

The following items will be discussed at the meeting of the Standing Committee on Governance and Employee Issues to be held Wednesday, June 14, 2017 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #4-284 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Miss Ramirez (October 21, 2014)

Annex A (1 page)

To cooperate with the Main South Community Development Corporation as to the safety and security needs of the students and staff of the Worcester public schools located in the Main South area, regarding utilization of the proceeds of the Byrne Criminal Justice Innovation Program grant received by the Main South CDC.

c&p #6-7 - Clerk (August 24, 2016)

Annex A (1 page)

Annex B (1 page)

To consider a communication from a citizen expressing an interest in promoting civic engagement in the Worcester Public Schools by initiating a "Municipal Governance Day" which would give high school students an opportunity to learn how the municipal government works.

c&p #6-8 - Clerk (August 24, 2016)

Annex A (1 page)

Annex B (1 page)

To consider a communication from a citizen relative to the feasibility of holding an event annually with a guest speaker to encourage eligible students to register to vote.

gb #6-36 - Mr. O'Connell/Mr. Monfredo/Miss McCullough (January 11, 2016)

Annex A (50 pages)

Annex B (57 pages)

To establish a Special Committee, consisting of at least three School Committee members, to continue the review of policies proposed for the Worcester Public Schools by the Massachusetts Association of School Committees.

gb #6-111 - Mr. Monfredo/Mr. O'Connell/Miss McCullough/Miss Biancheria (March 4, 2016)

Request that the Administration encourage schools, with the assistance of the Safety Liaison Officer Robert Pezzella, to establish at their school a Chapter of the "Stand for the Silent," an anti-bullying movement.

c&p #7-1 - Clerk (April 6, 2017)

To consider a petition from a citizen regarding a request to hold public hearings in April regarding the FY18 Budget.

gb #7-52 - Administration (January 25, 2017)

2016-17 Policy

Handbook

Annex B (8 pages)

To consider approval of the 2017-18 Policies Handbook of the Worcester Public Schools.

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Miss Ramirez (October 21, 2014)

To cooperate with the Main South Community Development Corporation as to the safety and security needs of the students and staff of the Worcester public schools located in the Main South area, regarding utilization of the proceeds of the Byrne Criminal Justice Innovation Program grant received by the Main South CDC.

PRIOR ACTION:

- 11-6-14 - Referred to the Standing Committee on Governance and Employee Issues.
- 9-7-16 - Mr. Monfredo made the following motion:
Request that the Administration provide an update in April 2017 regarding the utilization of the proceeds of the Byrne Criminal Justice Innovation Program grant received by the Main South CDC.
On a voice vote, the motion was approved.

BACKUP:

At the time of the Administration's inquiry, Mr. Steve Teasdale, Executive Director of the Main South CDC and Ms. Casey Starr, Byrne Project Manager, were unavailable to discuss the Byrne project. However, the Main South CDC representative directed the Administration to the Main South CDC website where current information on the evolution of the project is displayed under "Byrne Criminal Justice Innovation Initiative".

Annex A (1 page) contains a copy of the website page with information relative to the Byrne Initiative.

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Byrne Criminal Justice Innovation Initiative

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Main South Byrne Criminal Justice Innovation (BCJI) Grant

What is the Main South BCJI Project?

It is a resident-driven initiative to reduce violence, increase positive programs in the area, and build a stronger and healthier community for all our families.

Who are the project partners?

The Main South CDC is the grantee. The Boys and Girls Club, Worcester Police Department, and Clark University are additional project partners.

What are our current efforts?

- Improving neighborhood appearance
- Programming at University (Crystal) Park
- Main South Youth Corps: 27 week program focused on job readiness, leadership skills, and neighborhood stewardship
- Youth Outreach Workers (building relationships with youth in our neighborhood)
- Opportunities for community engagement
- Youth-police dialogues
- Increased WPD presence in target area

Why take these particular steps?

When neighborhood residents feel safe and able to use public spaces, and when youth have access to recreation and resources for fun and success, it creates a positive environment where youth, gang violence, and crime are reduced.

Please contact Casey Starr at the Main South CDC at 508-752-6181 or mstarr@mainsouthcdc.org with any questions about this project.

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STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Clerk (August 24, 2016)

To consider a communication from a citizen expressing an interest in promoting civic engagement in the Worcester Public Schools by initiating a "Municipal Governance Day" which would give high school students an opportunity to learn how the municipal government works.

PRIOR ACTION:

- 9-1-16 - Referred to the Standing Committee on Governance and Employee Issues.
Mr. Monfredo made the following motions:
Request that when the item is discussed at the Standing Committee level, that the Administration provide appropriate information as to what schools are now doing regarding governance activities for students.
(Continued on page 2.)

BACKUP:

Annex A (1 page) contains a copy of the communication.
Annex B (1 page) contains a copy of the Administration's response to the item.

PRIOR ACTION (continued)

9-1-16 - Request that the issue of voter registration be part of the discussion
(continued) that takes place at the Standing Committee level and provide options
in terms of registering voters.

Request that the Administration notify the Election Commission regarding this item and welcome its participation with regard to a voter registration initiative in the schools.

On a voice vote, the motions were approved.

Ms. Colorio made the following motion:

Request that when legislators participate in the program that both parties have equal representation.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that Mr. Collins be notified when c&p #6-7 and c&p #6-8 are planned to be scheduled so that the meeting can be set up at a time that is convenient to him.

On a voice vote, the motion was approved.

The Superintendent mentioned the following civic engagements that are currently taking place in the Worcester Public Schools:

- A program, conducted by Senator Chandler, in all the high schools yearly, for grades 11 and 12 which involves a representative from the Voter Registration Office who gives the forms to the students in order to register them to vote.
- The schools are involved in Mock Trials in which the students argue different cases which involves them in civic engagement.
- Every year, high schools send students to the State House Day where they actually get to sit in the chairs of the State Representatives and Senators and present and argue different issues.
- A visit to the Kennedy Congressional Building Museum in Boston during which time students are actually assigned as either as a Democrat or Republican and the setup replicates a Congressional Assembly where students are able to debate different issues.

3-13-17 - Mr. Monfredo made the following motions:

Request that the Administration consider scheduling a "Municipal Governance Day" in the Spring and have students assume the roles of School Committee and City Council.

Request that the Social Studies Liaison inform the Clerk of the School Committee of all civics activities taking place in the schools and provide that information to the local media.

On a voice vote, the motions were approved.

It was moved and voice voted to hold the item until April 2017.

"Municipal Government Day"

- To promote civic engagement in the Worcester Public Schools the school committee must initiate a "Municipal Government Day" to give high school students the opportunity to learn how our municipal government works and voice their positions on important local issues through prepared debate.
- Students will be selected to take on the role of as City Manager, School Superintendent, Mayor, Councilor At-Large, District Councilor and, or, School Committee Member to learn their responsibilities as an elected official.
- "Municipal Government Day" should occur on a Tuesday (City Council) and Thursday (School Committee) in April.

Sincerely,

Cotey J. Collins
25 Ekman Street Apt. 16E
Worcester MA, 01607
P: (508) 792-0672 | C: (774) 253-0320
E: CoteyJ.Collins@gmail.com

All schools districtwide recognize and honor the following historical dates as part of furthering civic discourse and student engagement in government. Teachers are provided with resources and websites for curriculum support through the social studies newsletter. There are several dates including:

September 11

Constitution Day

Memorial Day

As part of the US History I course, a high school graduation requirement, students learn about the roles and responsibilities of federal, state and local governments in the United States, as well as the major components of Massachusetts' state and local government (MA Framework Standards USI.15-USI.21).

In addition to the required course for all students, the district offers a variety of high school elective courses that include a focus on government:

AP Government and Politics (offered at all 6 comprehensive high schools)

AP US History (offered at all 6 comprehensive high schools)

Civics and Government

Criminal Justice

Intro to Government and Justice

Intro to Law

Legal Aspects

Social Systems and Justice

Fifty high school juniors/seniors are accepted each year into the Worcester Rising Civics Camp held at Worcester State University during April break. Students are able to hear speakers from all levels of government and to interact with the speakers and panelists. This opportunity has provided students with access to the inner workings of government and a heightened awareness of their own civic duty.

High schools also have a long history of community service projects that allow larger numbers of students to work with City Council and local officials on a variety of issues that expose them to the workings and function of government.

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Clerk (August 24, 2016)

To consider a communication from a citizen relative to the feasibility of holding an event annually with a guest speaker to encourage eligible students to register to vote.

PRIOR ACTION:

9-1-16 - Referred to the Standing Committee on Governance and Employee Issues.

Miss Biancheria made the following motion:

Request that the Administration invite a representative from the Election Commission to attend the Standing Committee Meeting when the item is discussed.

On a voice vote, the motion was approved.

3-13-17 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES

Mr. Monfredo made the following motion:

Request that the Social Studies Liaison notify the Clerk of the School Committee when:

- voter registration takes place in the schools
- the Worcester Rising Civics Camp takes place and notify the media about the event

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Social Studies Liaison develop a flyer regarding voter registration to be distributed to all students and parents.

On a voice vote, the motion was approved.

Mr. Monfredo requested that the Administration provide the dates of voter registration to the media for publication.

BACKUP:

Annex A (1 page) contains a copy of the communication.

Annex B (1 page) contains a copy of the Administration's response to the item.

Mandatory Registration Drive for High School Seniors

- It should be mandatory for high schools to hold an event with a guest speaker to encourage students to register to vote in September annually. Guest speakers should be School Committee or City Councilors and State Legislators should speak during municipal and state-wide election years.
- After the event and throughout September until the voter registration deadline in October the public schools must hold a voter registration drive for eligible high school seniors every day at every lunch.

Sincerely,

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In September 2016, schools register students during lunch, some register students during history classes, some schools register family and community members' afterschool. All schools indicated that they continue to register students to vote as they become of legal voting age. The yearly voter registration is supported by social studies department heads, guidance, and building administration.

All 7 high schools indicated that they have speakers from School Committee, the Clerk of Courts Office or local elected officials address students in the fall and at other times of the year regarding the importance of civic discourse and engagement.

In September, 2016, 55 Worcester Public School juniors/seniors representing all 7 high schools, were trained by the staff from the Office of the Clerk of Courts to work as Poll Workers in the most recent election.

Additional civic activities:

Model UN (Sullivan Middle and South High Community schools)

Student Government Day (all high schools)

Edward Kennedy Center- Debate Series (South High Community School)

Mock Trial (South High Community and Burncoat High schools)

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Miss McCullough (January 11, 2016)

To establish a Special Committee, consisting of at least three School Committee members, to continue the review of policies proposed for the Worcester Public Schools by the Massachusetts Association of School Committees.

PRIOR ACTION:

- 1-21-16 - Referred to the Standing Committee on Governance and Employee Issues.
- 4-26-16 - **STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES**
 - It was moved and voice voted to approve Section AA – School District Legal Status.
 - It was moved and voice voted to approve Section AB – The People and Their School District.
 - It was moved and voice voted to approve Section AC – Nondiscrimination.
 - It was moved and voice voted to approve Section ACA – Nondiscrimination on the Basis of Sex.
 - It was moved and voice voted to approve Section ACAB – Sexual Harassment.
 - It was moved and voice voted to approve Section ACE – Nondiscrimination on the Basis of Sex.
 - It was moved and voice voted to approve Section AD – Educational Philosophy/School District Mission
 - It was moved and voice voted to approve Section ADC – Smoking on School Premises.

BACKUP:

- Annex A (50 pages) contains a copy of the MASC's 2016 Section I - Instruction of the Policy Manual.
- Annex B (57 pages) contains a copy of the proposed changes to Section I - Instruction of the Worcester Public Schools' Policy Manual.

PRIOR ACTION (continued)

- 2-26-16 - It was moved and voice voted to approve Section ADDA – C.O.R.I.
(continued) Requirement.
It was moved and voice voted to approve Section ADF – School District Wellness Program.
It was moved and voice voted to approve Section AE – Commitment to Achievement.
These approvals were voted contingent on alignment with the Policies Handbook of the Worcester Public Schools, effective for the 2017-18 academic year.
- 4-28-16 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
It was moved and voice voted to approve Section AA – School District Legal Status.
It was moved and voice voted to approve Section AB – The People and Their School District.
It was moved and voice voted to approve Section AC – Nondiscrimination.
It was moved and voice voted to approve Section ACA – Nondiscrimination on the Basis of Sex.
It was moved and voice voted to approve Section ACAB – Sexual Harassment.
Mr. O’Connell asked the Administration to verify that the titles of the Chief Human Resource Officer and the Instructional Support Personnel Director are correct and, if not, to correct them.
It was moved and voice voted to approve Section ACE – Nondiscrimination on the Basis of Sex.
It was moved and voice voted to approve Section AD – Educational Philosophy/School District Mission
It was moved and voice voted to approve Section ADC – Smoking on School Premises.
It was moved and voice voted to approve Section ADDA – C.O.R.I. Requirement.
It was moved and voice voted to approve Section ADF – School District Wellness Program.
It was moved and voice voted to approve Section AE – Commitment to Achievement.
These approvals were voted contingent on alignment with the Policies Handbook of the Worcester Public Schools, effective for the 2017-18 academic year.

PRIOR ACTION (continued)

- 3-13-17 - Mr. Foley and Miss Biancheria made the following motion:
Request that the Administration forward the Domestic Violence Leave Policy to the City Solicitor for review and possible abbreviated format prior to approving it for insertion into the Policy Manual.
On a voice vote, the motion was approved.
It was moved and voice voted to approve Section G – Personnel, as contained in Annex B, with the caveat that a Domestic Violence Leave Policy will be added to this section.

SECTION I - INSTRUCTION

IB ACADEMIC FREEDOM

IC/ICA SCHOOL YEAR/SCHOOL CALENDAR

ID SCHOOL DAY

IE ORGANIZATION OF INSTRUCTION

IGA CURRICULUM DEVELOPMENT

IGB SUPPORT SERVICES PROGRAMS

IGD CURRICULUM ADOPTION

IHA BASIC INSTRUCTIONAL PROGRAM

IHAI OCCUPATIONAL EDUCATION

IHAM HEALTH EDUCATION

IHAM-R HEALTH EDUCATION

IHAMA PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

IHAMB TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

IHB SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES

IHBAA OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

IHBD COMPENSATORY EDUCATION

IHBEA ENGLISH LANGUAGE LEARNERS

IHBF HOMEBOUND INSTRUCTION

IHBG HOME SCHOOLING

IHBG-R HOME SCHOOLING

IHBH ALTERNATIVE SCHOOL PROGRAMS

IHCA SUMMER SCHOOLS

IJ INSTRUCTIONAL MATERIALS

IJ-R RECONSIDERATION OF INSTRUCTIONAL RESOURCES

IJL LIBRARY MATERIALS SELECTION AND ADOPTION

IJLA LIBRARY RESOURCES

IJND ACCESS TO DIGITAL RESOURCES

IJNDB EMPOWERED DIGITAL USE POLICY

IJNDC INTERNET PUBLICATION

IJNDD POLICY ON SOCIAL MEDIA

IJOA FIELD TRIPS

IJOB COMMUNITY RESOURCE PERSONS/SPEAKERS

IJOC SCHOOL VOLUNTEERS

IK ACADEMIC ACHIEVEMENT

IKE PROMOTION AND RETENTION OF STUDENTS

IKF GRADUATION REQUIREMENTS

IL EVALUATION OF INSTRUCTIONAL PROGRAMS

IMA TEACHING ACTIVITIES/PRESENTATIONS

IMB TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS

IMD SCHOOL CEREMONIES AND OBSERVANCES

IMG ANIMALS IN SCHOOL

File: IB - ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

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

SOURCE: MASC October 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

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

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

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

SOURCE: MASC October 2016

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

603 CMR [27.00](#),

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

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

File: ID - SCHOOL DAY

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

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

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

SOURCE: MASC October 2016

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

603 CMR [27.00](#)

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

File: IE - ORGANIZATION OF INSTRUCTION

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

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

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

The Primary/Elementary level includes schools with kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight The Secondary level consists of schools with grades nine, ten, eleven, and twelve. *

Special education services are integrated across each grade level in all schools.

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

*NOTE: District to reflect local configuration.

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR [27.00](#)

SOURCE: MASC October 2016

File: IGA - CURRICULUM DEVELOPMENT

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. [69:1E](#)

603 CMR [26:05](#)

File: IGB - SUPPORT SERVICES PROGRAMS

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

The (Assistant Superintendent) shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC October 2016

CROSS REF.: [ACE](#), Nondiscrimination on the Basis of Handicap

File: IGD - CURRICULUM ADOPTION

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

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. [71:1](#); [69:1E](#)

File: IHA - BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

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

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

LEGAL REFS.: M.G.L. [71:1,2,3](#); [71:13](#)

603 CMR [26:05](#)

File: IHAI - OCCUPATIONAL EDUCATION

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37K](#); [71:38A](#) through [71:38F](#); [74:1](#) et seq.

603 CMR [4.00](#)

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

File: IHAM - HEALTH EDUCATION

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

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

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education. **Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in other grades.***

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.

***NOTE: Highlighted sentence should be changed to reflect district practice.**

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:1](#)

File: IHAM-R - HEALTH EDUCATION

(Exemption Procedure)

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

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

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. [71:1](#)

File: IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual 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 Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably 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 October 2016

LEGAL REFS: M.G.L. [71:32A](#)

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

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

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

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

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

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

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

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

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

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

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

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

SOURCE: MASC October 2016

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

Rehabilitation Act of 1973

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

603 CMR [28:00](#) inclusive

NOTE: A school system's procedures for implementing Chapter 766 are often too extensive to include in a policy manual. In such instances, a note can be added to the policy to point out the existence and availability of a document containing current procedures.

File: IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

File: IHBAA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent/guardian(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent/guardian requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.
12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow-up TEAM meeting. .

LEGAL REF.: MGL [71B:3](#)

Massachusetts Department of Elementary and Secondary Education Technical Assistance
Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: [KI](#), Visitors to Schools

SOURCE: MASC

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

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

“The observation law states that districts may not condition or restrict program observations except when necessary to protect: the safety of children in the program during the observation; the integrity of the program during the observation; and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

File: IHBD - COMPENSATORY EDUCATION

(Title 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

SOURCE: MASC

File: IHBEA - ENGLISH LANGUAGE LEARNERS

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

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

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

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

SOURCE: MASC October 2016

LEGAL REFS.: PL114-95 Every Student Succeeds Act

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

603 CMR [14.00](#)

File: IHBF - HOMEBOUND INSTRUCTION

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

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

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

SOURCE: MASC

File: IHBG - HOME SCHOOLING

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

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

Prior to removing the child from public school:

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

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

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

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

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

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

SOURCE: MASC

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

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

File: IHBG-R - HOME SCHOOLING

1. Requirements for approval of home instruction will include:
 - a. The parent or legal guardian must request permission to hold home instruction on an annual basis.
 - b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
 - c. The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.
2. Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught child to attend specialized classes in the public school.
3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.
4. Auditing functions of the Committee for the home instruction will include:
 - a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
 - b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.
 - c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.
5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.
6. The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.
7. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

SOURCE: MASC

File: IHBH - ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37I](#); [71:37J](#)

603 CMR [17.00](#)

NOTE: In a School Committee's policy manual, it is often useful and informative to provide a brief description of the current alternative school programs and to state the Committee-approved goals and objectives for each program.

File: IHCA - SUMMER SCHOOLS

The school system shall make available 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.

To attend 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

LEGAL REF.: M.G.L. [71:28](#)

NOTE: This category is for statements on the summer program the summer instruction, services, and facilities provided students. Personnel policies pertaining to summer schools should be filed in the appropriate category in the personnel section.

File: IJ - INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

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

BESE regulations 603 CMR [26.00](#)

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

NOTE: A broad policy, such as the sample above, can establish the framework for the selection and adoption of all instructional materials used in the school system. Regulations, however, might be needed to cover procedures for selection of textbooks and supplementary and library materials.

File: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

SOURCE: MASC

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

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

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

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

SOURCE: MASC

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

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

File: IJLA - LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

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

- Needs of the individual student

Based on knowledge of students
Based on requests of parents and students

- Needs of the individual school

Based on knowledge of the curriculum of the school
Based on requests from the professional staff

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

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.

- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed "standards" or "classics", will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

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

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

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

SOURCE: MASC October 2016

File: IJND - ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to 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.

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.

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, and the school district network is a privilege and when using them in accordance with School District guidelines they 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.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work
- Users shall report inappropriate use of technology immediately

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.

SOURCE: MASC

Adopted: August 2015

File: IJNDC - INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

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

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC

Adopted: August 2015

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

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, 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 as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - 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 teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

File: IJOA - FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

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

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

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

SOURCE: MASC October 2016

NOTE: Brief policies on field trips, such as the sample above, usually require School Committee-approved guidelines and implementing regulations.

File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS

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

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

SOURCE: MASC October 2016

File: IJOC - SCHOOL VOLUNTEERS

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

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

SOURCE: MASC

File: IK - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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

SOURCE: MASC October 2016

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

SOURCE: MASC

File: IKF - GRADUATION REQUIREMENTS

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

- Four years of English
- Four years of Mathematics including completion of Algebra II or an Integrated Math equivalent
- Three years of lab-based Science which may include technology/engineering
- Three years of History/Social Science including US History and World History
- Two years of Foreign Language
- Four years of Physical Education
- One year of the Arts

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

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

SOURCE: MASC October 2016

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

File: IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent/guardian evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

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

SOURCE: MASC

File: IMA - TEACHING ACTIVITIES/PRESENTATIONS

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

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

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

SOURCE: MASC

File: IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

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

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

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

SOURCE: MASC

File: IMD - SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

SOURCE: MASC

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

File: IMG - ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

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

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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

Section I: Instruction

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

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

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

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

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

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

Worcester Public Schools
Policy Manual
Section I
Instruction

File: IB – ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

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

SOURCE: MASC October 2016

LEGAL REF: Constitution of the Commonwealth of MA

DRAFT

File: IC/ICA – SCHOOL YEAR/SCHOOL CALENDAR

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

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

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

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

SOURCE: MASC October 2016

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

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

File: ID – SCHOOL DAY

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

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

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

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 15:1G; 69:1G; 71:59
603 CMR 27.00

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

File: IE – ORGANIZATION OF INSTRUCTION

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

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

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

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

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

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

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC October 2016

File: IGA – CURRICULUM DEVELOPMENT

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

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

SOURCE: MASC

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

DRAFT

File: IGB – SUPPORT SERVICES PROGRAMS

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

SOURCE: MASC October 2016

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

DRAFT

File: IGD – CURRICULUM ADOPTION

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

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

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

SOURCE: MASC

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

DRAFT

File: IHA – BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

The Fundamental Skills

The business of schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

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

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

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

603 CMR 26:05

File: IHAI – OCCUPATIONAL EDUCATION

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

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

SOURCE: MASC October 2016

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

603 CMR 4:00

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

File: IHAM – HEALTH EDUCATION

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

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

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

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

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

SOURCE: MASC October 2016

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

File: IHAM-R – HEALTH EDUCATION

(Exemption Procedure)

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

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

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

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

SOURCE: MASC

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

File: IHAMA – PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

SOURCE: MASC October 2016

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

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

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

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

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

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students’ understanding of the legal, social, and health consequences of alcohol, tobacco, e-cigarette, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, e-cigarette, and drug use.

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

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

SOURCE: MASC March 2016

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

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

File: IHB – SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR STUDENTS WITH DISABILITIES)

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

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

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

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

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

SOURCE: MASC October 2016

LEGAL REFS: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973

M.G.L. 71B:1 et seq.

603 CMR 28:00 inclusive

File: IHBA – PROGRAMS FOR STUDENT WITH DISABILITIES

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

DRAFT

File: IHBA – OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parent' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent/guardian(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent/guardian requests an observation of a students with disabilities or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

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

LEGAL REF.: MGL 71B:3

Massachusetts department of Elementary and Secondary Education Technical Assistance
Advisory SPED 2009-2 dated January 8, 2009.

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

DRAFT

File: IHBEA – ENGLISH LEARNERS

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

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

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

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

SOURCE: MASC October 2016

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

603 CMR 14.00

File: IHBF – HOMEBOUND INSTRUCTION

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

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

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

SOURCE: MASC

DRAFT

File: IHBG – HOME SCHOOLING

HOME SCHOOLING

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

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

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

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

SOURCE: MASC

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

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

File: IHBH – ALTERNATIVE SCHOOL PROGRAMS

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

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

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

SOURCE: MASC October 2016

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

603 CMR 17.00

DRAFT

File: IJ – INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

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

BESE regulations 603 CMR 26.00

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

File: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

SOURCE: MASC

File: IJL - LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

SOURCE: MASC

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

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

File: IJLA - LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

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

- Needs of the individual student

Based on knowledge of students

Based on requests of parents and students

- Needs of the individual school

Based on knowledge of the curriculum of the school

Based on requests from the professional staff

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

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

SOURCE: MASC October 2016

File: IJND - ACCESS TO DIGITAL RESOURCES

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

Safety Procedures and Guidelines

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

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

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

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

PERMISSION/AGREEMENT FORM

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

Employee Use

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

Community Use

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

Disregard of Rules

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

Responsibility for Damages

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

Responding to Concerns

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

DRAFT

File: IJNDB – ACCEPTABLE USE POLICY

Purpose

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

Availability

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

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

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

Acceptable Use

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

Monitored Use

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

Liability

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

DRAFT

File: IJNDC – WEB PAGE PUBLICATION

Purpose

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

Supervision and Approval of Web Pages and Social Media Posts

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

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

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

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

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



Content Standards

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

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

Safety Precautions

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

File: IJNDD – ELECTRONIC COMMUNICATION/SOCIAL MEDIA

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

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

File: IJOA - FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

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

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

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

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

SOURCE: MASC October 2016

File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS

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

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

SOURCE: MASC October 2016

DRAFT

File: IJOC - SCHOOL VOLUNTEERS

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

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

SOURCE: MASC

DRAFT

File: IK - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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

SOURCE: MASC October 2016

File: IKE - PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

SOURCE: MASC

DRAFT

File: IKF - GRADUATION REQUIREMENTS

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

Grade 9 beginning 2013-14

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

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

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

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

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

SOURCE: MASC October 2016

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

File: IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent/guardian evaluation of student behavior.
6. State Dept. of Elementary and Secondary Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

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

SOURCE: MASC

File: IMA - TEACHING ACTIVITIES/PRESENTATIONS

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

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

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

SOURCE: MASC

DRAFT

File: IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

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

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

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

Requests from Groups or Individuals Outside the Schools

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

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

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

SOURCE: MASC

File: IMD - SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

SOURCE: MASC

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

File: IMG - ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

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

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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Mr. Monfredo/Mr. O'Connell/Miss McCullough/Miss Biancheria
(March 4, 2016)

Request that the Administration encourage schools, with the assistance of the Safety Liaison Officer Robert Pezzella, to establish at their school a Chapter of the "Stand for the Silent," an anti-bullying movement.

