy***



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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.

A student being educated in a home-based program within the district may have access to public school activities of extra-curricular nature upon approval of the Superintendent.

Home education students will not be eligible for curricular/educational programs and 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

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

Date Received: \_\_\_\_\_

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

### **Notice of Intent to Pursue a Program of Home Education**

#### **Academic Year**

Instructions: Please complete this form, attach any additional information and forward it to the Superintendent of Schools, 86 Powder Mill Road, Southwick, MA, 01077, prior to the starting date of the home education program. Expect a response to this from the Superintendent or designee within ten days. If this process is initiated during the school year, the student must remain in school until the school district and the parents agree jointly to the home education plan.

A.

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Address: \_\_\_\_\_

Street City State Zip

Parent/ Guardian Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_  
(daytime) (evening)

Email address: \_\_\_\_\_

B. On a separate sheet, describe the instructional program to be taught, including subjects and instructional aids to be used and describe the time devoted to instruction either in narrative form or in a chart/diagram.

C. Academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in section

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

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.

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Signature of Parent or Guardian

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Date Submitted

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

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Signature of Superintendent or Designee

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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: PARTICIPATION OF HOME EDUCATED STUDENTS IN EXTRA-CURRICULAR ACTIVITIES AND ON SRS ATHLETIC TEAMS**

**Category: Instruction**

**Adopted: 2/1/2022**

**File No.: IHBGA**

**Revised:**

The opportunity to participate in athletics and other extracurricular activities sponsored by the Southwick-Tolland-Granville Regional School District is considered a privilege, rather than a right. The Southwick-Tolland-Granville Regional School Committee will permit participation of home-educated students in the interscholastic high school athletic program and other extra-curricular activities sponsored by the Southwick-Tolland-Granville Regional School District (hereinafter collectively referred to as “activity”), if the following conditions have been met:

1. The educational plan the student is studying under has been approved by the Superintendent of Schools (or his/her designee).
2. For applicable activities, including interscholastic athletics, the Principal has determined appropriate high school grade level placement (9-12) for each home-educated student in conjunction with chronological age and educational plan.
3. The student resides in the town of Southwick, Tolland or Granville and is living with his/her parents or legal guardians in the family residence or is living with an individual who is authorized to care for the child pursuant to a valid Caregiver Authorization Affidavit.
4. The Principal has determined that the student meets the guidelines for participation in the particular activity. Students will be required to pay any fees associated with participation in such activity, to the extent required of students who regularly attend the Southwick-Tolland-Granville Regional School District.
5. For participation in interscholastic athletics, the Principal has determined that the home-educated student has met guidelines required for all other students as defined in the current Massachusetts Interscholastic Athletic Association (MIAA) Handbook. These guidelines include, but are not limited to, those rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade eight. The Principal must review the academic eligibility of the student at the same times that all other student athletes are to be certified as academically eligible, pursuant to the MIAA requirements. In order to abide by the normal attendance and achievement rules, the Principal will ensure the two following requirements are followed:
  - A. The Principal will require that the parent/guardian/caregiver of a home schooled student keep an attendance log which can be requested by the Principal and/or Athletic Director at any given time. If a home school student is sick one day, the parent must notify the district that same day. The home school student will not be allowed to participate in any athletic or extracurricular activities on any day they are absent from home school learning.

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- B. The Principal will require, at the completion of each quarter, the home school parent/guardian/caregiver submit a report that documents mastery of grade level content presented or a report of grade equivalents for classes.

If the Principal determines that all eligibility standards detailed above have been met, the Principal may declare the student immediately eligible to participate in activities, including interscholastic competition, if applicable. The rights, privileges, and responsibilities associated with all other students who participate in extracurricular activities including, where applicable, those attendant to athletes attending MIAA member schools, will apply to home educated students who have satisfied the requirements above.

The Principal shall indicate the School Committee's adoption of this policy on the annual MIAA membership form and shall include all home-educated students in the annual MIAA enrollment report.

## **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: INSTRUCTIONAL MATERIALS**

**Category: INSTRUCTION**

**File No.: IJ**

**Adopted: 3/29/2022**

**Revised:**

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

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [30B:7](#); [71:48](#); [71:49](#); [71:50](#)

BESE regulations 603 CMR [26.00](#)

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

## **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**

## **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.

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## **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.

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- 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; 3/29/2022**

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 permission from a parent or guardian for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

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

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel

SOURCE: MASC October 2016

## **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: 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: 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**

**CODE: GRADUATION REQUIREMENTS****Category: INSTRUCTION****File No.: IKF****Adopted:****Revised: 9/18/07; 12/15/20**

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

Students must successfully complete:

<b><u>COURSE(S)</u></b>	<b><u>Credits</u></b>
English ( <i>English 9, 10, 11, 12</i> )	20
Social Studies ( <i>World History, US I, US in the Mod. World, Govt</i> )	20
Science	15
Mathematics	20
World Language	10
Applied Arts	10
Fine Arts	10
Physical Education*	10-15
Health	5
	<b>Required Credits:</b> <u>125</u>
Electives	<u>25</u>
<b>TOTAL CREDITS TO GRADUATE:</b>	<b>150</b>

**\*Alternative Physical Education Course:**

All students must take PE every year 9-12. Students will earn 10-15 credits dependent upon their academic program. A student in Grade 11 or Grade 12 who needs to explore an alternative Physical Education course due to unique scheduling issues must meet with his/her School Counselor to review options. The need for this option could be necessitated by either vocational or academic requirements. Approval from the Guidance Director and the Principal is required.

In addition, the Massachusetts Department of Education requires that all students pass the MCAS exams in English, Math and Science. Students who meet the district graduation requirements and have not passed the required 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 school 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 Regional School.

**SOURCE:** MASC 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

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

**CODE: STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH**

**Category: INSTRUCTION**

**Adopted: 6/7/2022**

**File No.: ILD**

**Revised:**

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

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

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

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

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

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

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

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

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

CROSS REF.: [JRA](#), Student Records

SOURCE: MASC February 2018

## **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: ANIMALS IN SCHOOLS**

**Category: INSTRUCTION**

**Adopted: 3/15/2011**

**File No.: IMG**

**Revised: 6/23/2021**

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

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

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

## **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school has appropriate insurance coverage and is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

## **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. The Principal will be mindful of the impacts of animals that may negatively impact the health of students when making a determination surrounding allowance a particular animal being permitted in the school building.

## **Animals Prohibited from School**

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

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

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

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

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

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

***School Committee Policy***

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

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

### **Service Animals**

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Federal and Massachusetts law concerning the rights of persons with service animals.

Service animals are dogs, and in limited circumstances miniature horses, individually trained to do work or perform tasks for an individual with a disability. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the accommodation granting the service animal may be reevaluated. The service animal can be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, an alternative plan accommodating both persons will be developed with appropriate District staff. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

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

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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

***School Committee Policy***