PRIOR ACTION:

3-17-16 - Referred to the Standing Committee on Governance and Employee Issues for a report prior to the close of school.

6-1-16 - Request that the Administration provide the number of Chapters of the "Stand for the Silent" Program that were established in the Worcester Public Schools.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration indicate how parents can be more fully involved in the Chapters of "Stand for the Silent" Program in all the schools.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration provide a report back to the Standing Committee relative to the progress of the individual chapters and the success achieved with involving more parents in the program.

On a voice vote, the motion as approved.

Mr. Monfredo suggested that the principals include information in their newsletters to pique the interest of students and parents in the program.

Mr. Foley made the following motion:

Request that the "Standing for the Silent" Program be run, as an optional activity, by students as a club.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration provide copies of the programs and procedures for handling bullying in the Worcester Public Schools.

On a voice vote, the motion was approved.

BACKUP:

Currently no schools have started Chapters of the "Stand for the Silent" Program.

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Clerk (April 6, 2017)

To consider a petition from a citizen regarding a request to hold public hearings in April regarding the FY18 Budget.

PRIOR ACTION:

The Mayor allowed Gordon Davis to speak to the petition at the School Committee meeting on April 6, 2017 under suspension of the rules due to the fact that his petitions did not arrive in a timely manner. He further requested that the petition appear on the School Committee agenda on April 27, 2017 to be referred to the Standing Committee on Governance and Employee Issues.

4-27-17 - It was moved and voice voted to suspend rules to allow Gordan and Gwen Davis to address the petitions relative to testing and a budget hearing on the FY18 Budget.
Referred to the Standing Committee on Governance and Employee Issues.

BACKUP:

Since a Public Hearing on the FY18 Budget took place on Tuesday, May 23, 2017, the Administration recommends that the item be filed.

ITEM: gb #7-52

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Wednesday, June 14, 2017

ITEM: Administration (January 25, 2017)

To consider approval of the 2017-18 Policies Handbook of the Worcester Public Schools.

PRIOR ACTION:

2-2-17 - Referred to the Standing Committee on Governance and Employee Issues.

BACKUP:

Annex A (under separate cover) contains a copy of the 2016-17 Policies Handbook.

Annex B (8 pages) contains a copy of the proposed changes for the 2017-18 Policies Handbook.

**Policies Handbook
for the
Worcester Public Schools**



2016-17

Please Note: The form located on the back of this Handbook must be signed and returned to school.

www.worcesterschools.org

WORCESTER PUBLIC SCHOOL'S CALENDAR

2016-17

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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Monday, August 29, 2016: First Day of School for Grades 1-12
 Tuesday, September 6, 2016: First Day of School for PreK-Kindergarten
 Monday, June 12, 2017*: Last Day of School.
 Last day of school for seniors: May 24, 2017*

*This date may change in response to the number of snow days used during the school year.

End of marking quarters:

1. November 4, 2016
2. January 20, 2017
3. April 7, 2017
4. June 12, 2017 or last day

 = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS

MAY						
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2016

August 25 – Teacher/Staff Reporting Day
 August 26 – Staff Development
 August 29 – First Day of School
 September 5 – Labor Day
 October 7 – Staff Development
 October 10 – Columbus Day
 November 11 – Veterans' Day
 November 23-25 – Thanksgiving
 December 26-30, January 2
 Holiday Vacation

2017

January 1 – New Years Day
 January 16 – Martin Luther King
 February 20 – Presidents' Day
 February 21-24 – Winter Vacation
 April 14 – Non-School Day
 April 17 – Patriots' Day
 April 18-21 – Spring Vacation
 May 29 – Memorial Day
 June 12 – Last Day of School

***Please see reverse side for WPS Equal Opportunity/Affirmative Action Statement**
 The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, gender identity, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

SCHOOL COMMITTEE

Mayor Joseph M. Petty - Chair

Brian A. O'Connell, Esquire - Vice Chair

Dianna L. Biancheria

Donna M. Colorio

John L. Foley

Molly O. McCullough

John F. Monfredo

SUPERINTENDENT'S MESSAGE

The Worcester Public Schools is pleased to present the 2016-17 Policies Handbook to inform students and parents/guardians of the important policies and procedures that are in effect in our school system.

Thank you for reviewing this handbook with your child and for keeping it for future reference. Please note there have been revisions made to some of the policies and procedures from the previous year. We ask that you pay particular attention to those revisions. Best wishes for a successful 2016-17 school year.

Superintendent Maureen F. Binienda

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REGISTRATION

Dr. James L. Garvey Parent Information Center

Open All Year Monday through Friday
7:30 a.m.- 4:00 p.m.
768 MAIN STREET
SHATTUCK BUILDING
JACOB HIATT COMPLEX
Phone: (508) 799-3299, (508) 799-3068,
(508) 799-3069, (508) 799-3194

In order to enroll a student in the Worcester Public Schools, the following documentation must be provided.

Verification of:

1. Birth Certificate or Passport
2. Legal Guardianship or a responsible adult party in the household who can serve as an emergency contact.
3. Worcester residence (utility bill, lease, mortgage statement, etc.) or completed STUDENT ADDRESS VERIFICATION FORM
4. State mandated immunizations
5. If available, records from previous school

The requirement for school immunizations and records may be temporarily waived for students who qualify as homeless under the McKinney Vento Homeless Assistance Act.

Preschool—Grade 6

All students (preschool through grade 6) registering for, or transferring into or within the Worcester Public Schools must do so at the Dr. James L. Garvey Parent Information Center.

The Dr. James L. Garvey Parent Information Center staff will:

- Provide information to parents/guardians regarding the student assignment policy.
- Assist parents/guardians in selecting an educational environment most appropriate for their child's needs.
- Assist parents/guardians in the initial stages of registration required by schools, i.e., documentation of birth and immunization, completion of Home Language Survey Forms, Medicaid eligibility, etc.
- Answer questions regarding school policies.

State and federal regulations require that all schools determine the language(s) spoken in each student's home in order to identify their specific language needs. If a language other than English is spoken in the home, the District is required to do further assessment to determine whether the student is an English Language Learner and to place the student in the appropriate instructional program to support content area and language learning.

Grades 7 – 12

New students in grades 7-12 register at the Dr. James L. Garvey Parent Information Center. Students in grades 7-12 who are transferring within the Worcester Public Schools will do so at the appropriate middle or high school based on their new address. Students in grades 9-12 have the option to register at their respective high school. Potential English Learners must complete registration at the Dr. James L. Garvey Parent Information Center.

**Massachusetts School Immunization Requirements
for School Year 2016-17**

	Child Care/Preschool	Kindergarten
Hepatitis B	3 doses	3 doses
DTaP/DTP/Td/Tdap	>4 doses DTaP/DTP	5 doses DTaP/DTP
Polio	>3 doses	4 doses
Hib	1 to 4 doses	NA
MMR	1 dose	2 doses
Varicella	1 dose	2 doses

	Grades 1-6	Grades 7-12
Hepatitis B	3 doses	3 doses
DTaP/DTP/Td/Tdap	>4 doses DTaP/DTP or >3 doses TD	4 doses DTaP/DTP or >3 doses TD; plus 1 dose Tdap
Polio	>3 doses	1 dose Tdap >3 doses
Varicella	2 doses	2 doses
MMR	2 doses	2 doses

**Registration Policy
Elementary (K-6)**

Students in the Worcester Public Schools shall attend schools based upon neighborhood district lines. They are also eligible to attend the six citywide magnet schools based on conditions of space availability and the magnet school being in compliance with the Worcester Public Schools' Deisolation Plan. The five citywide magnet schools are: (1) Chandler Magnet School, (2) City View Discovery School, (3) Jacob Hiatt Magnet School (4) Norrback Avenue School and (5) Worcester Arts Magnet School. Elementary students residing in the North quadrant are eligible to attend the North quadrant magnet school, Roosevelt School, based on space availability. Under the Voluntary Controlled Transfer Policy, transfers are permitted to any school within that school's quadrant provided the transfer has a positive effect on the minority percentage of the school and space is available.

Secondary (Grades 7-12)

Depending on the school district in which the student resides, he/she can attend his/her local high school. This is determined by the last grade the student completed and passed, unless special permission has been requested by the parent/

guardian to attend a different school. Attendance at Worcester Technical High School is based upon an application and selection process approved by the State Department of Education.

Voluntary Controlled Transfer Policy

I. Conditions for Out-of-District Transfers

It is the policy of the Worcester Public Schools that students shall attend schools based upon neighborhood district lines. Exceptions to this policy are allowed under the "Voluntary Controlled Transfer Policy" which permits transfers to other elementary, middle and high schools or to citywide magnet schools under the following conditions:

- a. There must be space available in the receiving school.
- b. Elementary, middle and high schools having a minority percentage greater than the citywide average on October 1 of each year will adhere to the following restrictions:
 1. Minority students will not be allowed to transfer into a school which has a minority percentage greater than the citywide average on October 1 of each year.
 2. Majority students will not be allowed to transfer out of a school except in the case where the sending school is in compliance and the receiving school is out of compliance as a result of having a minority percentage greater than 15 percentage points above the citywide minority percentage.
 3. All students, both minority and majority, shall be eligible to attend citywide magnet schools and secondary magnet schools. In order to exercise this eligibility, the magnet school must be in compliance.
- c. Elementary, middle and high schools having a minority percentage less than the citywide average on October 1 of each year will adhere to the following restrictions:
 1. Majority students will not be allowed to transfer into a school which has a minority percentage less than the citywide average on October 1 of each year.
 2. Minority students will not be allowed to transfer out of a school except in the case where the sending school is in compliance and the receiving school is out of compliance as a result of having a minority percentage less than 15 percentage points below the citywide minority percentage.
 3. All students, both minority and majority, shall be eligible to attend citywide magnet schools and secondary magnet schools. In order to exercise this eligibility, the magnet school must be in compliance.
- d. Voluntary transfer requests will be considered for properly documented medical disabilities and other unique circumstances.
- e. Spanish Bilingual, Structured English and Special Education Programs are offered in certain schools. Any student requiring these services will be enrolled in the school that will meet his/her assessed needs.
- f. When a student changes residence and would enter grade 6, 8 or 12, he/she may finish the year in that school provided that he/she is a resident of Worcester and has received the out-of-district principal's permission to remain in that school.

- g. Students who enroll in an out of district magnet program or the Worcester Technical High School must complete the year in the out-of-district school.

II. Procedures for Applying for a "Voluntary Transfer"

- a. Applications and a policy statement are available at the Parent Information Center or the Quadrant Manager's Office:

Parent Information Center: (508) 799-3194

Burncoat/South Quadrants (508) 799-3264

Doherty/North Quadrants: (508) 799-3221

*Technical Quadrant: (508) 799-3499

*Applications for Worcester Technical High School may be obtained in all secondary guidance offices or at the Technical School Admissions Office.

- b. The application must be filled out and returned to the appropriate office.
Elementary (K-6) Parent Information Center
Secondary (7-12) Communication and School Support Coordinator in the Quadrant Office and at the Parent Information Center.
- c. A written approval or denial will be sent to the home of the parent/guardian and copies will be forwarded to the principals of both the sending and receiving schools.
- d. A copy of the application and the approval or denial letter will be kept on file in the Quadrant Office.

III. Hardship Appeals Process

If the parent/guardian disagrees with the Quadrant Manager's decision, an appeal must be filed before the first day of the school year. A maximum of two weeks will be allowed to appeal the decision in writing to the Chairperson of the Hardship Appeals Board, Parent Information Center, 768 Main Street, Worcester, MA 01610.

The Board will review each case referred to it and make timely decisions relative to the disposition of the appeal. A copy of the decision will be sent to the parent/guardian and the appropriate Quadrant Manager. Proceedings of the Hardship Appeals Board will be recorded and maintained by personnel in the Quadrant Manager's Office.

Policy for Non-resident Foreign Students holding J-1 Visas

J-1 Non-resident Foreign Student

Admission:

- By the first week in January each Worcester Public School high school principal will determine how many spaces are available (no fewer than three) in his/her school to accommodate the admission of non-resident foreign students whose host family resides in their district (or who otherwise obtain special permission from the Quadrant Manager on a space available basis) **for the following school year**. No high school principal will enroll more than three non-resident foreign students until this determination is made and forwarded to the Quadrant Manager.

Criteria for Attendance:

- Foreign exchange students must provide certified proof of prior academic performance from the high school(s) in his/her native country.

- Transcripts from intermediary or sponsoring agencies will not be accepted as appropriate documentation for determining past academic performance unless they bear the seal of the school and/or are presented in a sealed envelope from the school.
- Acceptance to the Worcester Public Schools will be on a one (1) year basis with the sponsoring organization or guardian required to reapply annually for continued study.
- Once admitted, the foreign student will be subject to all rules, policies, regulations and procedures as they relate to all students in the system.
- The system will provide an academic record of the foreign student's participation while a member of the system to the sponsoring organization or the parent/guardian, as required.
- Foreign students holding J-1 visas participating in this program are exempt from paying tuition.
- Award appropriate city (general) diplomas and/or school diplomas if students can demonstrate through appropriate documentation and verification that they have met the prerequisite requirements of the Worcester Public Schools.

School Choice

The Worcester Public Schools participates in the Massachusetts School Choice program. The School Choice program allows parents to send their children to schools in communities other than the city or town in which they reside. Enrollment in the School Choice program is based on space availability and approved by the School Committee annually. The parent/guardian is responsible for transportation to the district school.

To obtain information regarding the School Choice program, please contact the Parent Information Center (508) 799-3194 or the Quadrant Office (508) 799-3499.

LEGAL POLICIES

Due Process

The Code of Conduct of the Worcester Public Schools is administered within the framework of the United States Constitution and federal and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Worcester Public Schools adheres to the Student Discipline Laws and Regulations as set forth in MGL c. 71 §§37H, 37 H½ and 37 H ¾ and 603 CMR 53.00 et seq.

Section I

IN-SCHOOL SUSPENSION DUE PROCESS PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up

assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent/guardian including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent/Guardian Meeting:

The principal or his/her designee shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

No Right to Appeal:

The decision of the principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Section II

OUT-OF-SCHOOL SUSPENSION DUE PROCESS PROCEDURES FOR OFFENSES UNDER MGL c. 71 §37H ¾:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, short-term suspensions and long-term suspensions. The principal or his/her designee shall determine the extent

of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the principal or his/her designee will provide the student and the parent/guardian oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the parent/guardian(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his/her designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08(3)(b) ; and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent/guardian present, the principal or his/her designee will document reasonable efforts to include the parent/guardian. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and parent/guardian.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from

school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's or his/her designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR 53.08(3)(b);
- (b) Provide written notice to the student and parent/guardian, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent/guardian.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES UNDER MGL c. 71 §37H ¾:

A short-term suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Any student facing a potential short-term suspension is entitled to a hearing with the principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have

an opportunity to present information, including mitigating facts that the principal or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- (b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or his/her designee shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

No Right to Appeal:

The decision of the principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES UNDER MGL c. 71 §37H ¾:

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Except for students who are charged with a disciplinary offense set forth in MGL c. 71, §37 H, or in MGL c. 71 §37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the principal or his/her designee with the following process:

Principal Hearing - Long-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or his/her

designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- (b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
1. in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense;
 3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 4. the right to cross-examine witnesses presented by the school district;
 5. the right to request that the hearing be recorded by the principal or his/her designee, and to receive a copy of the audio record upon request. If the student or parent/guardian requests an audio record, the principal or his/her designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.
- (c) The principal or his/her designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal or his/her designee and the parent/guardian. If the principal or his/her designee decides to suspend the student, the written determination shall:
1. identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. set out the key facts and conclusions reached by the principal or his/her designee;
 3. identify the length and effective date of the suspension, as well as a date of return to school;
 4. include notice of the student's opportunity to receive educational ser-

- vices to make academic progress during the period of removal from school;
5. inform the student of the right to appeal the principal's or his/her designee's decision to the superintendent or designee, but only if the principal or his/her designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a. The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
 - b. If the student is in a public preschool program or in grades K through 3, the principal or his/her designee shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing:

- (1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent or his/her designee.
- (2) The student or parent/guardian shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (3) The superintendent or his/her designee shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- (4) The superintendent shall make a good faith effort to include the parent/guardian in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

- (5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and, if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.
- (6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- (7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- (8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent/guardian conference (re-entry meeting) with the principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents/guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Section III

LONG-TERM SUSPENSION/EXPULSION FOR SPECIAL CIRCUMSTANCES

UNDER MGL c. 71 §37H:

The long-term suspension or expulsion of a student from school will be in accordance with MGL c. 71 §37H. The grounds for long-term suspension or expulsion include but are not limited to the following:

- I. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
- II. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to long-term suspension or expulsion from the school or school district by the principal or his/her designee.
- III. Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:
 - a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.

- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing, the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 §37H.
- g. The superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION UNDER MGL c. 71 §37H ½:

In accordance with MGL c. 71 §37 H ½, principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The superintendent must render a decision within five (5) calendar days.
- g. The superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.

- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The superintendent must render a decision within five (5) calendar days.
- g. The superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Section IV

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS UNDER MGL c. 71 §§37H, 37H½ AND 37H¾:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal or his/her designee shall inform the student and parent/guardian of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Nondiscrimination

Equal Opportunity/Affirmative Action/Title IX

ADA Title I Section 504/Chapter 622 Grievance Procedure

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, gender identity, national origin, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information related to Equal Opportunity/Affirmative Action,

contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609 (508) 799-3020.

The Worcester Public Schools pledges to encourage the equitable and prompt settlement of complaints which may be raised by any employee or applicant on a claim of discrimination based on race, color, gender, age, religion, gender identity, national origin, marital status, sexual orientation, disability, criminal record, active military status, genetics, ancestry or homelessness, if the claim is justifiable.

The proceedings shall be kept confidential at each level of this procedure. No document relating to a grievance will be included in the employee's personnel file unless the employee requests this in writing. The grievance procedures are available to remedy unlawful discrimination regarding the hiring, employment, training, promotion, transfer or discipline of any person.

Your attention is called to the fact that the Worcester Public Schools, in accordance with federal and state laws, prohibits discrimination in its operations. This policy, providing equal employment and educational opportunities to all persons regardless of their race, color, gender, age, religion, gender identity, national origin, marital status, sexual orientation, disability, criminal record, active military status, genetics, ancestry or homelessness, will apply to all persons affiliated with the Worcester Public Schools, including students, prospective and existing personnel, contractors and suppliers of goods and services.

The Human Resource Manager, 20 Irving Street, Worcester, Massachusetts 01609, telephone number (508) 799-3020, is responsible for the coordination of Title IX, Section 504 ADA Title I and Chapter 622 in the Worcester Public Schools and will be responsible for coordinating the following grievance procedures:

A grievance shall be a complaint by a student, parent/guardian, prospective employee or staff member alleging discrimination on account of race, color, gender, age, religion, gender identity, national origin, marital status, sexual orientation, disability or homelessness, which is filed no more than 30 business days after the alleged act and/or statement.

An aggrieved party must institute proceedings hereunder within **thirty (30) business days** of the event or events giving rise to the grievance or within **thirty (30) business days** from the date the aggrieved party had knowledge or reasonably should have had knowledge of the event or events giving rise to the grievance. The four levels of the grievance process for complaints include:

Level I

- a. A staff member, student or prospective employee with a grievance shall present his/her complaint to his/her immediate superior or principal, whoever is appropriate.
- b. The immediate superior shall make a determination, which shall be final unless the aggrieved party elects to appeal to the next level or the Quadrant Manager, as stated in "c" below. The determination shall be within five (5) business days after the receipt of the formal complaint by the immediate superior.
- c. In the event that no decision has been reached within five (5) business days after presentation of the grievance, the aggrieved party may reduce the grievance to writing and submit it within ten (10) business days to the Quadrant Manager.

- d. This level is an alternate level and a grievant is permitted at his/her discretion to initiate his/her action at Level II.

Level II

- a. If the grievance is not resolved at Level I after five (5) business days, or if a grievant exercises his/her discretion to initiate the complaint at Level II, it shall be reduced to writing by the grievant and forwarded to the Human Resource Manager.
- b. The Human Resource Manager shall meet with appropriate parties to attempt to settle the complaint. The determination shall be within five (5) business days after the receipt of the formal complaint by the Human Resource Manager.
- c. In the event that no decision has been reached within five (5) business days after presentation of the grievance, the aggrieved party may reduce the grievance to writing and submit it within ten (10) business days to the Superintendent.

Level III

- a. The Superintendent, or his/her designee, shall meet within five (5) business days thereafter with the aggrieved person and attempt to settle the grievance.
- b. The grievance shall be answered in writing. In the event that the grievance shall not have been disposed of to the satisfaction of the aggrieved party at Level III, or in the event that no written answer has been received within ten (10) business days after the meeting on the grievance, the aggrieved person may forward the grievance with a copy of the answer, if any, to the Clerk of the School Committee within ten (10) business days.

Level IV

- a. The School Committee will hold a hearing on said grievance within fifteen (15) business days. Said hearing is to be open only at the mutual consent of both parties.
- b. The School Committee will render to the grievant a written decision and the reasons therefore within fifteen (15) business days of said hearing.

Waiver

Failure of the grievant to comply with any provision of the aforesaid grievance procedure shall be deemed to be a waiver of the complaint under the terms of this policy. Failure of the Equal Opportunity/Affirmative Action Officer, Director, Principal, Supervisor, etc. to comply with the time limits set forth in this procedure shall cause the complaint to be automatically appealed to the next Level in the grievance procedure. The time limits specified in the grievance procedure may, however, be extended in any specific instance by mutual written agreement of the parties.

NOTE: Individuals with grievances are not required to use and/or exhaust the Worcester Public Schools grievance procedures. Written complaints, signed by grievant or an authorized representative, may be filed within 300 days as follows:

Equal Employment Opportunity
Commission (E.E.O.C.)
Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
1-800-669-4000

Massachusetts Commission
Against Discrimination (M.C.A.D.)
One Ashburton Place - Room 601
Boston, MA 02108
617-994-6000
Worcester Office
484 Main Street, Room 320
Worcester, MA 01608
(508) 453-9630

Additional Agencies include:

Massachusetts Department
of Elementary and
Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
781-388-3300

United States Department of Education
POCH Building, 5 Post Office Square
9th Floor, Room 24
Boston, MA 02110
617-289-0100

Retaliatory Action

The School Committee, through its Superintendent, assures that no retaliatory action will be taken against those persons who file complaints of discrimination on the basis of race, gender, age, religion, gender identity, national origin, marital status, sexual orientation, disability, criminal record, active military status, genetics, ancestry or homelessness.

Findings of Discrimination

If discrimination should be found to exist in any employment decisions, actions or practices within the Worcester Public Schools, all appropriate measures will be undertaken to terminate such discrimination. Furthermore, should findings be made of intentional discrimination on the part of any employee, appropriate disciplinary action, up to and including termination, shall be taken under the direction of the Superintendent and/or the School Committee.

Record Keeping

Confidentiality will be maintained throughout the investigative process to the extent practicable. All records involving any complaint filed in accordance with the Worcester Public Schools' Grievance Procedure shall be kept by the Equal Opportunity/Affirmative Action Officer; such records and information will be considered confidential and shall be used only in accordance with the grievance procedure, unless otherwise required by law.

Sexual Harassment Policy

It is the policy of the Worcester Public Schools, as well as state and federal law, that sexual harassment of a student, present or prospective employee, or visitor shall not be tolerated.

Definition

Sexual harassment is defined as unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is either made explicitly or implicitly a term or condition of an individual's study, work or employment, in the Worcester Public Schools.
2. Submission to or rejection of such conduct by an individual is used as the basis for educational or employment decisions affecting such individual.
3. Such conduct has the purpose or effect of substantially interfering with the educational performance or work of an individual with reasonable sensitivity.

Considerations

Sexual harassment is not limited to prohibited conduct by a male toward a female, by a supervisory employee toward a non-supervisory employee or by a teacher toward a student, by a student toward a teacher, or by a student toward a student. The Worcester Public Schools' view of sexual harassment includes, but is not limited to, the following considerations:

- a. A male, as well as a female, may be the victim of sexual harassment and a female, as well as a male, may be the harasser.
- b. The harasser does not have to be the victim's superior.
- c. The victim may be the same or opposite sex as the harasser.
- d. The victim does not have to be the person to whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts at humor or sexual harassment of one female/male may create an intimidating, hostile or offensive environment for another female/male or may unreasonably interfere with an individual's educational or work performance.
- e. Sexual harassment does not depend on the victim's having suffered an educational or economic consequence as a result of the harasser's conduct.

Violations

Violations of this policy and of the law, if proven, will result in disciplinary action. Any person who believes that he/she has been the victim of sexual harassment may seek redress through the Worcester Public Schools' Sexual Harassment Grievance Procedures.

Sexual Harassment Grievance Procedures

Preface

A formal grievance may be filed at any time by a student, employee, administrator, and/or applicant who believes that his/her rights as outlined in the sexual harassment policy have been violated. Each student, faculty member, administrator, or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the Worcester Public Schools community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. If a suitable solution cannot be reached informally through independent means, which may include consultation with the Human Resource Manager, a formal grievance may be initiated.

Definitions

A "grievance" shall be a complaint by an individual alleging that there has been a violation of the sexual harassment policy.

Step I (Informal)

- a. Any and all grievances must be presented in writing within thirty (30) working days of the date when the grievant became aware, or should have been aware, of the event or events giving rise to the grievance. The person(s) opting to exercise the informal grievance procedure should so notify the concerned staff or faculty member, or administrator, present him/her with a written summary of the grievance and set up a time to meet and discuss the problem.
- b. However, due to the private and sensitive nature of sexual harassment, the grievant may choose a third party mediation to help resolve the grievance on an informal basis. Such mediation activities shall continue for a period of no more than twenty (20) days, or until resolution is achieved, if that is less. Should such resolution efforts fail in addressing these issues, the grievant may initiate the formal grievance procedure at Step II.
- c. This level is an alternative level, and a grievant is permitted at his/her discretion to initiate his/her action at Step II.

Step II

- a. If the grievant believes a further review of the grievance is warranted, he/she shall, within five (5) school/working days of receiving the Step I decision, notify the appropriate parties if he/she wishes to pursue the next step. In cases where this is the first formal step in an alleged sexual harassment charge, the grievant should forward the written grievance to the Human Resource Manager.
- b. Once the Human Resource Manager receives the grievance, he/she shall forward the grievance to the individual involved in the grievance, and to his/her supervisor.

The following individuals will be notified pursuant to Paragraph b:

1. If the person charged with sexual harassment is a teacher, notify the teacher and the principal of the school.
 2. If the person charged with sexual harassment is a non-instructional staff member, notify the person and his/her immediate supervisor.
 3. If the person charged with sexual harassment is a principal or administrator, notify the person and his/her immediate supervisor.
 4. If the person charged with sexual harassment is the Superintendent, notify the person and the Chairperson of the School Committee.
 5. If the person charged with sexual harassment is a student, notify the principal of the student's school.
 6. If the person charged with sexual harassment is a non-school personnel, notify the person and the principal of the school and/or the immediate supervisor of the school.
- c. Within ten (10) working days of receipt of the grievance, the aggrieved party, (as well as the accused) and the appropriate supervisor, as noted above, shall meet with the Human Resource Manager to discuss the grievance.

- d. The Human Resource Manager shall respond in writing within five (5) working/school days following the discussion.

Step III

- a. If the grievant believes a further review of the grievance is justified, he/she may submit the grievance to the Superintendent within five (5) working/school days of receipt of the decision rendered under Step II. The grievance should be accompanied by a statement of the resolution sought and copies of all documents.
- b. Within fifteen (15) days of receipt of the grievance, the Superintendent shall review all previously written statements and resolutions and hold a hearing. The persons to be present at said hearing will consist of the Superintendent, the Human Resource Manager, the grievant, the charged individual and the appropriate supervisor. The Superintendent may include other persons in the hearing process.
- c. In the event that the charged individual is the Superintendent, the persons to be present at said hearing will consist of the School Committee, the Human Resource Manager, and the grievant. The School Committee, at its discretion, may include other persons in the hearing upon request of the grievant, the Superintendent, or other participants at this level.
- d. Within fifteen (15) working days after the hearing, the Superintendent and/or the Chairperson of the School Committee will render a determination in writing and take any appropriate action.

Step IV

- a. If the grievant still believes a further review of the grievance is justified at Step III, or in the event that no written response has been received within fifteen (15) working days of the hearing or the grievance, he/she may present a petition to the School Committee within five working days.
- b. Within fifteen (15) working days after hearing the petition, the School Committee will render a determination in writing and take any appropriate action.

Step V

- a. The School Committee will, within fifteen (15) working days, hold a hearing. The persons to be present at said hearing will consist of the Superintendent, the Human Resource Manager, the grievant, the charged individual, and the appropriate supervisor. The School Committee, at its discretion, may include other persons in the hearing upon request of the grievant, the charged individual or other participants at this level.
- b. Within fifteen (15) working days after the hearing, the School Committee will render a determination in writing and take any appropriate action.

Miscellaneous Provisions

- 1. Grievance procedures for all employees and students regarding any matter follow a standard process, but can vary to accommodate the sensitivity of the charges, as well as the grievant or the individual, against whom the grievance is made.

2. Grievants are not limited to a formal grievance procedure, but may seek relief from other agencies, including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office of Civil Rights of the Department of Education.
3. Any retaliatory action of any kind taken by an employee or student of the Worcester Public Schools against any other employee or student of the Worcester Public Schools as a result of that person's seeking redress under these procedures, cooperating in an investigation, or otherwise participating in any proceeding under these procedures, is prohibited, and shall be regarded as a separate and distinct grievable matter.
4. Whenever a grievance involves issues of sexual harassment of any kind, the Human Resource Manager shall be notified in writing by the grievant, or by the administrators or agents of the Worcester Public Schools to whom the grievance is brought.
5. All grievance proceedings, informal and formal, **will to the greatest feasible extent, be held in confidence by all persons directly or indirectly involved in them.**
6. Failure of the grievant to meet the time specifications acknowledges the grievant's acceptance of the decision of the previous step. He/she forfeits the right to pursue the grievance further.
7. The Human Resource Manager shall act as a resource for students and for the School Committee.

Penalties in Cases of Sexual Harassment

Remedial actions will depend on the severity of the incident. Due to the private nature of incidents involving sexual harassment and the emotional and moral complexities surrounding such issues, every effort will be made to resolve problems on an informal basis. When a grievance is resolved informally only a short summary of the incident will be maintained on file.

Any admission of guilt, an acknowledgment of the verbal warning, a promise not to commit such abuse again, and action taken to provide appropriate relief may be a sufficient resolution. At the informal stage, it is hoped to sensitize the person at fault to the effects of such behavior, to be constructive and not unduly punitive in the disciplinary action. If informal resolutions are not adhered to, or if no resolution can be agreed to at the formal stage, the Superintendent and/or the School Committee may deem it necessary to take appropriate action that can include formal letters of reprimand, suspension, or a recommendation of dismissal.

Tolerance

One of the many strengths of the Worcester Public Schools is its diversity. We celebrate this diversity with many multi-cultural events during the school year.

The Administration is concerned about unfortunate incidents of discrimination based on age, race, gender, color, religion, gender identity, national origin, marital status, disability and sexual orientation. We cannot and will not tolerate any such behavior in the Worcester Public Schools.

ANTI-HAZING LAW (G.L. c. 269)

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000.00 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and Sections 17 and 18; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and Sections 17 and 18 to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and Sections 17 and 18 to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said Sections 17 and 18, that each of its members, plebes, pledges or applicants has received a copy of Sections 17 and 18 and that such group, team or organization understands and agrees to comply with the provisions of this section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education,

certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Weapons Possession - Prohibited on School Grounds

Reference - MGL c. 269, §10(j)

Whoever, not being a law enforcement officer and not withstanding any license obtained by him/her under the provisions of chapter one hundred and forty, carries on his/her person a firearm as hereinafter defined loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university, without the written authorization of the board or officer in charge of such elementary or secondary school, college or university, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than two years, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university, or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.

Students Use of Tobacco Products - Prohibited on School Grounds

Reference - MGL c. 71, §2A

It shall be unlawful for any student, enrolled in either primary or secondary public schools in the Commonwealth, to possess, use, or distribute tobacco products of any type on school premises or at any school sponsored activity.

Students found in possession of any nicotine delivery or tobacco product, including e-cigarettes, smokeless tobacco and snus, will be subject to disciplinary procedures.

Nicotine delivery products are any manufactured articles or products made wholly or in part of a tobacco substitute or containing nicotine that is expected or intended for human consumption, but not including a tobacco substitute prescribed by a licensed physician or a product that has been approved by the United States Food and Drug Administration for sale as a tobacco use cessation or harm reduction. Nicotine delivery products include, but are not limited to, e-cigarettes.

Drug Free School Zones

Any person who distributes or possesses with intent to distribute any controlled substance as defined by Massachusetts General Laws Chapter 94C within one thousand feet of Worcester Public Schools' property, whether or not school is in session,

shall be subject to punishment by imprisonment of not less than two nor more than fifteen years. In addition, a fine of not less than one thousand or more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum term of imprisonment as established by law.

Child Abuse

MGL c. 119, §§51A and 51B govern the reporting of child abuse and neglect and requires all professional school employees to report suspected cases of abuse of students to the Department of Children and Families (508-929-2000).

Worcester Public Schools' policy requires personnel to inform parents or guardians when there is an indication of a student's self-destructive behavior. The purpose of this is to alert the parents/guardians about the student's possible need for additional support and/or treatment.

Related to this requirement, a 51A report will be filed by school authorities when a parent/guardian ignores the school staff's efforts to involve the parent/guardian in a perceived need of the child requiring special education, counseling or emergency medical attention.

Education of Homeless Children

The Worcester Public Schools complies with all requirements of the McKinney-Vento Homeless Assistance Act (Subtitle B – Education for Homeless Children and Youth) reauthorized in January, 2002 and the amendments to this act under the Every Student Succeeds Act (ESSA) of 2015. The Worcester Public Schools will:

1. establish safeguards that protect homeless students from harassment and/or discrimination on the basis of their homelessness;
2. ensure that all children and youth will receive a free appropriate public education and are given meaningful opportunities to succeed in our schools;
3. inform parents/guardians/students of their right to appeal the district's enrollment or transportation decisions to the Commissioner of the Department of Elementary and Secondary Education or his/her designee, consistent with the Homeless Education Advisory 2003-7; McKinney-Vento Homeless Education Dispute Resolution process; and
4. follow the requirements of the McKinney-Vento Act

When a family is enrolling a student or students in school or changing an address, but is unable to provide the usual form of address verification, or is sharing housing with others or is temporarily sheltered in some other alternative arrangement, the family member will be asked to verify the current living situation on the Student Address Verification Form so as to determine whether the student(s) is/are eligible under the McKinney-Vento Homeless Assistance Act for required supplementary supportive services and legally mandated exemptions from certain enrollment requirements. All students residing in a situation that meets the statutory definition of homeless are eligible for free breakfast and lunch. A free meals application must be on file for each student, but income verification is not needed if the student is classified as "homeless" on the application. In keeping with these requirements:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing, assuming transportation arrangements are feasible and are in the best interest of the student;

2. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
3. Students who choose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
4. If a homeless student arrives without records, the school district's designated Homeless Education Liaison must assist the family and contact the previously attended school system to obtain the required records;
5. To the extent feasible, transportation will be provided for students in order to maintain continuity of their attendance in a single school over the course of the school year;
6. When a student is residing outside of the city due to circumstances related to homelessness (in accordance with the statutory definition of "homeless") efforts will be coordinated with the district where the student is temporarily residing to provide transportation to the school of origin if this is the preference of the parent/guardian/caregivers and student;
7. Persons living in battered person's shelters or a safe house can give school officials the Post Office Box or mailing address of the shelter office, along with verification from the shelter director that the children are residing in that facility in lieu of the street address. Transportation arrangements will be made in a manner that seeks not to disclose such shelter addresses.
8. Questions or concerns regarding issues pertaining to homeless students should be referred to the Worcester Public Schools Homeless Liaison, Bertha Elena Rojas at (508) 799-3623.

Selective Service

Peacetime Registration Requirement of Selective Service System

Section 3 of the Military Selective Service Act states that male U.S. citizens and aliens residing in the United States, who are between the ages of 18 and 26, are required to register in a manner prescribed by proclamation of the President. The proclamation under which registration is presently required was signed on July 2, 1980. It provides that males born on or after January 1, 1960, must register with Selective Service within 30 days of their 18th birthday.

The No Child Left Behind Act of 2001 reiterates that the various branches of the United States armed forces may have access to directory information of 11th and 12th grade high school students. However, the Family Rights to Privacy Act states that parents and guardians may deny this access if they so wish. Directory information includes your son/daughter's name, address, phone number and age. If you wish for the Worcester Public Schools NOT to divulge your child's directory information, you must make your request in writing to your child's principal.

Sex Offender Registry

Public Information

Massachusetts has created a sex offender registry by enacting Chapter 239 of the Acts of 1996. Under this law persons convicted of certain sex offenses are required to register with the police department where the offender lives and works. The designation for any particular offender is given by the State Criminal History Systems

Board. The law requires that any person requesting sex offender registry information appear in person at police headquarters to obtain sex offender registry information. For further information you may contact the Worcester Police Department at (508) 799-8651.

Pledge of Allegiance and "Moment of Silence" Policy

It is the policy of the Worcester Public Schools that the Pledge of Allegiance be recited and a "Moment of Silence" be observed at all levels on a daily basis.

Student Records

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students."

Under FERPA, parents and eligible students have the following rights:

- To inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records. Schools may charge a fee if copies are requested.
- To request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- To have control over the disclosure of personal identifiable information from the education record. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law

FERPA allows schools to disclose, without consent, "directory" information, which includes: Student's Name; Honors and awards received; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; School or program attended; Enrollment status; Grade level; and Dates of attendance.

Parents and eligible students may request that the Worcester Public Schools not disclose directory information by contacting David Perda, Chief Research and Accountability Officer, Worcester Public Schools by email at perdad@worc.k12.ma.us or by U.S. mail at the Durkin Administration Building, Room 202, 20 Irving Street, Worcester, MA, 01609.

Additional information on FERPA may also be obtained from the U.S. Department of Education at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Regulations

In compliance with Chapter 71, Section 34D of the General Laws of the Commonwealth of Massachusetts, the Worcester School Department is notifying the parents/guardians of public school students of its plans to gather information regarding students and their backgrounds, aptitudes and achievement in order to better meet their individual needs.

On the secondary level, students maybe be asked to complete a questionnaire which relates to identifying information, family background, interests and plans for the future. Any questions which students and/or parents/guardians feel should not be answered may be omitted. This information is necessary in order to keep school records up to date.

Any variance from the preceding plans will be made known in writing prior to implementation.

Other details pertaining to Chapter 71 Section 34D are outlined herein.

In February 1976, the Massachusetts Board of Education revised the regulations pertaining to student records. These regulations ensure parents'/guardians' and students' rights of confidentiality, inspection, amendment and destruction of student records.

The Worcester School Committee adopted these regulations and approved the suggested procedure for their implementation.

Accordingly, this notice outlines the rights of parents/guardians and students, age 14 or older, with regard to the confidentiality, inspection, amendment and destruction of student records.

Types of Student Records

The school principal or his/her designee is responsible for the privacy and security of all student records maintained in the school. The Superintendent of Schools or his/her designee is responsible for all student records that are not under the supervision of the school principal.

The student's record consists of the transcript and the temporary record, according to 603 Code of Massachusetts Regulations, Chapter 23.00. It includes all information, regardless of form or characteristics, concerning a student that is organized on the basis of the student's name or in a way such student may be individually identified.

1. **Transcript** - Minimum administrative records necessary to reflect the student's educational progress and to operate the educational system. Data is limited to:

- Name (student and parent/guardian)
- Address (student and parent/guardian)
- Telephone number (student and parent/guardian)
- Date of birth
- Course titles
- Grades or equivalent
- Course credit
- Grade level completed
- Year completed

The transcript may be destroyed sixty (60) years following the student's graduation, transfer, or withdrawal from the school system.

2. **Temporary Record** - All information in the student record not contained in the transcript which is clearly of importance to the educational process.

This information may include:

- Standardized test results (including MCAS results)*
- Class rank
- Extracurricular activities
- Evaluations
- Educational plans
- IEP, 504, Regular Education Accommodation, Behavior Support Plans and Safety Support Plans
- Student Support Process Reports
- Individual Student Success Plans
- Health records
- Attendance
- Incident reports involving student suspension or the committing of criminal acts
- School Discipline Records

* In accordance with Massachusetts General Laws Chapter 71, Section 87, the score of any group intelligence test shall be removed from the record of the student at the end of the school year in which the test was administered.

Section 37L of the Education Reform Act of 1993 requires that any incident report involving student suspension for the committing of criminal acts must be included in the student's record. This includes reports in which the "student" was charged with an infraction that resulted in suspension. If a student transfers to a new school system, this information must be included as part of the student record, as the new system must be provided with this information.

Teachers' notes and similar information that is not accessible to authorized school personnel or third parties are not included in the student record. Such information may be shared with the student, parent/guardian, or a temporary substitute without making the file part of the student record. However, if such information is released to authorized school personnel, it then becomes a part of the student's record. Any information added to the temporary record shall include the name, signature and position of the person entering the information, date of entry, and shall be limited to that which is relevant to the educational needs of the student.

The temporary record of each student enrolled on or after June 2002 shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school district. Written notice to the eligible student and his/her parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation or withdrawal.

During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated or irrelevant information contained in the temporary record. The Worcester Public Schools hereby gives notice on an annual basis that temporary records are so reviewed and destroyed at the end of each school year as deemed appropriate. Parents/guardians wanting an opportunity to receive the information or a copy prior to its destruction should contact the principal by June 1st of the school year.

3. Access to Student Records

The following personnel have access to students' records in the performance of their official duties:

- a. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider who work directly with the students.
- b. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche who process information for the student's records. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- c. The Evaluation Team which evaluates children pursuant to Chapter 71B of the Massachusetts General Laws.
- d. School health personnel and local and state health department personnel in the performance of official duties.
- e. The following persons serving in a parental role shall have access to a student's records:
 - The custodial parent(s) (parent with physical custody)
 - The student's guardian
 - A person or agency legally authorized to act on behalf of or in conjunction with the student's father, mother or guardian, assuming this father, mother or guardian has physical custody.
- f. Non-custodial parents **shall not** have access to a student's records when:
 - The parent has been denied legal custody based on a threat to the safety of the child or to the custodial parent or
 - The parent has been denied visitation or has been ordered to supervised visitation or
 - The parent's access to the child or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the student information described in the statute.

Massachusetts General Laws Chapter 71 § 34H requires the non-custodial parent to submit a written request for access to the student's records to the school principal. For further information contact your child's principal.

- g. The student, if age fourteen (14) or upon entering grade nine (9).
- h. Authorized school administrative personnel may examine records for administrative reasons even if they are not providing direct service to the student.
- i. Federal, state and local education officials, and their authorized agents, as necessary, in connection with the enforcement of federal and state education laws. Personally identifiable data shall be protected and destroyed when no longer needed for enforcement purposes.
- j. Worcester Public Schools will forward student records to authorized school personnel of the school to which a student transfers or seeks to enroll [603 CMR 23.07 (4)(f)].
- k. Upon the receipt of a court order or lawfully issued subpoena, provided that the eligible student or parent/guardian is notified in reasonable time that (s)he may seek to have the process quashed, as required by Massachusetts General Laws Chapter 66A, § 2(k).
- l. The Department of Children and Families (DCF).
- m. A probation officer.
- n. A justice of any court.
- o. The Department of Youth Services (DYS).
- p. Bureau of Special Investigation on Welfare Fraud may inspect enrollment and attendance records of any student who is being investigated for welfare fraud or of any student who is the child, ward or dependent of someone who is being investigated for welfare fraud. The law prohibits the Bureau from obtaining access to academic, medical and evaluative records.
- q. Appropriate parties, including the local police department and the Department of Children and Families (DCF), in connection with a health or safety emergency, including weapon reports, if knowledge of the information may be necessary to protect the health or safety of the student or other individuals.
- r. Schools are required by state law to "flag" or mark the student record of a child who has been reported missing, and should notify the police whenever there is an inquiry regarding the records.
- s. In line with federal regulations a school may release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletics teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent/guardian. This serves as Worcester Public Schools public notice of the types of information it may release. **Eligible students and parents/guardians who do not want this information disclosed to any third party must submit a written request to the principal of the school.**

Access of other third parties requires the written consent of the eligible student or parent/guardian except for the provisions specified under 23.07(4) of the regulations. When granting consent, the eligible student or parent/guardian shall have the right to designate which parts of the student's record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent/guardian and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall be released to a third party on the condition that (s)he will not permit any other third party to have access to such information without the written consent of the eligible student or parent/guardian.

Amending Student Records

The student and/or his or her parent/guardian shall have the right to add information, comments, data or any other relevant written material to the student record.

The above persons have the right to request deletion or amendment of any information contained in the student record. They shall also have the right to a conference with the principal to make objections known regarding material contained in the record.

In the event any decision of a principal is not satisfactory, the student and/or his or her parent/guardian may then appeal to the Superintendent in writing for a review of the objections. A further appeal is possible to the School Committee if the Superintendent's response is not satisfactory. A hearing shall be conducted by the School Committee within four weeks of written notice of an appeal. The student and/or parent/guardian may be represented by an advocate of his or her choosing to cross-examine witnesses and to present evidence. Written notice of the decision will be furnished to the student and/or parent/guardian.

Policy on Parental Notification Relative to Sexuality Education

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the School Committee has adopted the following policy:

At the beginning of each school year, all parents/guardians of students in the Worcester Public Schools will be notified in writing of the courses and curriculum offered that primarily involve human sexual education or human sexuality issues. The principal of each school will be responsible for sending notice(s) to the child's parents/guardians. The parental notice will include the date and time for a parent/guardian meeting to be held at the school. At the parent/guardian meeting, the school's health or biology teacher will describe the course in detail and answer questions and concerns which parents/guardians may have about course content and delivery.

At the time of enrollment, principals will give this written notice to parents/guardians of those students who enroll in school after the start of the school year.

If the school's curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before changes are implemented.

Each written notice sent 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 sexuality issues, without penalty to the student's grades or academic standing. Parents/guardians who request to exempt their child can send to their child's principal a letter or the reply form attached to the parent/guardian notice. The parent/guardian should specify the course, class or school activity from which the child is to be exempted. Any student who is exempted by request of the parent/guardian under this policy will be given an alternative assignment or a directed study period for the duration of the exemption.
2. inspect and review program instructional 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 the Worcester Public Schools' Health Education Office, 20 Irving Street, Worcester, MA (508) 799-3075 and/or the Office of Science and Technology/Engineering, 20 Irving Street, Worcester, MA (508) 799-3479.

A parent/guardian, dissatisfied with the process for notice, the access to instructional materials, or the exemption for a student under this policy will follow the Procedures for Resolving School-Related Problems as described in this Policy Handbook.

After following the school district's problem-resolution process, a parent/guardian who is still dissatisfied can write to the Massachusetts Commissioner of Education at 75 Pleasant Street, Malden, Massachusetts 02148 to request a review of the issues(s) in dispute.

Annual Notice to Parents/Guardians on the Protection of Pupil Rights Amendment (PPRA)

The Worcester Public Schools will inform parents/guardians of any student surveys that their child may be asked to participate in that include questions on drug use, sexual activity, political/religious affiliations, or other personal information. All such surveys are voluntary and anonymous. A copy of the survey will be made available for review through the principal and on the Worcester Public Schools' website.

Voluntary School Uniform Policy

The School Committee approved the following Voluntary Uniform Policy:

1. Voluntary uniform policies must comply with existing School Committee policies on student attire.
2. Prior to seeking School Committee approval, a majority of the school council members and the school principal must approve the school's voluntary uniform policy. The principal forwards the request to the Clerk of the School Committee who places it on the agenda for School Committee approval which then allows the school to implement the policy.
3. There will be no disciplinary action if a student does not adhere to the voluntary uniform policy.

Students' Dress Code Policy

Students' clothing shall not disrupt or distract from the school's educational process. While in school, students will wear clothing that meets the following standards:

- No hats, bandanas, scarves or sweatbands
- No bare backs
- No low cut shirts/blouses that expose cleavage
- No bare midriffs (must be able to tuck in shirts/blouses)
- No bare feet, or unsafe footwear
- No clothing that uses see-through material
- No clothing that displays words (in whatever language)/graphics that are obscene and vulgar, violent, sexist, racist and/or promote the use of illegal drugs/alcohol/tobacco
- No gang-, violence- or cult-related apparel (refer to Rule 17, policy on gang and obscene clothing)
- No droopy pants or clothing that reveals undergarments
- The length of shorts and skirts must be longer than the tip of the student's fingers when his/her extended arm is by his/her side
- No outerwear. Example: jackets/parkas/windbreakers

The school principal, having discretion to render judgments regarding what is and what is not appropriate, may, if necessary, waive these policy restrictions in religious and/or medical situations. The principal will determine what consequences should follow when a student does not comply with this policy.

Worcester Technical High School Shop and Uniform Policy

Shop instructors, with the respective department heads, have a responsibility to provide a safe shop environment for all students. All trades require specific uniforms or clothing, and adherence to workplace standards of appearance beyond the requirements for school dress described in the Worcester Technical High School Handbook. Shop instructors with the respective trade department heads identify the necessary dress as described in the Worcester Technical High School supplement. The Administration enforces these requirements.

No Child Left Behind Act 2001

The Worcester Public Schools makes every effort to comply with the regulations and requirements of the 2001 No Child Left Behind Act (NCLBA) Federal legislation. This legislation requires school district personnel to notify parents/guardians of a variety of issues regarding their children's education. Among them is to notify parents/guardians of students attending Title I schools of their right to know about the qualifications of the teachers and instructional assistants who work with their children.

In a Title I school, parents/guardians have the right to know the professional qualifications of classroom teachers who instruct their children. NCLBA allows parents/guardians to ask for certain information about a student's classroom teacher and requires that the district provide the parents/guardians with the requested information in a timely manner if a parent/guardian asks for it. Specifically, parents/guardians have the right to ask for the following information about each of their children's classroom teachers in a Title I school:

- Whether the Massachusetts Department of Education has licensed, qualified, or waived the teacher for the grades and subjects that he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants or other paraprofessionals provide services to your child, and, if they do, their qualifications.

If parents/guardians would like to receive any of this information, they must contact the principal of their children's Title I school. In addition, districts are required to notify parents/guardians in a timely manner when their child has been assigned, or has been taught four or more consecutive weeks by a teacher who is not highly qualified.

CODE OF CONDUCT

Philosophy

It is the policy of the Worcester Public Schools to ensure fair and effective disciplinary practices. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom.

A key aspect of a student's education is the acquisition of social and behavioral skills, since effective learning can only occur when students obey basic rules of conduct. This means that:

- Students have a responsibility to conduct themselves in a manner that is in the best interest of the school and its students.
- Parents/guardians have a responsibility to develop positive attitudes toward study and behavior.
- Teachers have a responsibility to continue behavior development through teaching and discipline in the classroom.
- The Administration and the School Committee have a responsibility to support and maintain the enforcement of discipline within the school buildings.

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). Such provisions will also be made, when appropriate, for students with a disability who are receiving accommodations or related services under a 504 plan.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences.

The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or

others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning.

School-Imposed Discipline

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under MGL c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal or his/her designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in MGL c. 71, §§37H or 37H½ .

In-school suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of MGL c. 71, §37 H, or in section 37H ½ of MGL c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under section MGL c. 71 §37H ¾ shall extend beyond the end of the school year in which such suspension is imposed.

Other Discipline: Demerits or detentions may be imposed for infractions of these rules at the school level. Alternative consequences may be used, as appropriate, and include the use of evidence based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Participation in clubs and activities at Worcester Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Worcester Public Schools is limited to students who are currently enrolled in and attending Worcester Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the principal or his/her designee. If a student is suspended from an extracurricular activity, at the determination of the principal, the student may be excluded from that specific type of event involving the student's school of enrollment for the remainder of the school year. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of MGL c. 71 §37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents/guardians will be notified when a student is removed or excluded from extracurricular activities.

School discipline shall not include the right to inflict corporal punishment except that reasonable force may be used as necessary to protect other students or other persons from assault or the imminent threat of bodily injury.

School Officials may legally search a student and confiscate property provided:

- a. There are reasonable grounds to suspect a search will turn up evidence tending to show that the student has violated or is violating the law or the school's rules; and
- b. The search as conducted is reasonably related in scope to the circumstances that justified the search in the first place.

Disruptive Conduct

Violation of any of the following rules is grounds for discipline as defined above and pertains to actions both on or off school grounds during school or school-related situations.

Rule 1. – Damage or Destruction of School Property

A student shall not steal or cause damage to school property, nor make such attempts. The Administration intends to file criminal complaints against, and seek restitution from, any student who violates this rule.

Rule 2. – Damage or Destruction of Private Property, Cheating, Forgery, Plagiarism

A student shall not steal or cause damage to private property nor make such attempts during school situations on or off school grounds or at any school-related situations including, but not limited to, travel to and from the situation. A student shall not cheat, forge or plagiarize any work submitted for academic credit or documentation.

Rule 3. – Physical Assault on a School Employee

A student shall not cause or attempt to cause physical injury to a school employee on or off the school grounds or during school situations or school-related situations

including, but not limited to, travel to and from the situation.

Any student who assaults any school employee or any student who assaults a principal, teacher, instructional assistant, or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion or a long-term suspension from the school by the school principal.

Rule 4. – Physical Assault on a Student or Other Person not Employed by the School

A student shall not cause or attempt physical injury to another student or any other person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation.

Rule 5. – Verbal Assault on a School Employee

A student shall not assault verbally any school employee on or off school grounds at any school related situation including, but not limited to, travel to and from the situation. Verbal assault means defiance, insolence, rudeness, obscenity, bullying or abusive language. Abusive language shall include but not be limited to derogatory statements concerning race, sexual orientation, color, gender, age, religion, gender identity, national origin or disability.

Rule 5A. – Threatening a School Employee

A student shall not threaten any teacher, administrator, or other school employee or volunteer with physical harm so as to place such person in reasonable apprehension that force will be used to inflict such physical harm.

Rule 6. – Verbal Assault on, or Threat to, a Student or Non-employee of School

A student shall not assault verbally any person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation. Verbal assault means defiance, insolence, rudeness, obscenity, bullying or abusive language. Abusive language shall include but not be limited to derogatory statements concerning race, sexual orientation, color, gender, age, religion, gender identity, national origin or disability.

Rule 6A. - Written Assault or Threat on a Student or Non-employee of School

A student shall not threaten, intimidate or bully in writing, any person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation. Written threats mean any messages including e-mail, text messaging or any other cyber-related forms of communication; e.g. chat rooms.

Rule 7. - Policy on Possession or Use of Weapons

If any device which may be considered a weapon under this policy is distributed by a teacher, for use in the classroom, then no student receiving such a device shall be charged with an offense under Rule 7 provided the device remains in the classroom and provided the device is only used for the classroom purpose.

A student shall not possess, use, or attempt to use, any weapon on school premises or at a school related situation, including but not limited to travel to and from the situation.

In order to protect the students of the Worcester Public Schools, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife may be subject to expulsion or a long-term suspension from the school by the principal regardless of the size of the knife.

For purposes of this policy, a dangerous "weapon" includes but is not limited to a gun (including a B.B., pellet or other replica device), knife, sling shot, blowgun, blackjack, metallic knuckles including a ring intended to be worn on more than one finger ("fused rings") or knuckles or any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed star-like object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

This policy will be implemented according to the due process provisions of the Worcester Public Schools Discipline Code applicable to Regular and Special Education students.

Rule 8. - Policy on Possession or Use of Drugs or Alcohol

- a. Any student who distributes or possesses, with intent to distribute, any controlled substance as defined in MGL c. 94C, including, but not limited to, marijuana, cocaine, or heroin, on school premises or at a school sponsored activity, may be expelled or have a long-term suspension imposed from the Worcester Public Schools by the school principal. This applies to drug paraphernalia such as scales, grinders, pipes, electronic smoking devices and any and all instruments used for drug products.
- b. Any student who uses or possesses any controlled substance as defined in MGL c. 94C, including, but not limited to, marijuana, cocaine or heroin, or is under the influence of such a substance on school premises or at a school sponsored activity may be subject to expulsion or a long-term suspension from school by the school principal.
- c. Possession or use of alcohol on the premises of the Worcester Public Schools is forbidden. Any student who uses or possesses alcohol on school premises, or at a school sponsored activity, or is under the influence of alcohol on school premises, or a school sponsored situation, may be expelled or have a long-term suspension imposed from the Worcester Public Schools.
- d. This policy will be implemented subject to the due process provision of the Worcester Public Schools Discipline Code applicable to Regular and Special Education students. Any student charged with a violation of Rule 8 shall have the due process rights outlined in Due Process, Section III.

- e. Possession or use of drugs or controlled substances which are medically prescribed is not a violation of this policy. However, all prescribed medications will be administered to students by authorized personnel and will be kept in a secure location.

Rule 9. - Excessive Tardiness

A student shall not be tardy from school or class without legitimate cause.

Rule 10. – Repeated School Violations

A student shall not repeatedly fail to comply with directions and reasonable requests of any authorized school personnel during any period of time he/she is under school supervision.

Rule 11. - Hazing (Ch. 536 - Acts of 1986)

A student shall not organize or participate in hazing. A student with knowledge of any hazing activity must report the incident to the school administrator.

Rule 12. - Sounding False Alarms

A student shall not, without reasonable cause, by outcry, bells, or otherwise cause a false alarm of fire (such action shall be reported under MGL c. 269, §13). No student shall set a fire in a school building or at a school-sponsored site or situation.

Rule 13. - Smoking and Tobacco Products

Smoking, possession, use, or distribution of tobacco or tobacco products within school buildings, school facilities, school grounds, on school buses or at a school sponsored activity by any person are prohibited. Any student who violates this rule may be suspended.

Rule 14. - Cell Phones, Electronic Devices, and Laser Pointing Devices

While on school premises or at a school sponsored event, a student shall not, without expressed permission of appropriate school personnel, use any cell phone, smart phone, tablet, camera or any other type of electronic device which may potentially be disruptive of school activities or a distraction to students. Electronic devices shall include any cell phone, smart phone, tablet or anything powered by electricity and is suitable for communicating any oral, voice, audio or text messages or postings or for recording or communicating any audio, voice, picture, image or video imagery. Students are not permitted to have their cell phones or electronic devices powered while in school.

Use of such devices in violation of this rule may result in disciplinary action including, but not limited to, out-of-school suspension time. The School Administration reserves the right to confiscate cellular phones or other electronic devices when a student is believed to be violating this rule.

A student shall not use or possess a laser pointing device of any type on school premises or at a school sponsored event, unless such device is distributed by a teacher or its use is authorized by a teacher in connection with school work. Use of

a laser pointing device against the face, eyes, or head of another individual may be considered a weapon for disciplinary purposes including, but not limited to, the possibility of long-term suspension.

Enforcement and Penalties:

This cell phone policy may be enforced by the principal, any teacher (including substitutes) or by any other school official or employee designated by the principal.

Enforcement personnel shall have the right to confiscate any cell phone or electronic device possessed or used in violation of the Code of Conduct.

Penalties for students found in violation of the policy will be as follows:

- First offense: Student’s cell phone/electronic device will be confiscated and returned to the student at the end of the school day.
- Second and subsequent offenses: Student’s cell phone/electronic device will be confiscated and returned only to the student’s parents or guardians. Any such parent or guardian may, within five days of any such confiscation, request a hearing to determine the validity of the violation of the Code of Conduct and resulting confiscation of the cell phone/electronic device. In such event the principal shall designate a hearing officer who shall: 1) give the student and/or his or her parents/guardians an opportunity to present their case; 2) hear or review the incident report from the enforcing person and any other person with relevant information; and 3) provide a recommendation to the principal as to whether there is a reasonable basis to conclude that the cell phone policy of the Code of Conduct was violated by the student. Regardless of any request for a hearing, any confiscated cell phone/electronic device shall be returned to the parent/guardian at the first opportunity and shall not be dependent on the scheduling or outcome of any hearing.
- Student committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the Worcester Public Schools Code of Conduct up to and including suspension from school.

Rule 15. - Policy on Gangs and Obscene Clothing

- a. No student on school property or at any school sponsored function shall wear any article of clothing (including hats, bandanas, scarves and sweatbands), jewelry, emblem, badge, symbol or sign which has wording, or designs that are reasonably deemed by the school administration to be obscene, lewd or vulgar.
- b. No student on school property or at any school sponsored function shall wear any article of clothing (including hats), jewelry, emblem, badge, symbol or sign, which displays, evidences or advertises alcoholic beverages, tobacco products, illegal drugs, or other controlled substances illegal under Massachusetts law.
- c. No student on school property or at any school sponsored function shall wear any article of clothing (including hats), jewelry, emblem, badge, symbol or sign which the school administration reasonably deems to be evidence of membership or affiliation in any gang. As defined in this policy a “gang” is any group of two or more persons affiliated together, either formally or informally, whose purposes include the commission of illegal acts or who in concert commit illegal acts.

Rule 16. - Students Charged with or Convicted of a Felony

In accordance with MGL c. 71 §37 H ½ principals have the authority to suspend students charged with a felony and expel or impose a long-term suspension for students convicted or adjudicated of committing a felony if the principal or his/her designee has determined that the student’s continued presence would have a substantial detrimental effect on the general welfare of the school.

Any student charged with a violation of Rules 3, 7, 8 and 18 shall have the due process rights outlined in Due Process, Section III.

Rule 17. - Disruption of School

- a. In addition to complying with Rules 1 through 15 stated above, a student shall not use violence, force, threat, fear, passive resistance or any other conduct in order to cause the disruption or obstruction of any lawful mission, process, or function in school.
- b. Students are not permitted in any area of the school building/grounds without supervision by a staff person of the Worcester Public Schools before, during and after normal school hours. Students are not permitted access to the school building/grounds until 30 minutes before the official start of the school day or when personnel of the Worcester Public Schools are available for supervision.

Rule 18. - Bomb Threats

No student shall communicate or cause to be communicated any information in any form whatsoever that a bomb or any type of explosive device is located in or on any building or property under the control of the Worcester Public Schools or is at any school sponsored situation, including but not limited to transportation provided by the Worcester Public Schools, either directly or by contracted services.

Rule 19. - Extracurricular Activity

A student may be excluded from extracurricular activities where his/her conduct has a harmful effect on the safety of the student or other persons or property or where his/her conduct has adverse effects on the reputation of the Worcester Public Schools.

The Worcester Public Schools recognizes that the safety and welfare of individual students and teams are a priority. Therefore, students will not engage in any acts of criminal activity such as, but not limited to, vandalism, assault and battery, sexual misconduct, hazing, plagiarism, theft or other disruptive conduct.

Students are expected to behave appropriately during all school-related activities. Detrimental actions prohibited hereunder include, but are not limited to, insubordination, fighting, taunting, negative attitude, unsportsmanlike conduct, lying, inappropriate language or gestures and all other infractions and violations of rules set forth in the Worcester Public Schools’ Policies Handbook and school handbooks.

Rule 20. - Fighting

A student shall not engage in physical altercation with another student on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation.

Rule 21. - Inciting a Disturbance

A student shall not incite a disturbance on or off school grounds at any school-related activity. A student shall not organize, encourage, or participate in a disturbance of school. It can apply to one who urges or instigates others to disturb the school setting or related activity.

Rule 22. - Leaving School without Permission

A student shall not leave the school grounds or school-related activity without permission from the school administration.

Rule 23. - Lab and Shop Safety

A student shall comply with all standards of safety in a lab or shop setting. Students are expected to behave appropriately in these settings without causing any unsafe situation that may cause harm to self or others.

Bullying

The Worcester Public Schools prohibits any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation in Worcester public school buildings, on school grounds, property adjacent to school grounds, and school-sponsored or school-related activities. Bullying, as defined in MGL c.71, § 37O, is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- a. causes physical or emotional harm to the target or damage to the victim's property;
- b. places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
- c. creates a hostile environment at school for the victim;
- d. infringes on the rights of the victim at school; or
- e. materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber-bullying.

Worcester Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics." The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Worcester Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, emails, instant messages, text messages, and Internet postings. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

The Worcester Public Schools certifies that its schools have adopted and are enforcing a Bullying Prevention and Intervention Plan. An Anonymous Bullying Reporting Line has been established at (508) 799-3472. The entire plan can be viewed at: <http://preventbullying.worcesterschools.org>.

Consistent with the requirements of SB 2404, An Act Relative to Bullying (SECTION 1. Section 37O of chapter 71 of the MGL) in Schools, all students will receive prevention activities that are designed to create and maintain safe, disciplined and drug-free environments which would include bullying prevention.

Based on information reported to the school administrator, the administrator will investigate all reports and complaints of bullying, cyber-bullying, and retaliation, and take immediate action to end bullying behavior and restore the target's sense of safety and will engage support staff to determine subsequent steps which may include, but not be limited to, disciplinary action, a strategy for providing support services or referral to appropriate services for aggressors and targets and for appropriate family members of said students, and criminal charges may be pursued against the aggressor.

Acts of bullying can result in any one, or combination of, the following legal charges:

- Assault (GL c. 265, §13A). The act or an instance of unlawfully threatening or attempting to injure another.
- Assault & Battery (GL c. 265, §13A). An assault upon a victim that is carried out by striking the victim, knocking the victim down, or otherwise doing violence to the victim.
- Criminal Harassment (GL c. 265, §43A). Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress.
- Harassing/Annoying Phone Calls. (GL c. 269, §43A). Whoever telephones another person, or causes any person to be telephoned, repeatedly, for the sole purpose of harassing, annoying or molesting such person or his/her family, whether or not conversation ensues, or whoever telephones a person repeatedly, and uses indecent or obscene language to such a person.
- Threats (GL c. 275, §4) (GL c. 209A, §7). An expression of intention and an ability in circumstances that would justify apprehension on the part of the recipient.
- Disruption of School Assembly (GL c. 272, §40). Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose.
- Civil Rights Violation (GL c. 265, §§37, 38). No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate or interfere with, or attempt to injure, intimidate or interfere with, or oppress or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him by the constitution or laws of the Commonwealth or by the constitution or laws of the United States.
- Malicious Destruction of Property (GL c. 266, §127). Whoever destroys or injures the personal property, dwelling house or building of another.

Athletes and Participants in School-Related Activities

General

Athletes and participants in school-related activities shall be governed by local and state law, MIAA regulations, the Policies Handbook of the Worcester Public Schools, and rules included in the Worcester Public Schools Code of Conduct for Athletes and Participants in School-Related Activities.

Academic Requirements

1. A student must secure during the last marking period preceding the contest (e.g., second quarter marks determine third quarter eligibility) a grade of 65 or above in four traditional yearlong major courses. In addition, a student's overall average of all yearlong courses must be a C or above.
2. A student cannot at any time represent a school unless that student is taking courses that would be the equivalent of four traditional yearlong major courses.
3. To be eligible for the fall marking period, students are required to have passed four yearlong classes with a 65 or above. In addition, a student's overall average of all yearlong courses must be a C or above. Students in grades 10, 11 or 12 are eligible for a one-time-only waiver during their high school years. The waiver is applicable if the student does not meet the C average (minimum of 70) on all yearlong courses in the previous academic year. Incoming 9th graders are exempt from academic requirement for the first quarter only.
4. Academic eligibility of all students shall be considered as official and determining only on the published date when the report cards for that ranking period are to be issued to the parents/guardians of all students.
5. Incomplete grades may not count towards eligibility.
6. A student who repeats work upon which he/she once received credit cannot count that subject a second time for eligibility.
7. A student cannot count for eligibility any subject taken during the summer, unless that subject has been previously pursued and failed.

Attendance

1. A student who is absent from school will not participate in any school-related activity. This includes in-house suspensions.
2. A student must be in school for at least three (3) hours to be able to participate in any school-related activity.
3. Any student with five (5) or more unexcused absences will be excluded from the club or team for the remainder of the current sports season. A student with ten (10) or more unexcused absences will be ineligible for any club or team for the remainder of the academic year.

Head Injuries and Concussions in Extracurricular Activities

Consistent with the requirements of Chapter 166 of the Acts of 2010, An Act Relative to Safety Regulations for School Athletic Programs:

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the coach, athletic director, or band director a current WPS Permission Form, signed by both the student and the parent, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
3. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.

All head injuries must be reported to the nursing administrative office, including those that occur outside of the school prior to the start of the sports season or physical activity. Parents must also complete the history of head injury section on the **Extracurricular Athletic Activities Permission Form**.

Additional information, including the *Post Sports-related Head Injury Medical Clearance and Authorization Form*, can be found on the Worcester Public Schools website: www.worcesterschools.org

Chemical Health MIAA Rule 62

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is later), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product including e-cigarettes, marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

If a student who violates this rule is unable, at that time, to participate in interscholastic sports due to injury or academics, any penalty imposed will take effect only when the student is able to participate again.

See MIAA Handbook for penalties.

Reasonable Conduct

The Worcester Public Schools recognizes that the safety and welfare of individual students and teams are a priority. Therefore, students will not engage in any acts of criminal activity such as, but not limited to, vandalism, assault and battery, sexual misconduct, hazing, plagiarism, theft or other disruptive conduct.

Students are also expected to behave appropriately during all school-related activities. Detrimental actions include, but are not limited to, insubordination, fighting, taunting, negative attitude, unsportsmanlike conduct, lying, and inappropriate language or gestures and all other infractions as stated in the Worcester Public Schools' Policies Handbook and school handbooks.

Recognizing the varying degrees of severity, the type of misconduct and a student's previous record of conduct, each situation will be considered individually. The principal working with the coach/advisor will determine appropriate consequences, which may include denial of participation or dismissal from the team/activity. In all cases the student will have the right to due process (Due Process, page 5).

It is also understood that spectators, including parents/guardians of all Worcester Public Schools' athletes/students, are to conduct themselves appropriately at all athletic competitions/activities, both home and away. Parents/ guardians are not expected to taunt or display any inappropriate behavior to other fans, officials, coaches or players. Inappropriate behavior may lead to expulsion from the event.

Felony Charge/Conviction

1. Any student charged with a felony will be ineligible to participate in any school-related activities until the case has been adjudicated and the charges dismissed or reduced to a non-felony status.
2. Any student convicted of a felony and/or expelled or issued a long-term suspension from school will be ineligible to participate in any school-related activities for the duration of the expulsion or long-term suspension.

Team Management Plan

At the preseason meeting with the Director of Athletics, each coach will turn in a management plan outlining rules and expectations for the coming season that has been approved by the principal. This plan will be distributed to all candidates for the team.

Discipline of Students Under Section 504 and ADA

Under various federal and state laws and regulations, students with disabilities may not be discriminated against in discipline matters on the basis of their disability or impairment. In addition to those rights set forth in the Policies Handbook of the Worcester Public Schools, the following procedures will be implemented to comply with state and federal law and regulations regarding students with disabilities. Procedures for students eligible for special education services and/or 504 accommodations and/or related services are set forth in "Discipline of Special Needs Students" in this handbook.

1. Definition

A student with a disability is a student who has had or is perceived to have a physical or mental impairment that materially limits one or more major life activities. This category includes students who are found to have such an impairment currently, have a record of having such an impairment, or who are perceived as having such an impairment.

2. Procedure

In the event that a student is found to have violated a school rule after implementing the general due process procedures (notice and hearing) provided in this handbook or under other school policies, the principal or his/her designee shall ascertain whether the student has been identified as a student with a disability under Section 504.

- a. If the student has not been identified as disabled, the principal or his/her designee must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability.
- b. In the event that the principal or his/her designee concludes that there is no reason to suspect a disability, the student may be disciplined according to the regular disciplinary sanction under the Worcester Public Schools Code of Conduct.
- c. If the circumstances suggest that the student may be disabled, the principal or his/her designee shall refer the student to the 504 Committee to evaluate whether the student has a disability.
- d. If the student is identified or has previously been identified as a student with a disability under Section 504, prior to taking disciplinary action which would result in a suspension of one (1) to ten (10) days the principal or his/her designee shall determine whether the student's misconduct is a manifestation of his/her disability and assure that all disciplinary actions are consistent with the mandates of Section 504.
- e. If the student is identified or has previously been identified as a student with a disability under Section 504 and/or is so identified upon an initial 504 evaluation and the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from school for more than ten (10) days, and the 504 Committee determines that:
 - (i) The student is, or continues to be, disabled and his/her misconduct has a direct and substantial relationship to his/her disability.
 - (ii) The violation of school rules is a direct result of a failure to accommodate the student's disability or an inappropriate or unimplemented 504 plan.

The student will not be suspended from school; provided, however, the 504 Committee may determine that the student's 504 plan should include modifications to address the student's misconduct including, but not limited to, delivery of educational services at an alternative site, behavioral modification or support plans, or any other appropriate modification or accommodation or disciplinary consequence consistent with Section 504.
- f. In the event that the student previously has been identified as a student with a disability under Section 504 and/or upon an initial 504 evaluation the 504 Committee determines that the student is, or continues to be, disabled but his/her violation of school rules is not related to his/her disability, a failure to accommodate or an inappropriate or unimplemented 504 plan, regular disciplinary sanctions under the Worcester Public Schools Code of Conduct may be imposed.

3. Evaluation/Re-evaluation

Initial evaluations pursuant to this policy, and re-evaluations of students with disabilities under Section 504, who may be subject to suspension or expulsion for more than ten (10) cumulative days, shall be conducted pursuant to Section 504. Determination of disability and disability relatedness under Subpart 2 (a), (c), (d) and (e) of this Policy, by the 504 Committee pursuant to this policy, will be made prior to the imposition of a disciplinary sanction.

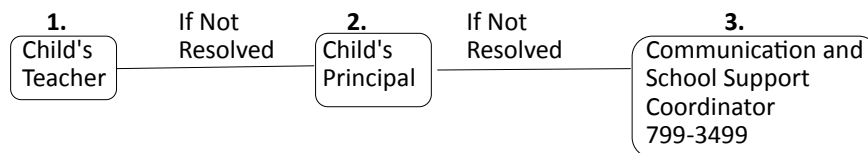
Students with Disabilities Receiving Special Education Services

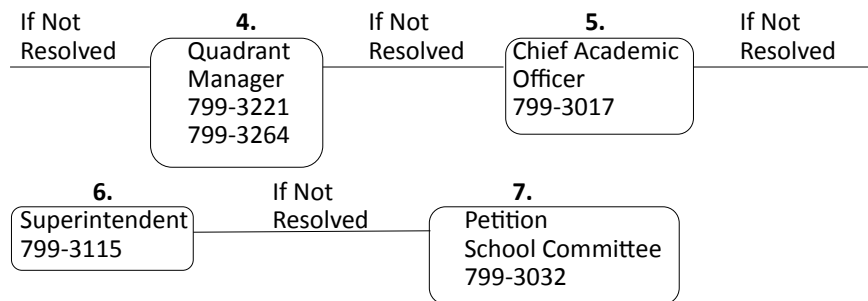
1. The principal or his/her designee will notify the Special Education Office of the suspendable offense of a student with a disability and a record will be kept in the SAGE student management system.
2. When the suspension of a student with a disability accumulates to more than ten (10) days during the school year, or there appears to be a pattern of suspensions, a Manifestation Determination meeting will be held.
 - a. If the IEP Team at the Manifestation Determination finds that there is a direct and substantial relationship between the violation of the discipline code and the student’s disability or that the conduct in question was the direct result of the school’s failure to implement the IEP, the student returns to school and the discipline action is revoked.
 - b. If the student’s violation of the discipline code is not related directly and substantially to his/her disability or to an IEP not fully implemented, a suspension or other discipline may be imposed. The team will determine a placement in which the student will receive services during periods of suspension beyond ten (10) days, which provides access to the general curriculum and addresses his/her IEP goals.
 - c. If a student carries a weapon to school or a school function, or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at a school or at a school function, or inflicts serious bodily injury upon a person at school or at a school function, the district may remove the student to an interim alternate educational placement for up to forty-five (45) school days. The placement will be determined by the IEP Team.
 - d. In cases where a student’s violation of the discipline code presents a danger to other students, staff, or the student himself/herself, and the parent/guardian does not accept the proposed placement, the School Committee will immediately seek court approval or an order from the Bureau of Special Education Appeals (BSEA), to suspend or exclude the student from the Worcester school premises.
 - e. Any dispute regarding the IEP will be resolved through the special education dispute resolution process. If a hearing is requested, the student may stay in his/her current placement unless the BSEA determines otherwise or the parent/guardian agrees to an alternate setting pending resolution of the dispute.

Resolving School-Related Problems Procedure

In order to resolve school-related problems, parents will follow this process:

If a problem arises, contact:





Policy Regarding the Reporting of any Potential or Actual Incidents that may Impact on the Safety of Children.

Principals have been directed to provide parents/guardians with verbal and written reports of any potential or actual incidents that may impact on the safety of students. It is extremely difficult to provide principals with examples of incidents which should be reported. These will very obviously be judgment calls which principals must make.

Criteria for reporting will include the following:

1. Parents/guardians should be notified immediately by telephone of any incident which might impact safety.
2. Each verbal report will be followed up immediately by a written report which is either mailed or delivered to the parents/guardians.
3. Principals will file a dual report immediately with the appropriate Quadrant Manager and the School Committee.

HEALTH SERVICES FOR STUDENTS

Wellness Policy

Preamble

It is the mission of the Worcester Public Schools (WPS) Wellness Policy to enable students to become independent and self-directed learners, responsible for meeting their own health and nutritional needs as developmentally appropriate. It is the goal of the Wellness Policy to promote the students’ physical, emotional and social well being through the coordinated efforts of all departments and services offered in the Worcester Public Schools.

Overview:

National statistics show that 15.3% of student’s ages 6 to 11 are obese (BMI > 95th%); and 15% of this same age group are overweight (BMI >85th but <95th). The statistics for Worcester for 2012 are 17.4% overweight and 18.8% obese for a total of 36.2% compared to the state average of 34.3%.

Given that obesity has become a major concern nationwide and locally, the WPS is committed to providing school environments that promote children’s health and well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Worcester Public Schools that:

- The school district will continue to engage students, parents, teachers, food service professionals and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- Students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold at school, to students in the cafeteria, will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will assist school administrators to provide students with access to a variety of affordable, nutritious and appealing foods that meet their health and nutritional needs. They will take into account the religious, ethnic and cultural diversity of the student body in meal planning.
- Meals will be provided in clean, safe and pleasant settings with sufficient time for students to eat.
- Schools will provide nutrition education and physical education to promote lifelong habits of healthy eating and physical activity and will establish linkages between health education, school meal programs and related community services.
- Students and staff will benefit from a coordinated program of accessible health and counseling services.

The Worcester Public Schools will work with our existing School Health Advisory Council to develop, implement, monitor, review, and as necessary, revise school health, nutrition and physical activity policies. The Council will also serve as a resource to school sites for implementing these policies, for it is the belief of this council that healthier students are better learners.

I. School Health Advisory Council

Members of the School Health Advisory Council may include:

- Manager of Supplemental Support Services
- Manager of Special Education and Intervention Services
- Member of Worcester School Committee
- Coordinator of Nursing Services
- Coordinator of Counseling, Psychology and Community Outreach
- Director of School Nutrition
- Health and Physical Education Liaison
- School Safety Liaison
- High School Principals
- Middle School Principals
- Elementary School Principals
- High School Students
- Parents/Guardians
- Private/Parochial School Nurse Liaison
- Worcester Public School's Physician Consultant
- School-based health center representatives
- City of Worcester Department of Public Health

Representative: City of Worcester EMS
Representative: Edward M. Kennedy Health Center
Representative: Family Health Center
Representative: U Mass/Memorial Hospital
Representative: Y.O.U., Inc.
Representatives: Youth-serving Agencies
Representatives: Family Organizations

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus School Meals

Meals served through the National School Lunch and Breakfast Programs will follow the nutritional parameters of Nutrient Standard Menu Planning whereas minimum levels are met for calories, protein, calcium, iron, vitamin A, vitamin C and maximum levels for total fat do not exceed 30% and saturated fats does not exceed 10%.

School principals will consult with the School Nutrition Office concerning lunch scheduling in order to cooperatively establish the required number of serving outlets ensuring all students have comfortable access to school meals.

The school cafeteria serving space(s) will focus on marketing the reimbursable meal and other “whole-food” commodities such as milk, fresh fruit and vegetables.

The School Nutrition Program will purchase locally grown fruits, vegetables and other commodities in season and continue to work with the Department of Agriculture to secure and develop availability.

In compliance with the Healthy, Hunger-Free Kids Act of 2010, water is available during meal service free of charge in the place where meals are served.

All school meals will continue to be free of artificial trans fats.

Competitive Foods

Consistent with local, state and federal guidelines, unauthorized food sales will not occur in the cafeteria and/or in competition with reimbursable meals offered through the National School Breakfast and Lunch Program.

2010 legislation includes the following new guidelines of particular note:

In compliance with the Massachusetts School Nutrition Bill, all foods sold in school stores, school snack bars, vending machines or any other location in the school comply with nutrition standards put forth by the Department of Public Health, provided that the nutritional standards shall not apply to competitive foods or beverages sold on school grounds 30 minutes before the beginning of the school day or 30 minutes after the end of the school day, with the exception of food and beverages sold through vending machines, in which case the nutritional standards shall apply at all times.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion: The Worcester Public School District aims to teach, encourage, and support its students to develop healthy eating habits. Schools will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of, not only health education classes, but also classroom instruction in subjects such as science, language arts and family and consumer science;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, health food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and nutrition staff

Food Marketing in Schools: School-based advertising will be consistent with nutrition education and health policy. In-school advertising of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including water, fruits, vegetables, whole grains and low-fat dairy products is encouraged.

Staff Wellness: All staff are members of the Employee Assistance Company, which has nurses available to coach and educate individuals regarding wellness and prevention.

IV. Physical Activity Opportunities and Physical Education

Physical Education

MGL Chapter 71, Section 3 states:

Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well being of students.

Therefore:

- The Worcester Public Schools will teach physical education to all students K-12, including students with disabilities, special health care needs, and in alternative educational settings.
- Students will receive regularly scheduled physical education instruction which meets the Massachusetts state guidelines.
- All students in grades 7 – 12 will receive instruction in physical education classes in hands-only cardiopulmonary resuscitation (CPR) and on the use of the external automated defibrillator (AED).

Certified physical education teachers will teach physical education classes.

Recess: Elementary school students will have supervised recess, preferably outdoors, one or more times daily where moderate to vigorous physical activity will be encouraged.

Wide variation in Worcester Public School facilities both indoors and outdoors presents challenges in providing active recess, but sedentary activities should not be substituted. Individual schools must explore solutions that overcome their limitations to provide students active recess time. Solutions may be found in best practices locally and around the country and may include access to nearby indoor and outdoor recreation facilities.

Physical activity before and after school:

- Students are given opportunities for physical activity through a range of before -and/or after-school programs including, but not limited to, intramurals, inter-scholastic athletics, and physical activity clubs (i.e. Fit Math, Walking clubs, etc.)
- After-school enrichment programs and child care programs will be encouraged to provide appropriate space, equipment, and activities that support daily periods of moderate to vigorous physical activity for all participants.

Active Transportation to and from School

The Worcester Public Schools supports active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in activities such as: designation of safe or preferred routes to school, promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week, secure location for storage of bicycles and helmets, instruction on walking/biking safety provided to students, promotion of safe routes program to students, staff and parents, and documentation of number of children walking and/or biking to and from school.

V. School Environment

School Celebrations/Fundraising:

The Worcester Public Schools encourages cultural food celebrations and sharing of food traditions amongst students, families, teachers and staff. We recognize that food is a central component to our various cultures, and we encourage celebrations to have a “healthy food” focus.

Schools should limit parties/celebrations that involve low-nutrition foods and should explore fun non-food alternatives for celebrations as well. (see http://cspinet.org/new/pdf/healthy_school_celebrations.pdf).

Fundraisers involving low-nutrition foods (such as cookie and cupcake sales) should also be limited and creative non-food fundraisers should be explored (examples include walk-a-thons, car washes, raffles for lunch with the principal):

<http://www.cspinet.org/nutritionpolicy/fundraiserfactsheet.pdf>

<http://www.cspinet.org/new/pdf/schoolfundraising.pdf>

<http://www.extension.iastate.edu/Publications/PM2039A.pdf>

Water intake: Water intake should be encouraged for all students, and students should have access to drinking water throughout the school day. Adequate water intake is not only key to prevention of obesity, but also essential for maintaining hydration. Inadequate hydration can be related to headaches, constipation, and may interfere with cognitive functioning.

Bathroom access: Students should readily have access to bathrooms as needed. Restriction of access to bathrooms can pose health risks to students (such as increased urinary tract infections), and result in discomfort, poor hygiene and may impede learning due to an inability to maintain attention. Furthermore, since hand washing is key to prevention of spread of germs and illness such as influenza, ready access to bathrooms (which are clean and have adequate supplies of soap and towels) is essential.

VI. School Health/Nursing Services

A coordinated program of accessible health services will be provided to students and staff through the leadership of the school nursing department, in collaboration with the school physician consultant, various departments within the school system, and outside agencies, as applicable. The program will include communicable disease prevention and reporting, immunizations, health education and wellness promotion, health assessments and screenings, chronic condition management, counseling, community health referrals, first aid and emergency care.

School nurses will continue to provide screening services including vision, hearing, scoliosis, height, weight and BMI. Students with screening results needing follow-up will have a letter sent to parents to be shared with the student's Primary Care Provider (PCP)/medical home. School nurses will make an effort to contact the PCP/medical home in cases where the family has not followed-up.

When a student with a chronic health condition (including, but not limited to, asthma, diabetes, life threatening allergies, obesity, ADHD) has an Individual Health Care Plan in place, and the parents/guardians have given consent, the school nurse will provide the education and training on a need to know basis to all involved staff, including coaches and physical education staff, in order to keep the student safe at school. The school nurse will act as the resource person for staff questions relating to a student's chronic condition and will work collaboratively with the family and the student's primary care provider. The school nurse will educate individual students on any limitations or accommodations needed, before any physical activity. The Worcester Public School Department of Nursing will continue to work with our physician consultant and other allied health organizations on issues relating to students' health conditions.

Life Threatening Allergies: The Worcester Public School nurses will provide life-threatening allergy (LTA) awareness education and Epi-pen training as needed for Worcester Public Schools employees based on the Department of Public Health (DPH) and Massachusetts Department of Elementary and Secondary Education (DESE) recommendations including but not limited to:

- The significance of life threatening allergies (LTA) and a discussion on the most common types of LTA (food, stinging insect, latex and medication allergies);
- Creating a safe environment for students with LTA's;
- Designation, when necessary, of a table in the cafeteria or a student's classroom as a peanut-free or a food specific-free zone;
- Implementation of a "NO FOOD OR UTENSIL" sharing practice among students, as needed, with focus on the elementary level;

- Training of cafeteria employees about the precautions necessary to ensure the safety of student/staff from the cross contamination of food or utensils;
- Parent guidelines regarding snacks;
- The signs and symptoms of anaphylaxis;
- Use of an Epi-pen
- Activation of the Emergency Response System, i.e. nurse and 911 EMS, to deal with an actual, suspected or potential anaphylactic reaction.

Asthma: The school nurse will provide education and instruction to all staff involved with students, on a need to know basis including:

- Guidelines established for students to self-carry and administer their own inhaler, with parent/physician permission, and cleared by school nurse.
- A medication plan will be developed and in place for the student. The school nurse will instruct the student and staff on recognizing the signs and symptoms of an asthma exacerbation; what is a rescue inhaler vs. nebulizer treatment and review proper administration
- Activation of the Emergency Response System when a student is still having difficulty breathing after using his/her inhaler or nebulizer treatment.

The school nurse will work collaboratively with the family and student's PCP, to assist in asthma management, and will educate and reinforce teaching of students on the use of their asthma action plan.

Diabetes: The school nurse will provide education and instruction to all staff on a need to know basis including:

- Guidelines established for students to carry, test and administer their own insulin with parent/physician permission and cleared by the school nurse. A medication plan will be developed and in place for the student;
- Signs and symptoms of low blood sugar and the necessary treatment established by the student's physician;
- Dietary and carbohydrate needs of a student in consultation with school nutrition;
- Activation of Emergency Response System when the student is still not responding to treatment.

The school nurse will work collaboratively with the student, family, PCP and specialist to assist in diabetes management and will educate and reinforce teaching of students for self-management as appropriate.

Attention Deficit Hyperactive Disorder (ADHD)

ADHD is one of the most common chronic health conditions for school aged children, and collaboration amongst medical providers, families, and schools is key for diagnosis and management to ensure school success. School nurses will provide medication administration for students with ADHD when necessary, and will act as a resource for teachers and staff regarding medication use/side effects. School nurses will assist with communication between families, physicians and school regarding ADHD evaluation and management.

Mental Health and Counseling Services

Mental health and positive social and behavioral skills are integral to the wellness of our students.

In both elementary and secondary schools, our Counseling and Psychological Services staff members provide supportive services to address identified social, emotional and adjustment needs of students in cooperation with their parents or guardians, as well as our teachers and administrators.

With regard to this policy, on the elementary level, School Adjustment Counselors and School Psychologists work closely with administrators, teachers and school nurses when children develop adjustment or behavioral difficulties that may be related to their emotional health and may compromise their abilities to be successful learners. In our middle and high schools, every student is assigned to a guidance counselor who is knowledgeable about the developmental needs of adolescents regarding issues that result from unmet emotional needs. The guidance counselors will refer parents and students to the school adjustment counselor or school psychologist for assistance in determining an appropriate course of action when needs are identified. This support staff may assist families to access community-based services through a school-based health center or through our referral protocol with local providers of behavioral health services when such ongoing support appears necessary.

If a student is functionally disabled by the condition of their mental health referrals to the Student Support Process are made so that additional necessary services or supports in school can be accessed.

VII. Communication

The Wellness Policy will be made available publicly on the Worcester Public Schools website and shared with the community partners

Communications with Parents:

- The Worcester Public Schools will distribute the Wellness Policy to CPPAC, Site Councils and PTOs and will engage families in the goal of creating a health-supporting environment at school.
- Each year the Worcester Public Schools will send families a letter that includes relevant research findings, local and national child health statistics, examples of healthy snacks, fund-raising and celebrations, and school-based programs and policies that are designed to guide children in making wise nutritional choices. The district/school will also provide families with information about physical education and other school-based physical activity opportunities before, during and after the school day and support parents' efforts to provide their children with opportunities to be physically active outside of school through distribution of information regarding services available from youth serving agencies.
- The Worcester Public Schools will also utilize school newsletters, the school health website, individual school websites and community partners to inform parents about wellness and highlight promising practices.

Communication with principals and staff - The Wellness Policy will be distributed system-wide to include all principals, who will share it with their staff and site councils.

VIII. Monitoring

Per Federal Regulation regarding the implementation and monitoring of Wellness Policies, this policy will be implemented at both a district and individual school level, and the monitoring of activities will reflect this implementation strategy.

The Superintendent will meet annually, each spring, with the School Health Advisory Council to review, recommend and approve revisions to the Wellness Policy as needed.

The School Health Advisory Council will provide implementation templates for the following sectors:

- General school environment: This piece of implementation will be monitored at an individual school level. Principals will work collaboratively with their Site Council and PTO to implement and monitor activities.
- Coordinator of School Nursing: This piece of implementation will be monitored at a district level by the head of School Nursing with input from individual school nurses.
- Physical Education and Nutrition Education: This piece of implementation will be monitored at the district level by the Athletic Director with input from teachers and individual schools.
- School Nutrition: This piece of implementation will be monitored at the district level by the School Nutrition Director with input from individual schools.

Data regarding implementation will be collected annually by the School Health Council and an annual report will be prepared summarizing district-wide activities for implementing the Wellness Policy. The report will be submitted to the School Committee's Standing Committee on Teaching, Learning, and Student Supports. It will also be shared with WPS staff, students and families and the community.

Department of Public Health Regulations

1. Immunization - All Massachusetts public school students must be immunized for Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B and Varicella. Hib vaccine is required for child-care attendance and pre-school entry. The number of primary doses is determined by vaccine product and age the series begins. (102 CMR 7.07 and 105 CMR 220.00). Students lacking proper documentation of required immunizations shall be excluded until proof of such immunization is provided. If a parent/guardian refuses to have a child immunized because of religious or medical reasons, as required by the Massachusetts Department of Public Health and M.G.L. c. 111, ss 3, 6, 7, 109, 110, 111, 112 and 105 CMR 300.000, the non-immunized student will be excluded from school during outbreaks of diseases for which the student is not immunized.
2. Lead Poisoning - Children must present documented evidence of lead screening prior to entrance into Pre-K and/or kindergarten (105 CMR 460).
3. Physical Examinations – required for students in grades K, 4, 7 and 9. It is recommended that this examination be done by the primary care provider.

4. Physical Examinations – required **yearly** for all student athletes.
5. Screening Programs – 105 CMR 200.500 mandates height, weight and Body Mass Index (BMI) screening in grades 1, 4, 7 and 10.
 - a. The Department of Public Health shall be provided annually with student BMI data, by school or school district, as specified in the guidelines of the Department.
 - b. A copy of the student's BMI score shall be maintained in the student's school health record.
 - c. Parents and legal guardians shall be provided with an opportunity to request, in writing, that their child not participate in the program.
 - d. Parents may request a copy of their child's BMI report from the school nurse.
6. Head Lice Protocol – Based on facts that head lice are not known to cause any disease, that no-nit policies have not been shown to be effective in preventing the spread of lice, and that children miss valuable educational time every year due to no-nit policies, the Worcester Public Schools has changed our practice from a "no-nit" to a "no live lice." This new practice is based on evidence and research and will greatly benefit the children and schools in our community. If live lice are found, the student will be excluded until he/she has been treated and lice removed. It will be the parent's responsibility to regularly check, treat and remove lice/nits. Students must be checked by the school nurse before returning to class.
7. Dismissals - Students who are found to be ill will be dismissed by the school nurse. Parents/guardians are responsible for providing a means of transportation home. Parents/guardians are required to provide the school with a home telephone number, or an alternate phone number in case of emergency.

Administration of Medication

The Massachusetts Department of Public Health regulates the administration of prescription medications and has promulgated detailed "Regulations Governing the Administration of Prescriptive Medications in Public and Private Schools" (105 CMR 210.000). The regulations seek to ensure that students requiring prescription medication during the school day will be able to attend school and that prescription medications are safely administered. The Worcester Public Schools provides nursing services for Worcester Public School students. Only licensed nurses may legally administer prescription medications to students, with the exception of the delegation of medication for field trips and other short-term school events.

The "Administration of Medication" procedure identifies the medications that are to be given during the school day when it is absolutely medically necessary that they be given during these hours. In order for a student to be given any medication in school the following must occur:

- The student's PCP must complete the Medication Administration PCP Order and Parent Consent Form.
- The parent/guardian must sign the parental permission form.
- The completed form must be given to the school nurse.

- A parent/guardian, or designated adult must bring the medication in the prescription bottle and give it to the school nurse, if nurse is not available, to the principal. Only a 30 day supply is requested.
- The Worcester Public Schools' Nursing Department will keep a copy of the completed form and the original will be kept with the student's school record.
- The school nurse will record all medications administered in the student's EHR.
- Both the physician's order form and the parent/guardian permission form must be renewed annually at the beginning of each school year.
- The medication will be kept in a locked cabinet or refrigerator.

The procedure for the delegation of medication for field trips and other short-term events involves the following:

- Completion of the Field Trip Waiver - "Medication Administration Plan" signed by the parent/guardian.
- At least two (2) weeks advance notice to the nurse so that the nurse may train the designated person on how to administer the medication as well as any special side effects requiring intervention.
- If a student has diabetes, the school nurse will ask a parent to go on the field trip, if not able, the school nurse will go on the field trip.

Medication and Physical forms are available on www.worcesterschools.org/administration/nursing.

HIV-AIDS Policy

The Worcester Public Schools' policy reflects that of the Massachusetts Board of Education's Policy on AIDS (acquired immunodeficiency syndrome) and HIV (human immunodeficiency virus) of April 1990, and is in keeping with state law regarding the confidentiality of medical information.

Students with AIDS/HIV infection have the same right to attend classes and participate in school programs and activities as any other student.

Guidelines:

- No one except the student and/or the student's parent(s) or guardian(s) necessarily needs to know of a student's AIDS diagnosis or HIV infection. There are several medical reasons that a student and/or his or her parent/guardian may wish to disclose the diagnosis to the school nurse, even though they are not obligated to do so:
 - A student who has AIDS/HIV may be at a greater risk of contracting infections. If there is an occurrence of a contagious disease in school such as chickenpox or influenza, the school nurse who is aware of a student's HIV status may be able to alert the student's parent(s) or guardian(s), who then may consult their personal care physician for preventive treatment.
 - A young student with AIDS/HIV infection may be taking medications that should be administered by a health care professional; he or she may require immunizations different from those of other students. (See Administration of Medication during School, **page 58**).

If the parents or guardians, in consultation with the student's primary care physician, decide to inform certain school personnel, particularly the school nurse, about the student's AIDS/HIV status, the MDPH recommends the following guidelines for disclosure:

- The student's parent(s) or guardian(s) or the students themselves, under certain circumstances, may inform the school nurse.
- Given the privacy protection of M.G.L., c.214,s.1b, all school personnel are under a similar duty to protect the confidentiality of the information.
- Further disclosure of a student's HIV status by the school nurse to other school personnel requires the specific, informed, written consent of the student's parent/guardian.
- Licensed physicians, nurses, social workers, and psychologists (according to M.G.L., c. 111, s. 70F as well as c. 112, s. 135A and c. 112, s. 129A) have a duty to protect AIDS/HIV-related and other private information. The signed consent form and any HIV/AIDS-related information should be kept by the school nurse in a locked file separate from the school health records.
- Worcester Public School employees will not arrange for student testing for the HIV antibody or provide for transportation to testing sites.
- All school staff shall use universal precautions, as set forth in this policy, in order to reduce their risk of infection.

NOTE: This is only a summary; complete guidelines are available in the principal's office, the nurse's office, and school library. You are encouraged to read the policy in its entirety, and a copy is available to you upon request.

Source: Massachusetts Department of Public Health: The Comprehensive School Health Manual, Updated 2007.

Access for Pregnant Students

Pregnant students are encouraged to continue to attend school. Every effort will be made to see that the educational program of the student is disrupted as little as possible, that return to school after delivery is encouraged, and that every reasonable opportunity to complete high school is provided.

In accordance with Federal Law and Massachusetts Department of Elementary and Secondary Education regulations and guidance, a student who is pregnant in the Worcester Public Schools is permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout her pregnancy. After giving birth, a student is permitted to return to the academic program in which she was enrolled and is permitted to participate in extracurricular programs.

The district does not require that a pregnant student obtain certification from a physician that she is physically and emotionally able to continue in school unless certification is required for all students with other physical or emotional conditions requiring the attention of a physician.

911 Procedures

In the case of a medical situation, if the nurse's decision is to call 911, then the school administration is instructed to assist in the nurse's decision. If in that situation, a parent/guardian is present and on site, and does not want 911 to be called, the principal and the nurse should work with the parent/guardian to explain that

calling 911 is the protocol. If the parent/guardian indicates that he/she will take responsibility for obtaining medical help for the child, then the procedure is to ask the parent/guardian to sign the "Worcester Public Schools Emergency Service Waiver Form." When the ambulance arrives, the parent may exercise the parental authority by signing the patient refusal form supplied by the ambulance company personnel.

Suggested Guidelines for Safe Backpack Use

Recommendations from the American Academy of Pediatrics for choosing the correct backpack include:

- Do not carry weight greater than 20% of body weight
- Select a style that has padded shoulders and waist strap
- Use both shoulder straps
- Tighten the straps so the pack is close to the body
- Distribute the weight of objects evenly in the backpack
- Utilize all compartments
- Pack heaviest objects close to the back with the center of gravity near the pelvis

School Based Health Centers

The school-based health center provides health services to promote the physical and emotional well-being of the students. Services include: physical examinations, immunizations, health care for minor illness, health education and information, laboratory screening, counseling referral and related health care. The centers are located at: Burncoat Middle School, Burncoat High School, Claremont Academy, Doherty Memorial High School, Elm Park Community School, South High Community School, Sullivan Middle School, Woodland Academy, Worcester Technical High School, Goddard School of Science and Technology and North High School.

TRANSPORTATION

Transportation Program

Free transportation is granted to pupils in grades kindergarten through 12 who reside two (2) miles or more from the school which they are entitled to attend. **The legal obligation of the School Committee in this respect is limited to provision for transportation for elementary school children and the School Committee does have the right, if necessary, to charge for transportation or not provide transportation at the secondary level regardless of where students may live.**

All eligible K-12 students are expected to ride only the bus to which they are assigned both to and from school and be picked up and dropped off at their assigned bus stops. Students will be asked to walk to a common bus stop. In that situation, students in grades K-6 should be accompanied to the stop by a parent or guardian. The safety responsibility for escorting a child to and from the bus stop shall rest with the parents or guardians of the student involved.

Parents or guardians of students are responsible for supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once the child boards the bus – and only at that time – does he or she become the responsibility of the school district. Such responsibility shall end

when the child is delivered to the regular bus stop at the close of the school day. It is the responsibility of the parent/guardian to escort the child to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, or where the parent/guardian has other traffic concerns.

It is also expected that all students will be outside at the bus stop TEN minutes before the bus arrives. Bus drivers have been instructed NOT TO STOP if no child is waiting. Students should be visible and not in cars, stores or otherwise not easily seen by the school bus driver. For safety reasons, it is most important that a parent or guardian be at the bus stop to receive the homecoming child.

Students in kindergarten who are transported will receive an identification tag at their school to ensure that they are not discharged from the school bus without a parent/guardian being present. Students not released from the school bus because no parent/guardian is present will be taken to the Quinsigamond School, 14 Blackstone River Road (508) 799-3502 to be picked up by a parent or guardian.

Students who are assigned a school bus pass through their secondary school are expected to carry the pass with them at all times when riding the school bus and to display it to the driver for inspection, if requested. Only students with valid passes will be permitted to ride the school bus.

Transportation eligibility is based solely on the student's home address and is only for the transportation between the student's home bus stop and the school he/she attends.

Additionally, transportation shall be provided at city expense for children whose Individualized Education Plan (IEP) requires such transportation.

Free transportation will be provided when the presence of long-term heavy construction projects on the prescribed routes creates a hazard. This would apply only for the duration of the project.

Busing Privileges

In view of the fact that a school bus is an extension of the classroom, the Worcester Public Schools shall require each student to conduct himself/herself in a manner consistent with the Code of Conduct and Safety and Behavior Rules for Pupils Riding School Buses as stated in the student handbook. School bus drivers have the authority and the responsibility to maintain good order while operating the bus. Additionally, bus drivers are instructed to inform the building principal about any student misconduct that creates an annoyance or distraction while driving. The building principal will inform the parents/guardians of the misconduct and request their cooperation in monitoring the child's behavior. Any student who becomes a disciplinary problem on the school bus may have riding privileges suspended on a temporary or permanent basis. In such cases, the parents/guardians of the child involved become responsible for seeing that the child gets to and from school safely.

Worcester Public Schools' school buses may be equipped with cameras to create a video and audio record of each trip. This video and/or audio may be used to assist the school principal in determining what discipline, if any, is appropriate in cases of reported violations of safe riding practices. It may also be used as a tool to teach and reinforce safe riding practices for all students.

As always, safety is of primary importance. At the bus stops and on the school bus, students are expected to be well behaved and cooperative at all times.

Transfer Students

Transportation will be provided to transfer students only if their transfers have a positive effect on the state approved deisolation plan.

Homeless Students

Refer to transportation services described on **page 24** under Education of Homeless Children.

Two Mile Limit

The two-mile measurement is the shortest vehicular route between the nearest walkway or driveway to the student's residence and the nearest walkway or gateway leading to the front door of the school. Mileage will NOT be calculated to or from a daycare provider.

School Bus Stops and Routing

Students will walk to a common bus stop. Bus stops will be set up, approved, and verified by the Worcester Public Schools Transportation Department only. Students are not entitled to street-to-street or door-to-door pickup or delivery. All stops will be at corners, whenever possible, to make them fair and consistent for all. All requests for additions or changes of school bus stops must be made through the student's school Principal or designee. Parents or guardians are responsible to ensure that their child is at the correct bus stop. Any child standing at unauthorized locations, or bus stops not assigned by the Transportation Department, will not be picked up. Do not assume bus stops are in the same location as the previous year, as they may change due to student location and population. School bus drivers are not permitted to make changes, additions or deletions of any bus stops. While the law requires school departments to furnish transportation to those students falling within the state's guidelines, it does not relieve the parent or guardian of the responsibility of supervision of the child until the child boards the bus in the morning and after the child leaves the bus at the end of the day. Once a child boards the bus, only at that time does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the bus stop at the close of the school day.

SAFETY AND BEHAVIOR

Riding School Buses

The following safety and behavior rules for pupils riding school buses are published as a guideline for students entitled to transportation by the Worcester Public Schools. A breach of these rules may result in loss of busing privileges.

1. Only pupils and school personnel assigned to the bus shall be allowed to ride in a school bus unless permission is granted by the Director of Transportation.
2. Students should be at the pick-up point at the time designated and prepared to get on the bus with the least possible delay in order to keep the bus on schedule.

3. While at a bus pick-up point, students must:
 - Conduct themselves in an orderly manner
 - Stay out of the street
 - Respect nearby private property rights
 - Remain at least eight (8) feet from the bus when it stops to pick up, and move toward the bus only when the door opens
4. Students should ride only the bus to which they are regularly assigned.
5. Students should take seats promptly after boarding the bus and remain in their seats while the bus is in motion.
6. Students shall not open or close windows or emergency doors except when asked to do so by the driver or the bus monitor. Students must keep arms and heads inside the bus.
7. While a passenger on a bus, a student must not:
 - Smoke
 - Throw any objects on the bus or out the windows
 - Disturb the driver or other students
 - Litter
 - Make loud or unnecessary noises
 - Eat food or drink
 - Transport items which may endanger the health or safety of any other passengers
 - Damage or deface any part of the bus
8. Students must remain quiet when approaching a railroad crossing.
9. Students who exit from the bus should pass ten (10) feet in front of the bus and look in both directions before crossing.
10. In the event of a road emergency, students are to remain on the bus unless requested to leave by the driver of the bus.
11. After exiting the bus, students should enter the school directly for safety purposes.
12. A student who has been issued an identification card by school authorities should carry such card with him/her at all times and show it when requested.
13. Bus drivers/monitors must report violations of the above rules and regulations to the school official on Bus Conduct Forms. Riding the bus is a privilege that can be denied temporarily or permanently when the student's behavior warrants it.

Science Laboratory Safety

Science is taught using an inquiry based approach in the Worcester Public Schools. This can be done safely only with the cooperation of students to the teacher's directions and procedures. It is the responsibility of students to conduct themselves in an appropriate manner in the lab setting. Students are expected to:

- Sign a safety contract which emphasizes their responsibilities in the science lab
- Have parents/guardians co-sign the contract to alert them to these responsibilities
- Be aware of measures to be taken should an accident occur
- Know classroom evacuation procedures in case of an emergency and

- Use protective equipment (gloves, aprons, goggles, etc.) provided as instructed
- Food or beverages are not permitted in the laboratory

Security Measures

Physical Restraint

The Board of Education adopted new regulations on the use of physical restraint in public education programs. The regulations (603 CMR 46.00) are meant to promote safety for all students. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Mechanical restraints, medications and seclusion are prohibited in all public education programs.

The amended regulations were approved by the Board of Elementary and Secondary Education on December 16, 2014, and take effect on January 1, 2016. 603 CMR 46.00 may be found at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

Student Lockers

All lockers available to students are the property of the Worcester Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration when deemed appropriate.

Any student assigned a locker must use a school issued lock. The administration will remove all non-school issued locks. If a locker is not used/assigned, the administration will secure it with a lock.

Students must store all cell phones, book bags, gym bags and outerwear (coats and jackets) in their lockers during the school day.

For security reasons, students will not be permitted to wear outerwear (coats and jackets) during the school day. Students will be permitted to carry backpacks made of a mesh or transparent material at the secondary level.

Any weapon and/or drugs or other prohibited items or substances found in a locker in violation of school policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.

Access to Students During School Hours

The Legal Office of the Department of Elementary and Secondary Education has supported the present policy of the Worcester Public Schools regarding permitting persons to meet with students during school hours without parental permission.

The following persons may be granted access to students during school hours:

1. The custodial parent (the parent with physical custody more than 50% of the time) or guardian or personnel or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. According to Massachusetts General Laws Chapter 71, §34H, the non-custodial parent must submit a written request to the school principal for such access. For further information, contact your child's principal.
2. A student, age 14, or upon entering grade 9, may consent to meet with an individual.

The following personnel may be granted access to students in the performance of their official duties:

1. School administrators, teachers and counselors who work directly with the students.
2. Administrative office staff and clerical personnel who process information for the students' records.
3. The Evaluation Team which evaluates the students.
4. School health personnel when such access is required in the performance of official duties.
5. Appropriate parties including the local police department, and the Department of Children and Families (DCF) in connection with a health or safety emergency, including weapons reports, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
6. Employees of the Department of Children and Families (DCF) who are investigating child abuse cases may be allowed to interview a child without parental consent if it appears that the child may be placed at risk of further abuse by parental notification. This interview may take place in the presence of a teacher or other school professional to provide help and reassurance to the child.
7. Probation Department employees, Department of Youth Services employees, or an employee from the Bureau of Special Investigation on welfare fraud.

If you have any Court restrictions regarding your child, it is imperative that the Worcester Public Schools have a copy on record so that we can implement the wishes of the Court.

Visitors in the Schools

All Worcester Public Schools are posted with signs requiring that all visitors must report to the Office of the Principal. This ensures that the school administration knows who is visiting in the building, the reason for the visit, and if the timing of the visit is appropriate.

The following sign-in procedures will be adhered to upon entering a school building:

- Enter through the front door (some schools have Intercom Systems that will allow you to enter after ringing a bell and identifying yourself)
- Go immediately to the front office
- Please sign in at the register
- Affix a Visitor's Tag on a visible area of your attire
- Wait for further instructions from the school clerk or administrator on how to proceed to the respective visiting area or classroom

Any other entry into a school building by visitors will be considered trespassing. Intruders into the building are immediately asked to leave, and if they refuse to do so, local law enforcement officials are contacted for assistance. Trespassing laws will be enforced in accordance with this policy.

Use of Motor Vehicles

Students are extended the privilege of bringing automobiles to school as long as they respect the safety of others and obey these basic rules:

1. Automobiles must be parked in the assigned student parking areas.
2. Students who leave the campus in motor vehicles during the school hours without following established dismissal procedures will be suspended.
3. Students must drive slowly and carefully on or near school grounds, always remembering that pedestrians have the right of way.
4. Cars may not be visited during the school day except with the approval of the principal.
5. Parking privileges will be revoked or suspended for the following reasons:
 - a. Speed in excess of 15 m.p.h.
 - b. Any act endangering life or property while on school grounds.
 - c. Parking in areas other than student parking areas.
 - d. Parking privileges will not be available without an appropriate school registration and parking permit.

STUDENT SERVICES

Child Study Department

The Child Study Department consists of School Psychologists and School Adjustment Counselors who assist students, referred as a result of academic, social or behavioral difficulties. **A referral to the Child Study Department does not constitute a referral for a Special Education Team Evaluation.**

Child Study Department services include:

- Collaborative consultation with teachers
- Individual and group counseling - (bilingual and monolingual)
- Individual assessments
- Collaboration with community agencies
- Referral and case management services
- Parent Consultation and Support and referral to appropriate community-based resources
- Supervision of attendance
- Mediation
- Participation in SSP and 504 committees as requested by building principal
- Risk/lethality assessments
- Crisis intervention and stabilization services
- Specialized case management, service coordination and support for students in the care of DCF and for homeless students
- Coordination, training and support of the district's PBIS initiative.

Section 504 - Americans with Disabilities Amendments Act

It is the policy of the Worcester Public Schools to comply with Section 504 of the Americans with Disabilities Amendments Act (ADAA, 2008) in all aspects of its programming, including both academic and extra-curricular activities and programs. The Rehabilitation Acts of 1973, also known as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination by institutions that receive federal funding and to assure that qualified disabled students have educational opportunities and benefits

equal to those provided to non-disabled students. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

An eligible student under Section 504 is a student who:

- a) has a physical or mental impairment that substantially limits one or more of such person's major life activities
- b) has a record of such an impairment
- c) is regarded as having such an impairment

Major life activities include but are not limited to caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Under the ADA Amendments Act, whether an impairment substantially limits a major life activity is to be determined without reference to the ameliorative effects of mitigating measures. This means that the school cannot consider the ameliorative effect of mitigating measures — with the exception of eyeglasses and contact lenses — in determining whether someone has a qualifying disability.

Eligibility

If you believe that your child may qualify for a 504 accommodation plan in order to access programs or activities in the Worcester Public Schools, please notify the Principal at your child's school. If you have medical or other documentation about the disabling condition it is helpful to bring this to the Principal, although a medical diagnosis is not required. The Principal or their designated 504 coordinator for the school will review the concerns and gather data from teachers, school nurses, parents or others working with your child. This information will assist the 504 committee to determine how and whether your child's impairment substantially limits a major life activity. Specialists at the school maybe consulted. If an assessment by a specialist is needed you will be asked for written consent to complete these at school at no charge to you. When relevant data and information has been collected, the 504 committee will meet with you to determine the student's eligibility under Section 504 and to develop a plan of appropriate accommodations for your child. If it is determined that your child is not eligible, you will be provided this decision in writing and receive information concerning your procedural rights.

Who Might be Eligible Under Section 504?

Students may be eligible for accommodations or related services for a variety of reasons. Following are examples of students who may be eligible under Section 504 depending on the degree to which the disability interferes significantly with a major life activity:

- a student who has a hearing impairment
- a student who has exercise-induced asthma
- a student diagnosed with ADD/ADHD
- a student with juvenile rheumatoid arthritis
- a student with Crohn's disease

School Districts Must

Conduct an evaluation of any student who, because of a disability, needs or is believed to need special education or related services in order to access all learning activities in a manner comparable to that of non-disabled same age peers. The evaluation will consist of the collection and analysis of data relevant to the impact of the disability on the student’s functional access to curriculum, learning, social and enrichment opportunities that comprise the educational program.

Additionally, the Worcester Public Schools must “undertake to identify and locate every qualified handicapped person between the ages of 3 and 22 residing in the district who is not receiving a public education” 34 CFR 104.32 (a). In addition, the Worcester Public Schools must take appropriate steps to notify students with disabilities and their parents or guardians about this child find duty 34 CFR 104.32 (b). Written notice of Parent Rights under Section 504 may be requested at your child’s school or accessed through the Worcester Public Schools website: www.worcesterschools.org.

The person responsible for Section 504 at your school is:

BURNCOAT QUADRANT	
Burncoat High	Felicity Boisvert
Burncoat Middle	Jane McNamara
Burncoat Prep.	Carmen Rivera Martinez
Clark Street	Janet Campaniello
Lincoln Street	Donna Fluhr
McGrath	Paula Severin
Norrback	Tabitha Muchai-Kahura
Thorndyke Road	Lisa Fallavolita
Wawecus Road	Joanna Loftus
Worcester Arts	Rachel Kodra/ Heidi Fedorczyk

DOHERTY QUADRANT	
Doherty High	John O’Malley/ Chris Whalen
Forest Grove	Fred King/Meg Fisher
Chandler Elem.	Marvin Negron
Chandler Mag.	Christina Guertin
Elm Park	Kendara Cox
Flagg Street	Patricia Henningson
Jacob Hiatt	Maureen Power
May Street	Luke Robert
Midland Street	Michele Lodowsky
Nelson Place	Deb Daley
Tatnuck Magnet	Caryn McCrohon/ Kim McLaren
West Tatnuck	Steve Soldi

NORTH QUADRANT	
North High	Kareem Tatum
Worcester Tech.	Heather Courtney
Worcester East	Stacey Homan
Belmont Street	Kelly McNamara
City View	Christine Dowel/ Yeu Kue
Grafton Street	Colleen Boria
Lake View	Colleen Yoska
Rice Square	Ann Dalianis
Roosevelt	Cindy Cramer
Union Hill	Alan Pettway
HEAD START	
Head Start	Darlene Donaldson

SOUTH QUADRANT	
Claremont	Terrence Fontaine
South High	Janelle Person
Sullivan Middle	Kate Maloney
University Park	Lauren Colwell
New Citizens Ctr.	Steve Alzamora
Canterbury St.	Alwinda Melendez
Columbus Park	Kathy Martinelli
Gates Lane	Christine Pappas
Goddard	School Adjustment Counselor
Heard Street	Carolyn Armitrano
Quinsigamond	Triada Frangou- Apostolou
Vernon Hill	Carenza Jackson
Woodland	Patricia Padilla

ALTERNATIVE PROGRAMS

Alternative School	Michael O'Neil	Gerald Creamer Center	Kelly Denault
Reach/Challenge Acad.	Daisy Rivera		

The person responsible for assuring that the district complies with Section 504 is **Dr. Bertha Elena Rojas (508)799-3623 or RojasBE@worc.k12.ma.us**. Please contact Dr. Rojas if you have any questions or concerns regarding this notice or Section 504.

Special Education

A full continuum of Special Education services is provided for students with disabilities ages 3-22 (who have not graduated with a high school diploma) and who have been found eligible with a disability that requires specialized instruction.

The student's rights to a "Free and Appropriate Public Education (FAPE) in the least restrictive environment" with "full access to the general curriculum" guide all team decisions.

Assignment and transfers of students with disabilities enrolled in substantially separate programs

If an IEP Team determines that a student's placement is in a "substantially separate program" the student will be assigned to the school which has the designated program in the quadrant in which the student resides. If there is not a program in the home quadrant, or the program is at capacity, the student will be assigned "out of quadrant" at a school identified by the Special Education Department in collaboration with the Transportation Department.

If a student has medical needs, which require placement in an accessible building and/or nursing services, he/she may be assigned out-of-quadrant.

If a student was assigned out-of-quadrant because of the lack of available space, he/she will be reassigned to the home quadrant for the following school year if it is anticipated that space will be available. Families will be advised of this policy at the Team meeting. Exceptions to reassignment may be made if the unique needs of the student can only be met at the current school.

If a student is entering his/her final year at the current school, he/she may remain if transportation can be arranged without the allocation of additional resources, or if the assignment will have a positive effect on the state deisolation plan. If it is not possible to transport the student, the student must transfer to the home quadrant school if space is available, or may continue to attend the current school and provide his/her own transportation. If a student is entering his/her final year at the current school and requires specialized transportation due to his/her disability in accordance with the IEP, the IEP team must consider placement options and the need to continue specialized transportation.

If a student moves out of his/her home quadrant school prior to October 1st, he/she will be reassigned to the new home quadrant school, if space is available.

If a student moves out of his/her home quadrant after October 1st, he/she should be allowed to remain for the duration of the school year consistent with the current policy of the Worcester Public Schools. Assignments made under this policy should not be considered as a special education placement.

Employment Information and Procedures

Employment Permits (14-18 years of age) are issued in the nine (9) secondary schools for students enrolled in those schools. Other students may obtain the permit or certificate at the Parent Information Center, 768 Main Street between 8:30 a.m. and 4:00 p.m. Monday through Friday throughout the year. Students who do not attend public schools must present proof of date of birth when applying for the certificate or permit.

Effective January 3, 2007, anyone under 18 years of age must obtain a work permit before starting a new job (M.G.L. c. 149 §86-89). Applications for work permits and complete information on legal limits of work hours and conditions of employment are available on the Massachusetts Department of labor's Division of Occupational Safety website at:

www.mass.gov/dos/youth/index.htm

Occupation Restrictions

Minors under 14 may not work

There are a few exceptions to this such as working as news carriers, on farms, and in entertainment (with a special permit).

Home and Hospital Instruction

Any student who will be confined to a hospital or a home by an attending physician for fourteen (14) school days or longer due to a medical condition is eligible for this service. Note that for chronically ill students, the fourteen days need not be concurrent, but must result from the stated diagnosis.

Home and Hospital Instruction is a service of the Worcester Public Schools and is requested by a physician in accordance with state regulations. A Physician's Statement Form must be completed by the attending physician and must include, at a minimum, the following information:

1. the date the student was admitted to a hospital or confined to home
2. the medical reason for the confinement
3. the expected duration of the confinement
4. the medical needs of the student that should be considered in planning the home or hospital educational services

Parents/guardians must notify their child's school principal, guidance counselor or school nurse as soon as possible if Home and Hospital Instruction is necessary. The program begins as soon as the physician requests Home and Hospital Instruction on the state-mandated Physician's Statement form. Once the Home and Hospital Department receives the completed Physician's Statement, a teacher will be assigned to instruct the student and the teacher will contact the family to schedule lessons. The Home and Hospital teacher will also contact the guidance counselor for assignments and texts for students in the middle and secondary schools, and principals and classroom teachers for assignments and texts for students in elementary schools.

Home Schooling

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

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

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

The district reserves the right to allow enrolled students to have precedence or priority over the home schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the superintendent or designee, and in consultation with the principal, a home schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student. Home schooled students applying to participate in district-sponsored sports must follow the athletic eligibility guidelines described on **page 44**.

INSTRUCTIONAL POLICIES

Homework Policy

The School Committee recognizes that a reasonable amount of study and preparation is necessary for the scholastic growth of all students. It is also aware that the amount of preparation should increase as the child progresses through the grades. Teachers will ensure that homework supports the district's curriculum.

Meaningful homework is connected to district expectations for accelerating academic performance, college readiness and career readiness.

Parents/guardians are important partners. They can support student success when they:

- ensure that students complete homework
- check work to assure quality
- stress importance of systematic study
- supervise and assist when necessary and,
- provide a suitable place to study

Elementary Schools

The purpose of homework is to reinforce skills that are taught in the classroom. Homework assignments should be related and/or connected to the Massachusetts Frameworks.

Assignments should be an extension of the class lessons that provide students with opportunities to (1) increase or practice learning objectives, (2) engage in higher order thinking, (3) reinforce concepts and apply learning, (4) work on open-ended questions and writing skills, or (5) project work.

Teachers will adhere to the following guidelines and coordinate their assignments so that students are not overloaded with homework on any particular night.

- K-grade 2 Introduction to homework. Students might be asked to finish papers that were started in school or rehearse early reading skills and math skills.
- grade 3 Formal homework is introduced at this level. Students are assigned between 15 and 30 minutes of homework on a daily basis.
- grade 4 Students are assigned between 45 and 60 minutes of homework on a daily basis.
- grades 5-6 Students are assigned between one and one-and one half hours of homework on a daily basis.

Secondary Schools

Homework assignments will be designed to accelerate student learning, engage students in higher order thinking and facilitate career and college readiness and should be related to the Massachusetts Frameworks in support of success on the MCAS.

Purposeful homework will vary from day to day for each student. The combined minimum daily homework for academic assignments from middle school teachers should be 120 minutes. The average minimum daily homework assignment from the high school teachers should be 45 minutes per academic subject.

Teachers are responsible for including homework in their individual lesson plans and providing students with guidelines for:

- linking assignments to learning objectives that reflect and support the Massachusetts Curriculum Frameworks, Worcester Public Schools curricula, School Improvement Plans and Worcester Public Schools benchmarks
- providing learning experiences that are both rigorous and relevant and that can be completed independently by the student
- ensuring that homework is an extension of learning that takes place in the classroom and applying the same standards of performance as applied to classroom work
- assigning homework that is explicit and of reasonable length
- ensuring that the quality of homework is more important than the quantity
- completing and evaluating assignments as part of the students' progress toward standards
- showing how homework is factored into the student grade and,
- never assigning homework as punitive work
- Ensuring all students can complete the work assigned regardless of home or family access to technology or the media

Principals are responsible for encouraging school communities to embrace homework as a true extension of student learning and to evaluate the utilization of homework as part of student achievement in the learning process.

With the support and encouragement of teachers, principals, parents/guardians, students will be responsible for completing their homework assignments with care and constancy.

Process for Assigning Textbooks

Students and parents/guardians are responsible for books and all other equipment issued to a student of the Worcester Public Schools. All books and equipment shall be returned by the student and in the condition in which they were issued. Reasonable wear on books and materials is anticipated due to students use.

Worcester Public Schools reserves the right to collect payment for lost or damaged textbooks and other equipment from the students and/or their parents/guardians.

Promotion Policy

General

The principal, after considering recommendations from members of the Student Support Process (SSP), may determine that a child, who is trying but lacks the maturity or has failed to grasp the basic skills, and can gain academically from an additional year at his or her present grade designation, may be retained for one (1) year. Before retaining a student, all elementary principals will meet with the SSP members to consider and discuss the eighteen (18) items of the Light's Retention Scale (without any numerical rating scores and conference with the student's parent(s)/guardian(s)).

The principal is the final authority in promotion at the building level and for good cause may override the passing of promotional subject requirements. In all such cases, the principal must file a statement with his/her supervisor stating the reasons for such promotions and the steps that will be taken to provide the necessary remediation at the next level.

Elementary (K- 6)

Promotional Subjects

Grade 1

English Language Arts:
(Reading, Language and Writing)

Grades 2-6

English Language Arts:
(Reading, Language and Writing)
Mathematics

Students must pass English Language Arts (Reading, Language and Writing) at the first-grade level. Students must pass English Language Arts and Mathematics from the second-grade level through the sixth-grade level.

Students in grades 2-6 must pass English Language Arts and Mathematics each year.

Grades 7-8

Middle school students must complete core academic subjects and enrichment courses that are unique to each school. All middle school students participate in physical education as required by state law (M.G.L. Chapter 71, Section 3).

Core Academic Courses (full year)

English Language Arts
Mathematics
Science and Technology/Engineering
History and Social Sciences

Pathway/Enrichment Courses may include:

- Academic Literacy, Word Study or Intervention Reading Courses
- Academic Numeracy - supplemental math course
- AVID
- Art
- Music
- Industrial Technology
- Computer Literacy
- Health/Physical Education
- Family/Consumer Science
- Other: Dance, Theatre, etc.

For promotion, students must pass English Language Arts and Mathematics, two (2) additional core academic subjects and two (2) enrichment courses each year. Students cannot fail ELA and Mathematics in grade 7 and grade 8 and pass to grade 9.

Academic Dishonesty

Cheating, plagiarism and forgery are considered to be academic dishonesty. For any work containing any information improperly submitted as one's own, or completed by means of academic dishonesty or deception, including information obtained from the Internet and not properly cited, students will receive appropriate consequences which may include suspension and require that the student redo the assignment for credit. Violation of this policy may result in discipline ranging from a student receiving a failing grade for the assignment to suspension from school.

Attendance Policy

Overview:

In accordance to the Massachusetts General Laws, the Worcester Public Schools recognizes and enforces that every child, between the ages of six and sixteen, must attend school. School personnel and parents/guardians must work together to ensure that all students, Pre-Kindergarten through grade 12, attend school every day, and on time, during the 180-day pupil calendar.

The Worcester Public Schools view consistent, daily attendance as a priority in student achievement and success. Students' academic, social and emotional growth and development depend upon students' daily attendance, classroom participation and exposure to high quality teaching and learning. The daily interactions among teachers and students are irreplaceable components of the learning experience. In addition, daily attendance and punctuality habits acquired during schooling are essential skills in the adulthood life, and it begins as early as the pre-school years.

Excused Absences:

The following is a list of absences which will not count toward retention or loss of credit:

1. **Religious holy days:** The student's religion must require that the student does not attend school on the specific holy day or that school attendance would interfere with required religious observances. The parent/guardian must notify the school in writing within two (2) school days before or after the absence.

2. **Death in the immediate family:** Up to five (5) consecutive days for bereavement due to the death of a member of the student's immediate family: mother, father, sister, and brother. One (1) day to attend the funeral of grandparents, aunts, uncles, cousins, nieces or nephews. The parent/guardian must notify the school in writing within five (5) school days after the absence(s) occurred.
3. **Court appearance:** The student must have been subpoenaed to appear in a court of law. The student must be a witness, plaintiff, or defendant in a court proceeding. Within five (5) school days before or after the required court appearance, the parent/guardian must notify the school in writing and provide documentation from the court.
4. **Hospitalization:** The parent/guardian must submit to the school release papers from the hospital documenting the student's hospitalization.
5. **Illness:** The parent/guardian must submit to the school medical documentation of the illness that requires the student's exclusion from school. The principal has the right to require and seek additional medical opinions and diagnosis regarding a student's absence(s) due to illness.

Students who will be out of school for more than fourteen consecutive days because of illness or hospitalization will receive home or hospital instruction (for more information, refer to Home Instruction).

Family vacations taken during school time are absences. Families should plan their vacations during the regularly scheduled vacations. Non-emergency appointments should be scheduled after school hours.

Tardiness and Dismissal:

A student who is not in his/her assigned seat at the start of homeroom or class is tardy.

If a student starts school after half of the academic day has passed, then that student will be marked absent from school for that day. The student may not participate in any school activity (e.g., sports, dances, prom) during the rest of that day.

If a student leaves school before half of the academic day has passed, then that student will be marked absent from school for that day. The student may not participate in any school activity (e.g., sports, dances, prom) during the rest of that day.

Each principal will meet with the parent/guardian and school's faculty to develop and institute an intervention plan for students who reach 10 tardies and/or dismissals.

Faculty Responsibility

Faculty members will record all absences, tardiness, and dismissals of students from their assigned classes. As students may miss some classes more frequently than others, each faculty member will be responsible for notifying the administration on occasions when notification must be sent to a parent or guardian.

Attendance Notification to Students and their Parents/Guardians:

Parents and guardians are notified by phone on a daily basis if their child is absent. After five unexcused absences, the principal (or his/her designee) will notify the parent(s) or guardian(s) in writing and, when appropriate, request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school.

Parents and guardians will also receive attendance information through:

1. Interim progress reports (at five weeks into each marking period)
2. Report cards (every ten weeks). The secondary report cards show students' absences from each class and students' total absences from school

Retention and/or Loss of Credit:

Fourteen absences or more per school year may result in retention and/or loss of credit.

Absences accumulated due to out-of-school suspensions do not count towards a loss of academic credit. Students who are absent because of out-of-school suspensions must make up missed assignments, including homework and test(s).

The principal can determine that other extenuating circumstances justify absences which do not merit a loss of academic credit.

Truancy

When a student accumulates excessive unexcused absences, the principal (or his/her designee) may seek assistance from the Juvenile Court and/or the Department of Children and Families to resolve attendance matters.

High School Attendance and Academic Credit Policy

1. Attendance required to earn credit

A student who has enrolled in a class is expected to be present each time the course is in session. For the 2016-17 school year, high school students will not receive credit when they exceed the following number of absences:

- Fourteen (14) unexcused class absences per one-credit course
- Seven (7) unexcused class absences for courses less than one credit

2. Administrative Procedure for Loss of Credit

- In any case where a student fails to receive credit for any course, the final course grade will still be recorded on that student's permanent record card.
- In the case where no credit is received for a course required for graduation (e.g., American History) and in which a passing grade has been received, it is required that the course be repeated.
- A minimum of twenty-four (24) credits is required to graduate.

3. Attendance Buyback Program

- During the 2016-17 school year, eligible high school students will be able to voluntarily participate in an Attendance Buyback Program. Through this program, students can make up the credit(s) which they lost due to excessive absences. To be eligible for the Attendance Buyback Program, students must have passed a course and must have between 15 and 22 absences. Eligible students who complete additional hours of instruction beyond the school day or on Saturday mornings can then receive full credit for the course. Students will not be able to change their passing grade for their course. Eligible students who are interested in this program, should contact their high school guidance counselor for additional information.

4. Appeal Procedure

- The following areas may be considered in the appeal process:

Documented illness
Mandated school-sponsored activities
School-sponsored field trips
Alternative Education Programs
Home tutoring assigned by the school

- Appeals for waiver of the policy will be heard by the Principal or his/her designee.
- The parent/guardian may appeal an adverse decision by the Principal or his/her designee to the Quadrant Manager
- The parent/guardian may appeal an adverse decision by the Quadrant Manager to the Superintendent
- The parent/guardian may appeal an adverse decision by the Superintendent of Schools to the School Committee. Appeals to the School Committee must be submitted in writing to the Superintendent, who will place the parent's or guardian's appeal on the School Committee agenda for the next regular meeting. The parent or guardian is to be notified of the date, time and place of the School Committee meeting.

Note: Confirmed class cuts and confirmed truancy cannot be appealed.

Policy Regarding Televised Broadcasts

Many times Worcester Public Schools extra curricular activities and programs are broadcast on Charter Channel 191 WEA-TV and participants may be shown in these broadcasts. Re-broadcasts of all programs may be made throughout the school year at unannounced times.

Internet Safety and Acceptable Use Policy

Purpose

The Worcester Public Schools recognize the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. Worcester Public Schools encourages the responsible use of computers; computer networks, including the internet; and other electronic resources in support of the mission and goals of our district.

It is the policy of the Worcester Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The Worcester Public School system certifies that its schools have adopted and are enforcing Internet safety policies as part of Protecting Children in the 21st Century Act. Children's Internet Protection Act (CIPA) as amended in the Broadband Data Improvement Act S. 1492 to include educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The district has adopted curriculum to remain in compliance with the most recent FCC Report and order FCC 11-125.

Terms of Agreement

In order to use networked and Internet resources, all students and parents/guardians must sign and return the signature page as contained on the back cover of the Policies Handbook, and those under age 18 must obtain parental permission.

Internet Safety

The Worcester Public Schools is in compliance with the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). The Worcester Public Schools will comply with any additional state and federal regulations that pertain to technology use within the district and through use of the Worcester Public Schools District network infrastructure and servers that is forthcoming from the local, state and federal regulatory agencies.

A third party filtering system is in place that prevents accessing web pages that are 1) obscene, 2) pornographic, or 3) deemed harmful to minors. The district will monitor the online activities of users. The staff and students are advised never to access, keep or send anything that they would not want made public. While some pages are blocked by human intervention, other sites are blocked based on an algorithm that attempts to discern inappropriate sites. Best efforts are made to make the filtering as accurate as possible given the vast number of websites on the Internet. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

Staff and students should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive. The Internet is to be used for constructive educational purposes only. Drives and files may be reviewed by network administrators occasionally to maintain system integrity.

To the extent practical, steps shall be taken to promote the safety and security of users of the Worcester Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: a) unauthorized access, including so-called "hacking," and other unlawful activities; and b) unauthorized disclosure, use and dissemination of personal identification information regarding minors.

Unacceptable Uses

The activities listed below are not permitted. The list of activities described below is not meant to be comprehensive. The Worcester Public Schools reserves the right to make judgments both as to what constitutes inappropriate behavior and the consequences that apply.

- Sending or displaying offensive messages or pictures
- Using obscene language
- Giving personal information, such as complete name, phone number, address or identifiable photo without permission from teacher and parent or guardian
- Harassing, insulting or attacking others (cyber-bullying)

- Damaging or modifying computers, computer systems or network resources, whether physically or through use of software means such as deletion, formatting, viruses, hacking, phishing, cracking
- Attempting to bypass the web content filter through proxy sites or other means
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Installing any software, shareware or freeware without Principal approval and installation by on-site contact person
- Employing the network for commercial purposes, financial gain or fraud
- The network, wired and wireless, is for educational uses only. Any non Worcester Public Schools device on the Worcester Public Schools network shall be used for educational purposes only. Non educational use is prohibited.

Penalties

Violation of any terms set forth in this policy may result in the loss of Worcester Public Schools computer network privileges, disciplinary action and/or appropriate legal action.

Electronic Messaging Guidelines

The Worcester Public Schools contracts with a vendor to provide emergency and informational calls, texts and emails. The Telephone Consumer Protection Act of 1991 "TCPA" (and subsequent amendments) was created to prevent consumers from receiving "robo" marketing calls from telemarketers. By signing the parent handbook, you are providing prior express consent for the school district to contact you and your family via phone, email or text message for emergency and informational purposes. If you would like to opt-out of receiving informational messages, you can do so at www.worcesterschools.org/tcpa. Emergency messages will continue to be sent to the contact numbers provided, as authorized under TCPA. If you have no students in the Worcester School district and have accidentally received a call, please call 508-799-3067 to have your number removed from our records.

Note: Worcester Public Schools' teaching staff is not contractually obligated to check email or other electronic messaging systems. Please contact your child's teacher personally to confirm whether they utilize these systems. When using email, please follow these important guidelines: Email is not confidential. Teachers will not respond via email to discuss contentious, emotional, or highly confidential issues. These issues are to be handled by phone or personal contact. Emails should be used for general information that is non-vital. For example, do not use email to inform a teacher that your child is not to go home on the bus. A teacher may not read the message in time. A phone call should be made to make sure your message is clearly received.

Adoption

The School Committee of the Worcester Public Schools adopted this Internet Safety and Acceptable Use Policy at a public meeting following normal public notice on May 21, 2009. This amended policy was adopted by the School Committee of the Worcester Public Schools on June 5, 2014.

Field Trip Policy*

The Worcester Public Schools has adopted a Field Trip Policy that is in compliance with the requirements of Chapter 346 of the Acts of 2002, An Act Relative to Safety of School Sponsored Travel. The policy establishes procedures for school sponsored student travel that is planned between the hours of midnight and 6:00 a.m., overnight or foreign trips, and over water or air travel.

A copy of the policy is available through the Quadrant Managers' Office.

Cancellation Policy: The Superintendent reserves the right to cancel an approved field trip until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred.

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

Honor Roll Policy - High School

Honor roll status in the Worcester Public Schools is determined by the individual student's average in all major subject areas. A major subject is defined as a course that yields a minimum of 1.00 unit of credit.

Eligibility

First Honors is defined as those students who receive grades of 90 or above in all major subjects.

Second Honors is defined as those students who receive grades of 80 or above in all major subjects.

Note: There is no weighting relative to courses of study.

Honor Roll Policy - Middle School

Honor roll status in the Worcester Public Schools is determined by the individual student's average in all major subject areas and enrichments. A major subject is defined as a full year course or the equivalent thereof.

Eligibility

First Honors is defined as those students who receive grades of 90 or above in all major subjects and A's in conduct and effort in all subjects including enrichments.

Second Honors is defined as those students who receive grades of 80 or above in all major subjects and A's and B's in conduct and effort in all subjects including enrichments.

Note: There is no weighting relative to courses of study.

Standardized Testing

Throughout their education, students will take selected standardized tests. A standardized test is one that is administered under uniform and controlled conditions. This ensures that any difference in scores (pre- and post-results, between students, etc.) reflect differences in knowledge and skills, rather than differences in unrelated factors such as test conditions. These tests are one of many ways educators assess what students know and can do. This can include paper-based or computer-based testing, oral and written tasks, classroom observations and portfolios of student work. These measures are used to monitor progress, refine instructional practices and improve our capacity to ensure that all students reach and exceed

grade level expectations and graduate from the Worcester Public Schools career and/or college ready. Students whose parents opt them out of state or district standardized assessments will not be academically penalized or face disciplinary action except as prohibited by the Commonwealth of Massachusetts or by the United States.

District Testing

Standardized instruments commonly used in the district include:

- *Early Screening Inventory (ESI-R; K)*: a brief developmental screening instrument designed to be individually administered to children entering kindergarten
- *Dynamic Indicators of Basic Early Literacy (DIBELS NEXT; K-1)*: individually-administered fluency measures used to regularly monitor the development of early literacy and early reading skills. The instrument is generally used in kindergarten, but may be administered to students in other grades.
- *Fountas & Pinnell Benchmark Assessment System (Benchmark; K-8)*: a formative assessment that measures decoding, fluency, vocabulary and comprehension skills. This instrument may be administered to students in kindergarten through 8th grade, but is predominantly used in grades 1 and 2
- *Measures of Academic Progress (MAP)*: adaptive computer-based tests in mathematics and reading administered in a group setting
 - o *Goal areas in Reading*: (1) Literature; (2) Informational Text; (3) Vocabulary Acquisition and Use
 - o *Goal areas in Mathematics*:
 - Grades 2-5: (1) Geometry; (2) Measurement and Data; (3) Number and Operations; (4) Operations and Algebraic Thinking
 - Grades 6+: (1) Geometry; (2) Operations and Algebraic Thinking; (3) Statistics and Probability; (4) Real and Complex Number Systems

Schools may also administer additional common-assessments (i.e. those used across a given grade in a given school or across the district). The use of common instruments across schools supports the application of consistent high standards and learning targets throughout the district. This also ensures that a common set of data is available for all students should a student change schools.

State Testing

Students must also participate in state assessments as required by the Massachusetts Education Reform Act of 1993 and the federal Every Student Succeeds Act (ESSA). Students in Grades 3-8 and 10 are required to be tested in English Language Arts and Mathematics. It is expected that the state will be transitioning to a new "MCAS 2.0" assessment in Spring 2016-17; however, at the time of printing, specific details on implementation are not known. The reader should consult the Massachusetts Department of Education web site for the most recent information: <http://www.doe.mass.edu/Assess/>.

As in previous years, MCAS tests will continue to be administered in Science and Technology/Engineering (Grades 5, 8, 9-12) in 2016-17. High school tests administered in grades 9-12 include biology, chemistry, introductory physics, and technology/engineering.

In addition, a small number of students “with the most significant disabilities who are unable to take the standard MCAS tests even with accommodations” may participate in the MCAS Alternative Assessment (Grades 3-10) in lieu of regular MCAS assessments. The MCAS Alternative Assessment consists of a portfolio of materials collected by the teacher and student, including work samples, instructional data, videotapes and other supporting information.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

ACCESS for ELLs will be administered to kindergarten through 12th graders who have been identified as English language learners (ELLs). Results will be used to monitor students’ progress in acquiring academic English. Scores are reported for each of the four language domains (Listening, Speaking, Reading and Writing) and in several composite scores (Oral Language, Literacy, Comprehension, Overall Proficiency).

Work Sampling System (WSS)

Schools also administer the Work Sampling System (WSS; also referred to as the Massachusetts Kindergarten Entry Assessment) to all kindergartners. WSS consists of 3 interrelated elements: observational checklists, portfolios of student work and summary reports. Portfolio samples are gathered throughout the year and help demonstrate progress through concrete illustrations of the child’s thinking. Developmental guidelines and checklists cover seven major curriculum areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. This provides structure to teacher observations of students, aids in systematic data collection to monitor student progress, and helps to identify what children are learning, what they are beginning to master and what they still need to work on.

Testing Accommodations

Students with IEP or 504 plans may receive test accommodation(s) during testing. A test accommodation is a change in the way a test is administered or in the way a student responds to testing. Test accommodations are intended to offset the effects of a disability that may prevent student access to test content and are used to ensure that all students have the opportunity to demonstrate knowledge and skills on statewide assessments.

Additional High School Tests

To monitor student progress toward career and college readiness, students may also participate in the following in grades 9–12:

Advanced Placement (AP) Exams (AP exams - Grades 9-12) are end-of-year assessments that students may complete as part of the Advanced Placement program. Assessment formats will vary by subject and may include multiple choice items, free response items or require a student to put together a portfolio of their work. Students who earn qualifying scores (generally 3 or above, though actual qualifying scores can vary by subject and higher education institution) may have an opportunity to earn college-level credit.

Preliminary SAT (PSAT – Grades 10-11) is offered to all grade 10 and 11 students in the Worcester Public Schools at no cost, though students may also take this test in grade 11. The PSAT is a paper-based test and is used to prepare students for the SAT, enter competitions for scholarships (e.g. National Merit Scholarship), and assess their academic skills necessary for college-level work. Assessed skills include reading, math reasoning, critical thinking and writing.

SAT (Grades 11-12) is a paper-based standardized college entrance test to help colleges and universities identify potential candidates for admission and to connect students with educational opportunities beyond high school. Three scores in critical reading, mathematics, and writing are reported on a 200 to 800 point scale.

SAT Subject Tests (Grades 11-12) are taken by students to demonstrate to colleges their mastery of specific subjects such as English, history, mathematics, science, and foreign languages. Content of each test is not based on any one approach or curriculum but rather evolves to reflect current trends in high school course work.

Accuplacer is a suite of computer adaptive assessments offered by local higher education institutions that provide information about a test taker's academic skills to determine if they would benefit from developmental classes before beginning college level work. Students in the Worcester Public Schools may be asked to complete Accuplacer tests to be eligible for dual enrollment in local higher education institutions.

For Information on Testing

During the school year, students may also participate in additional testing programs and activities (e.g. MCAS retests, diagnostic testing). Through school newsletters and other notices, school staff will notify parents/guardians of these additional testing activities as well as regular testing.

For questions or concerns related to testing procedures and security or for information on your child's performance or participation in testing, please contact your child's principal or teacher. For general questions about assessment or for questions or concerns related to testing procedures and security or for information on your child's performance or participation in testing in the Worcester Public Schools, please contact Amanda Gorham at the Office of Research and Accountability (508) 799-3019 or via email GorhamA@worc.k12.ma.us. You may also visit the Worcester Public Schools website (<http://www.worcesterschools.org>) for information on testing. Information from the Department of Elementary and Secondary Education concerning state assessments can also be found online at <http://www.doe.mass.edu/Assess/> or by contacting the State Office of Student Assessment at (781) 338-3625.

High School Graduation Requirements

In order to graduate, all students must:

- Receive a proficient score of 240 or above on both the English Language Arts (ELA) and Mathematics sections of the Grade 10 Massachusetts

Comprehensive Assessment System (MCAS) or receive a passing score of 220 on both the ELA and Mathematics sections of the MCAS test and complete an Educational Proficiency Plan (EPP), in accordance with the guidelines set forth by the Massachusetts Department of Elementary and Secondary Education (DESE).

- Receive a passing score of 220 on a science section of the Massachusetts Comprehensive Assessment System in one of the following: Biology, Chemistry, Engineering/Technology or Physics.
- Earn twenty-four (24) credits.
- Worcester Technical High School students must also complete the minimum required credits and required graduation subjects established for them by the School Committee.

To receive a diploma with a specific high school name, a student must meet the Worcester Public Schools graduation requirements which must include a minimum of 10 credits earned from that particular high school. If a student has earned less than 10 credits but meets the Worcester Public Schools graduation requirements, the student will be eligible to receive a generic Worcester Public School Diploma.

Graduation Course Requirements

Grade 9 beginning 2013-14

4 credits English

4 credits Mathematics

3 credits Science and Technology/Engineering

3 credits History/Social Science (including 1 credit World History and 2 credits U.S. History)

2 credits Foreign Language (of the same language)

1 credit Arts

5 credits additional core courses

Additionally, students must complete a physical education course each year

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

4 credits English

3 credits Mathematics

3 credits Science and Technology/Engineering

3 credits Social Studies (includes 2 credits of U.S. History)

½ credit Health

1 credit Physical Education

1. Beginning with students who entered the 9th grade in September 2013, the High School Graduation Requirements were replaced by the Mass Core requirements.
2. Students who successfully complete Algebra in grade 8 have the option of receiving one (1) high school credit that will be recorded on their high school transcript. (Massachusetts college admissions accept Grade 8 College Preparatory Courses, provided that the student successfully completes the next level course with a grade of "C" or better). Students electing to take Algebra I in high school will not receive credit for Algebra taken in grade 8.

- Students who have earned a credit for 8th grade Algebra must complete 4 credits of Mathematics during their high school years.
3. Students who successfully complete the second course of a Foreign Language in grade 8 have the option of receiving one (1) high school credit that will be recorded on their high school transcript. (Massachusetts College admissions accept Grade 8 College Preparatory courses, provided that the student successfully completes the next level course with a grade of “C” or better). Students electing to take the first course of a Foreign Language in high school will not receive credit for the course taken in grade 8.
 4. The intent of awarding credits for College Preparatory courses taken in grade 8 is so that students can have additional learning opportunities while in high school. These additional opportunities include but are not limited to Advanced Placement, Dual Enrollment, Online, Service Learning and Work-based learning courses. All students must complete 24 credits of coursework while in high school in addition to fulfilling the other graduation requirements as per the policy handbook.
 5. Exception Allowances
 - a. English Language Learners (ELL) identified through the Massachusetts’ state standardized test (ACCESS) as English Proficiency Level (EPL) 1, 2, 3, 4 or 5 may substitute two college preparatory elective courses for the two required foreign language courses. Students who reach EPL level 6 while in grades 9 or 10 are required to take the two foreign language courses to meet graduation requirements.
 - b. Students with disabilities whose psycho-educational evaluation provides a specific diagnosis of a learning disability that precludes the student’s successful completion of a foreign language course may substitute two college preparatory elective courses for the two required foreign language courses.

**Massachusetts State College and University Minimum
Required Courses for Admission**

<i>English</i> 4 courses	
<i>Mathematics</i> 3 courses	(Algebra I & II and Geometry or Trigonometry or comparable coursework)
<i>Sciences</i> 3 courses	(including two with laboratory work)
<i>Social Sciences</i> 2 courses	(including one in U.S. History)
<i>Foreign Language</i> 2 courses	(in the same language)*
<i>Electives</i> 2 courses	(from the above subjects or from the Arts & Humanities or Computer Science)

MCAS Appeals Process

The Worcester Public Schools carries out the Massachusetts Department of Elementary and Secondary Education’s appeal processes for regular and special education high school students who have not passed MCAS. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state’s

Competency Determination (CD) standard in order to earn a high school diploma. There are specific eligibility requirements relative to student achievement in English Language Arts, Mathematics and Science and Technology/Engineering, attendance and participation in tutorial and remediation efforts. Further information on these processes is available through your child's school or the Office of Research and Accountability (508-799-3060). Information from the Massachusetts Department of Elementary and Secondary Education concerning MCAS appeals can also be found online at <http://www.doe.mass.edu/mcasappeals/>.

Advanced Placement Policy

Advanced Placement courses provide students with unique learning experiences that help ensure college success. Students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively, while developing time management skills, discipline and study habits. Students who achieve a score of 3, 4 or 5 on the Advanced Placement Exam may earn college credit from **many** four-year colleges in the US. Worcester Public Schools offers over 20 Advanced Placement Courses in on-site, community-based or virtual learning settings.

Recommendations for Advanced Placement Enrollment

Students who are interested in enrolling in Advanced Placement Courses should discuss readiness for this challenging learning opportunity with their parents, teachers and guidance counselors.

The following indicators should be considered together when assessing a student's readiness. One indicator is not more valuable than another in determining readiness.

- AP Potential using PSAT results
- Motivation and interest
- Course expectations and course work
- Prior grades in the same-discipline courses
- The number of same-discipline courses taken

Teachers may assign work to students during the summer to help prepare them for the course. Summer course work supports students' preparation, but it is not required as a component of the student's grade; teachers may waive this requirement for individual students when necessary.

Advanced Placement Exams

Students are responsible for costs for Advanced Placement Exams. The cost for one Advanced Placement Exam is \$90.00. Scholarships and reduced fees are available for eligible students. School guidance counselors can provide additional information. Students must take the Advanced Placement Examination in their course in order to receive Advanced Placement credit for the course. Students who do not take the Advanced Placement Examination, but pass the course, shall receive honors credit for the course.

Class Rank Grade Point Average

Class rank is computed at the end of the 6th semester, using major subjects only. The official class rank will be recomputed at the end of the first marking period senior year for supplemental college admissions purposes. Class rank will be

recomputed at the end of the third marking period senior year for the purpose of determining the valedictorian and other graduation speakers. The student grades are weighted as follows:

Average	A.P.	Honors	College
100-99	5.3	4.8	4.3
98-97	5.2	4.7	4.2
96	5.1	4.6	4.1
95-94	5.0	4.5	4.0
93	4.9	4.4	3.9
92	4.8	4.3	3.8
91	4.7	4.2	3.7
90	4.6	4.1	3.6
89	4.4	3.9	3.4
88	4.3	3.8	3.3
87	4.2	3.7	3.2
86	4.1	3.6	3.1
85	4.0	3.5	3.0
84	3.9	3.4	2.9
83	3.8	3.3	2.8
82	3.7	3.2	2.7
81	3.6	3.1	2.6
80	3.4	2.9	2.4
79	3.3	2.8	2.3
78	3.2	2.7	2.2
77	3.1	2.6	2.1
76	3.0	2.5	2.0
75	2.9	2.4	1.9
74	2.8	2.3	1.8
73	2.7	2.2	1.7
72	2.6	2.1	1.6
71	2.4	1.9	1.4
70	2.3	1.8	1.3
69	2.2	1.7	1.2
68	2.1	1.6	1.1
67	1.9	1.4	0.9
66	1.8	1.3	0.8
65	1.7	1.2	0.7
64-0	0.0	0.0	0.0

Marking System

A=100-90 B=89-80 C=79-70 D=69-65 F=64-0

College Courses for High School Students

High school students in the Worcester Public Schools who wish to pursue advanced or specialized courses beyond those offered in their high schools may take courses at these area colleges:

Anna Maria College	College of the Holy Cross
Assumption College	Quinsigamond Community College
Becker College	Worcester Polytechnic Institute*
Clark University	Worcester State University

*Worcester Polytechnic Institute offers courses at reduced tuition to high school students.

With a Guidance Counselor's recommendation and approval by the college/university, students may take one college course per semester as agreed upon by the Worcester Public Schools and the individual college/university. Called *Dual Enrollment*, students receive high school *and* free college credit from Assumption College, Becker College, Clark University, and for college-level courses at Quinsigamond Community College and Worcester State University. For GPA computation, Worcester Public Schools students will receive the same weight as an A.P. course for each completed college course.

GENERAL SCHOOL ISSUES

Delayed School Opening/Early Dismissal/School Cancellation Policy

The School Administration will exercise one of the following options when weather conditions dictate a change in the normal opening of the school day:

- Cancellation of school
- Delay of one hour in the opening of school
- Delay of two hours in the opening of school
- If a delay is in effect, a.m. preschool will be cancelled, p.m. preschool will be held.

Delayed AM School Opening

If there is a one-hour delay in the opening of school, all procedures now in place will be delayed by one hour. A two-hour delay requires that all procedures in place be delayed by two hours. These procedures include:

- reporting time of pupils
- pick up time of all bus routes (i.e.: If a bus normally picks up a child at 7:15 a.m. in a one-hour delay it would be 8:15 a.m. If a bus normally picks up a child at 7:15 a.m., in a two-hour delay it would be 9:15 a.m.)

Early Dismissal

***Please note.** When schools are dismissed early all after-school programs are canceled.

The School Administration may implement the following steps during adverse weather conditions affecting school dismissal:

Step 1 - Tier 1 Schools will be dismissed at **12:45 p.m.**

Alternative School
 Burncoat High School
 Burncoat Middle School
 Doherty Memorial High School
 Holy Name
 North High School

St. Peter-Marian High School
South High Community School
The Gerald Creamer Center
University Park Campus School
Woodward Day School
Woodward Day Satellite
Worcester East Middle School
Worcester Technical High School

Step 2 - Tier 2 Schools will be dismissed at **1:25 p.m.**
Canterbury Street Magnet Computer-Based School
Columbus Park Preparatory Academy
Lincoln Street School
Union Hill Preschool
Vernon Hill School

Step 3 - Tier 3 School will be dismissed at **1:25 p.m.**
Challenge and Reach Academies
Norrback Avenue School

Step 4 - Tier 4 Schools will be dismissed at **1:25 p.m.**
Belmont Street Community School
Claremont Academy
Goddard School of Science and Technology
Roosevelt School
Woodland Academy

Step 5 - Tier 5 Schools will be dismissed at their **regular time (2:50 p.m.)**
Bancroft School
Our Lady of the Angels School

Step 6 - Tier 6 Schools will be dismissed at **2:00 p.m.**
Chandler Magnet School
Clark Street Developmental Learning School
Flagg Street School
Grafton Street School
Heard Street School
Lake View School
May Street School
McGrath Elementary School
Midland Street School
New Citizens Center Elementary
Quinsigamond School
Rice Square School
Tatnuck Magnet School
Thorndyke Road School
Wawecus Road School
Worcester Arts Magnet School

Step 7 - Tier 7 Schools will be dismissed at their regular time (3:10 p.m.)

Forest Grove Middle School
Sullivan Middle School

Step 8 - Tier 8 Schools will be dismissed at their regular time (3:10 p.m.)

Alhuda Academy (3:15 p.m.)
Gates Lane School of International Studies
Nelson Place School
St. Peter Central Catholic Elementary School
Venerini Academy
West Tatnuck School
Yeshiva Academy

Special Schedule:

Burncoat Street Preparatory School	3:25 p.m. Regular Time
Chandler Elementary Community School	3:25 p.m. Regular Time
City View School	4:10 p.m. Regular Time
Elm Park Community School	3:45 p.m. Regular Time
Head Start	11:45 a.m.
Jacob Hiatt Magnet School	3:35 p.m. Regular Time
New Citizens Center Secondary	1:30 p.m.
Seven Hills Charter School	4:15 p.m. Regular Time
Union Hill K-6	2:55 p.m. Regular Time

No School/Delayed School Opening/Early Dismissal Announcements

Announcements of no school, a delay in the opening of school, or early dismissal from school will be made on the following radio and television stations:

WTAG 580 AM	WORC 1310 AM	WBZ 1030 AM
WXLO 104.5 FM	WSRS 96.1 FM	WCUW 93.1 FM*
WHDH-TV Channel 7	WCVB-TV Channel 5	WBZ-TV Channel 4

*This announcement is broadcast in Spanish between the hours of 5:00 a.m. and 6:00 a.m. on WCUW FM 93.1.

Radio stations have requested that students and parents/guardians refrain from calling to make inquiries as to the status of school.

In addition, information about no school, a delay in the opening of school and early dismissal from school will be posted on the WPS Website and an automated phone message will be sent to parents/guardians.

Policy Statement and Procedural Guidelines for Recess

Policy Statement

Quality education requires a healthy learning environment that provides students (K-6) with minimally a total of 30 minutes of recess over the course of the day. The 30 minutes can be divided into shorter breaks and shall include a break at lunch. Recess is designed for the purpose of engaging students in developmentally appropriate activity which promotes learning, social development, and physical health. Structured/unstructured recess shall rarely be taken away from students as a form of punishment/consequences. Neither shall severe exercise be used as a form of punishment/consequences for students. This time shall not be a substitute for physical education.

The School Principal is responsible for communicating, applying, maintaining, and evaluating the Recess Policy. The School Principal shall review the Recess Policy with the members of the School Site Council annually and submit results of that review to the Chief Academic Officer in May of each year.

Procedural Guidelines

Recess shall occur outside, weather permitting, **or unless circumstances dictate otherwise for a limited period.** Students shall be supervised by adult, staff members, parents, or school learning community volunteers. The school principal shall insure that adults receive appropriate training to support students and intended outcomes. The school principal shall insure that students are provided with developmentally appropriate equipment. Public spaces in proximity to the school, such as parks and public playgrounds may be appropriate substitutions for play space at the school.

The School Committee shall equitably support budgetary requirements needed for recess equipment for all elementary schools. This allocation will be in addition to the per pupil allocation provided to each school. Each school principal shall have autonomy to expend allocations to support the needs of students for recess.

PARENTS AND COMMUNITY

Parent Advisory Councils

School Parent Advisory Council

The Massachusetts Education Reform Act of 1993, Section 59C, requires the establishment of school councils in all schools, comprised of parents/guardians of students attending the school who shall be selected by the parents/guardians of students attending the school, teachers, students and community representatives and co-chaired by school principals. The council should be broadly representative of the racial and ethnic diversity of the school building and community. The council will meet with the principal and assist in identifying the educational needs of students, reviewing the annual school budget and in formulating a school improvement plan. For additional information please contact your child's school principal.

Special Education Parent Advisory Council

Parents/guardians of students with disabilities meet monthly to engage in special education workshops. These meetings provide opportunities for parents to share and collaborate as they deepen their understanding of various resources that are available for students with disabilities. For more information, call (508) 799-3093.

Citywide Parent Planning Advisory Council (CPPAC)

Each school is represented by two (2) parent members selected by their parent group and principals. Meetings are held on the second Wednesday of each month. The objectives of the CPPAC are:

1. To involve parents/guardians in addressing relevant issues in the Worcester Public Schools including integration and changing (increasing/decreasing) enrollment.
2. To provide an open forum for discussion between parents/guardians and administrators regarding school issues and voted policies.

3. To give its members the responsibility of keeping their respective schools informed.

Title I Parent Involvement

It is the policy of the Worcester Public Schools to comply with the No Child Left Behind Parental Involvement Non-Regulatory Guidance (Title I, Part A, U.S. Department of Education, 2004) to promote the participation of parents and guardians in meaningful communication with schools to support students' academic learning. The office of English Language Learners and Supplemental Supports works with schools, parents and community partners in a variety of ways to facilitate events and resources for parental engagement in the education of their children.

Opportunities for Parent/Guardian Support

- **Worcester Family Partnership**
Worcester families with children ages 0 – 8 years
Play groups, parent groups and workshops, Parent Child Home Visiting Program, Ages and Stages Child Screenings and Child Development information
130 Leeds Street
Old Greendale School
Worcester, MA 01606
Contact: Beth Vietze **(508) 799-3136**
- **PPAL Central MA Chapter (Parent/Professional Advocacy League)**
Support/information for families who have children with emotional, behavioral and mental health needs.
Contact: Meri Viano, Lisa Lambert **(508) 767-9PAL (9725)**
- **Southeast Asian Coalition of Central Mass**
Educational and multi-service center for Asian families.
Southeast Asian Center of Worcester,
484 Main Street, Suite 400
Worcester, MA 01608
Contact: Anh V. Sawyer (508)791-4373
- **Worcester Community Connections Coalition (WCCC)**
484 Main Street, Suite 460
Worcester, MA 01608
Contact: Ann Bureau: **(508) 796-1411**
- **The Latino Education Institute**
Educational services for Latino students and their families.
Located at Worcester State University, 537 Chandler Street,
Worcester, MA 01602
Contact: Kathy Orengo **(508) 798-6507**

- **Parental Stress Line**
A 24-hour helpline for parents/guardians who want to talk about problems they are having with their children. Calls are anonymous and confidential.
1-800-632-8188
- **Community Healthlink** (formerly Worcester Youth Guidance Center)
Youth and Family Services
Counseling for youngsters and parents, as well as family therapy.
275 Belmont Street
Worcester, MA 01604
Phone: **(508) 791-3261**

Volunteer Staff Regulations

Application Process

All school volunteers must fill out a volunteer application. One copy must be kept in the school office and one copy must be sent to the Volunteer Office. This applies to any individual who volunteers in a building. All volunteers must go through a screening process prior to beginning service.

Screening Process

The Commonwealth of Massachusetts has mandated that all school volunteers must complete the CORI (Criminal Offender Record Information) screening process. This process must be completed before the volunteer begins in any school or program. As the CORI check can take several weeks, all volunteers are encouraged to complete the CORI form as soon as possible. Please be aware that CORI checks expire every three years and need to be resubmitted to the Human Resource Office.

Placement of Volunteers

When a volunteer contacts the Volunteer Office directly and wants to work as a school volunteer, he/she will be placed at a school that has submitted a formal **Request for Volunteers** form.

The Volunteer Office will contact the building principal or his/her designee to receive approval prior to placing any volunteer in the school. Parent/guardian volunteers who want to volunteer in their child's school must follow the above guidelines.

Volunteer Organizations

There have been a number of initiatives in the community to strengthen school volunteer programs.

Some of these include:

- State Employees Voluntary Leave Services Program
- Retired and Senior Volunteer Program (R.S.V.P.)
- Transitional Assistance Program (Welfare Office)

These types of initiatives are very specific about requirements for participation. Volunteers that are part of these or similar programs need to contact the Volunteer Office to attend an orientation session and obtain additional paperwork before volunteering in any of the schools. The CORI check process is a routine part of their screening process.

Parent Volunteers who bring Children

Some parent/guardian volunteers have come to school to perform a volunteer assignment and have brought young children with them. Each principal is responsible for developing a building policy in conjunction with his/her School Council regarding this issue.

If your building does allow younger children to accompany parent/guardian volunteers, these parents/guardians must perform tasks that are safe and harmless to young children.

These volunteers must not operate machinery such as:

- paper cutters
- duplicating machines

Many parent groups, in the past, have set up Child Care Co-ops within the group for the purpose of allowing parents/guardians to volunteer without having to bring young children with them.

ALL volunteers must sign in at the office. Parent/guardian volunteers must sign in both themselves and any child that accompanies them.

Worcester Public School District Media Policy

Purpose: During the school year, your child may have opportunities to have their work or activities publicized. Examples include, but not limited to: student work published on the district website(s); feature stories about student performances or school-wide events in newspapers or on television (the district's Charter Channel 191 WEA-TV or local/national coverage); and photographs and videos of students "in action" on the website(s) and in local and regional newspapers. Students first names and last initials (example: Paul F.) are used to identify pictures of three or fewer students and student work on the district website(s). When reporters visit the district, they often speak with students and use their full names in covering the story.

General Media Coverage: Throughout the year there may be in-school programs, events or meetings (such as a school-wide assembly or PTA event) that are open to the public and where large group photographs or videotapes will be taken by parents, the media, or school district staff. In these cases, students would not be identified by name. Your consent to these types of group photographs or videotapes is assumed. If you do not want your child photographed or video-taped at these public events, please speak with the principal or event coordinator to insure that your child is excluded from the coverage.

Procedure: Any parent who does not want their student's name, photograph, or work published on the district's website(s), or included in newspaper or television coverage must complete and return the form on the inside back cover of this handbook to the homeroom teacher.

TELEPHONE DIRECTORY

SENIOR HIGH SCHOOLS

Burncoat	(508) 799-3300
Claremont Academy	(508) 799-3077
Doherty Memorial	(508) 799-3270
North.....	(508) 799-3370
South High Community.....	(508) 799-3325
The Gerald Creamer Center.....	(508) 799-3476
Worcester Technical High School	(508) 799-1940
Alternative St. Casimir	(508) 799-3245
University Park Campus.....	(508) 799-3591

MIDDLE SCHOOLS

Burncoat	(508) 799-3390
Claremont Academy	(508) 799-3077
Forest Grove	(508) 799-3420
Sullivan Middle	(508) 799-3350
Worcester East Middle	(508) 799-3430
Challenge and Reach Academies.. ..	(508) 799-0077

ELEMENTARY SCHOOLS

Belmont	(508) 799-3588		
Burncoat	(508) 799-3537	May	(508) 799-3520
Canterbury.....	(508) 799-3484	McGrath	(508) 799-3584
Chandler Elementary	(508) 799-3572	Midland	(508) 799-3548
Chandler Magnet	(508) 799-3452	Nelson Place.....	(508) 799-3506
City View	(508) 799-3670	Norrback.....	(508) 799-3500
Clark.....	(508) 799-3545	Quinsigamond	(508) 799-3502
Columbus Park.....	(508) 799-3490	Rice Square.....	(508) 799-3556
Elm Park.....	(508) 799-3568	Roosevelt	(508) 799-3482
Flagg.....	(508) 799-3522	Tatnuck.....	(508) 799-3554
Gates Lane	(508) 799-3488	Thorndyke	(508) 799-3550
Goddard School of Science and Technology.....	(508) 799-3594	Union Hill.....	(508) 799-3600
Grafton.....	(508) 799-3478	University Park Campus School	(508) 799-3591
Heard	(508) 799-3525	Vernon Hill	(508) 799-3630
Hiatt	(508) 799-3601	Wawecus.....	(508) 799-3527
Lake View.....	(508) 799-3536	West Tatnuck	(508) 799-3596
Lincoln.....	(508) 799-3504	Woodland Academy..	(508) 799-3557
		Worcester Arts Magnet.	(508) 799-3575

Dr. James L. Garvey Parent Information Center	(508) 799-3299, (508) 799-3068,(508) 799-3069, (508) 799-3450
Dr. James A. Caradonio New Citizen Center.....	(508) 799-3494

MANAGERS' OFFICE

Burncoat/South.....	(508) 799-3264
Doherty/North/Worcester Technical	(508) 799-3221

WORCESTER PUBLIC SCHOOL DISTRICT MEDIA POLICY

Purpose: During the school year, your child may have opportunities to have their work or activities publicized. Examples include, but not limited to: student work published on the district website(s); feature stories about student performances or school-wide events in newspapers or on television (the district's Charter Channel 191 WEA-TV or local/national coverage); and photographs and videos of students "in action" on the website(s) and in local and regional newspapers. Students first names and last initials (example: Paul F.) are used to identify pictures of three or fewer students and student work on the district website(s). When reporters visit the district, they often speak with students and use their full names in covering the story.

General Media Coverage: Throughout the year there may be in-school programs, events or meetings (such as a school-wide assembly or PTA event) that are open to the public and where large group photographs or videotapes will be taken by parents, the media, or school district staff. In these cases, students would not be identified by name. Your consent to these types of group photographs or videotapes is assumed. If you do not want your child photographed or videotaped at these public events, please speak with the principal or event coordinator to insure that your child is excluded from the coverage.

OPT OUT PROVISIONS FOR WPS DISTRICT MEDIA POLICY

Please check only those items that you do not grant permission to.

Publication of Student Work on the Internet

I/We **do not grant** permission for this student's work to be published on the School District Website(s).

Publication of Student First Name, Last Initial and/or Photograph on the Internet

I/We **do not grant** permission for photographs that include this student to be published on the School District Website(s), using the student's first name and last initial to identify him/her.

Interviews and Photographs with Newspapers, Radio, and Television Reporters

I/We **do not grant** permission for this student to be photographed or interviewed by reporters who are covering events in the School District.

***If a box is unchecked and the parent/guardian signs the student handbook, your consent is granted for the full school year. This decision can be changed at any time by contacting your child's school in writing.**

To All Parents and Guardians:

The Worcester Public Schools and the School Committee consider the violation of the Weapons Policy found in this booklet to be a serious matter. Please review the Worcester Public Schools Media Policy **on the opposite side of this page**. Your signature below confirms that you have reviewed it. Please spend some time discussing these policies, as well as other policies located within this booklet with your children.

The policies in this handbook pertain to student actions both on or off school grounds during school and school-related situations (including transportation to and from school). In addition to the academic year, the policies set forth in the handbook apply to all after-school and summer programs including, but not limited to, Work for Worcester's Youth.

The School Committee requires that all parents/guardians of students in the Worcester Public Schools sign the statement below acknowledging receipt of this handbook and return it to their child's school.

As a parent/guardian of a student within the Worcester Public Schools, I acknowledge receipt of the 2016-17 Policies Handbook for the Worcester Public Schools . The Worcester Public Schools does participate in out-of-district School Choice, but students residing outside of the City can attend the Worcester Public Schools only if they are accepted for enrollment under this program. Unless accepted under this program, I pledge residency in the City of Worcester.

(Student's Name)	(School)

(Parent/Guardian Signature)	(Date)

Worcester Public Schools' students enrolled in secondary schools are also required to sign below, acknowledging receipt of this handbook and knowledge of the policies contained within this handbook.

(Student Signature)	(Date)

PAGE	PROPOSED CHANGES
	<p>Change all 2016-17 to 2017-18</p> <p>Change all Quadrant Managers to Managers for Instruction and School Leadership</p> <p>Change all Quadrant Office to Office for Instruction and School Leadership</p>
Calendar	Insert 2017-18 calendar
i	<p style="text-align: center;">School Committee Mayor Joseph M. Petty - Chairman John F. Monfredo - Vice Chairman Dianna L. Biancheria Donna M. Colorio John L. Foley Molly O. McCullough Brian A. O'Connell, Esquire</p>
ii	Directory of Additional or Amended Policies – include new sections.
iii, iv	Table of contents – update as necessary
1	<p>Registration Dr. James L. Garvey Parent Information Center Change 7:30 a.m. - 4:00 p.m. to 8:30 a.m. - 4:00 p.m.</p>
4	<p>II. Procedures for Applying for a “Voluntary Transfer”</p> <p>Change the section to read as follows:</p> <ul style="list-style-type: none"> a. Applications and a policy statement are available at the Parent Information Center or the Office for Instruction and School Leadership: Parent Information Center: (508) 799-3194 Burncoat/South Quadrants (508) 799-3264 Doherty/North Quadrants: (508) 799-3221 *Technical Quadrant: (508) 799-3499 *Applications for Worcester Technical High School may be obtained in all secondary guidance offices or at the Technical School Admissions Office. b. The application must be filled out and returned to the appropriate office. Parent Information Center or Office for Instruction and School Leadership c. A written approval or denial will be sent to the home of the parent/guardian and copies will be forwarded to the principals of both the sending and receiving schools. d. A copy of the application and the approval or denial letter will be kept on file in the Office for Instruction and School Leadership.

<p>4 (cont.)</p>	<p>III. Hardship Appeals Process First paragraph: change first sentence to read “If the parent/guardian disagrees with the decision of the Office for Instruction and School Leadership, an appeal must be filed before the first day of the school year. Second paragraph: revise 2nd and 3rd sentences to read: “A copy of the decision will be sent to the parent/guardian and the Office for Instruction and School Leadership. Proceedings of the Hardship Appeals Board will be recorded and maintained by personnel in the Office for Instruction and School Leadership.”</p> <p>J-1 Non-resident Foreign Student First bullet: replace the words Quadrant Manager with Managers for Instruction and School Leadership – 2 places</p>
<p>5</p>	<p>School Choice Change section to read: The Worcester Public Schools participates in the Massachusetts School Choice program. The School Choice program allows parents to send their children to schools in communities other than the city or town in which they reside. For the 2017-18 school year, the School Committee has approved the following:</p> <ul style="list-style-type: none"> • Student enrollment in the Inter-District School Choice program is based on availability • Parent/guardian is responsible for transportation to the district school • All Pre-K to Grade 12 schools participate in the program with the following exceptions: <ul style="list-style-type: none"> ○ Chapter 74 approved programs in the comprehensive high schools ○ Chapter 74 approved programs in the Worcester Technical High School ○ Alternative Pathways Programs ○ Students with Limited or Interrupted Formal Education (SLIFE) Pathway Programs • Students accepted into the Inter-District School Choice program may apply for schools on the same basis as resident students, but the Intra-District Choice Plan (Voluntary Transfer) may give preference to resident students in assigning students to schools. <p>To obtain information regarding the Inter-District School Choice program, please contact the Parent Information Center at 508-799-3194 or the Office for Instruction and School Leadership at 508-799-3499.</p>

<p>14</p>	<p>Nondiscrimination Equal Opportunity/Affirmative Action/Title IX ADA Title I Section 504/Chapter 622 Grievance Procedure</p> <p>Change first paragraph to read:</p> <p><i>The Worcester Public Schools is an Equal Opportunity/ Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, religion, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics or military service. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resources Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.</i></p>
<p>15</p>	<p>Second paragraph: change the first sentence:</p> <p><i>The Worcester Public Schools pledges to encourage the equitable and prompt settlement of complaints which may be raised by any employee or applicant on a claim of discrimination based on race, color, religion, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics or military service.</i></p> <p>Change fourth paragraph to read:</p> <p><i>Your attention is called to the fact that the Worcester Public Schools, in accordance with federal and state laws, prohibits discrimination in its operations. This policy, providing equal employment and educational opportunities to all persons regardless of their race, color, religion, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics or military service will apply to all persons affiliated with the Worcester Public Schools, including students, prospective and existing personnel, contractors and suppliers of goods and services.</i></p> <p>Change sixth paragraph to read:</p> <p><i>A grievance shall be a complaint by a student, parent/ guardian, prospective employee or staff member alleging discrimination on account of race, color, religion, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics or military service</i></p>

PROPOSED CHANGES TO 2017-18 POLICIES HANDBOOK

15	Level I, b. and c. change Quadrant Manager to Manager for Instruction and School Leadership
17	<p>Retaliatory Action</p> <p>The School Committee, through its Superintendent, assures that no retaliatory action will be taken against those persons who file complaints of discrimination on the basis of <i>race, color, religion, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics or military service.</i></p>
21	<p>Tolerance</p> <p align="center">Eliminate section</p>
24	<p>Education of Homeless Children</p> <p>Delete the following sentences from paragraph 2:</p> <p>All students residing in a situation that meets the statutory definition of homeless are eligible for free breakfast and lunch. A free meals application must be on file for each student, but income verification is not needed if the student is classified as "homeless" on the application.</p>
25	<p>Education of Homeless Children (continued)</p> <p>8. change Bertha Elena Rojas at (508) 799-3623 to <i>Maura Mahoney at (508) 799-3175</i></p>
31	<p>Legal Policies</p> <p>Policy on Parental Notification Relative to Sexuality Education</p> <p>Change the words "school year" to course in the second paragraph to read as follows:</p> <p align="center">At the beginning of each course, all parents/guardians of students.....</p>
33 – 34	<p>No Child Left Behind Act of 2001</p> <p>Eliminate entire section and replace with:</p> <p>Every Student Succeeds Act</p> <p>The Worcester Public Schools makes every effort to comply with the regulations and requirements of the Every Student Succeeds Act (ESSA), a federal law enacted in 2015. This legislation requires school district personnel to notify parents/guardians of a variety of issues regarding their children's education. Among them is a requirement to notify parents/guardians of students attending Title I schools of their right to know about the qualifications of the teachers and instructional assistants who work with their children.</p> <p>In a Title I school, parents/guardians have the right to know the professional qualifications of classroom teachers who instruct their children. ESSA allows parents/guardians to ask for certain information about a student's classroom teacher and requires that the district provide the parents/guardians with the requested information in a timely manner if a parent/guardian asks</p>

PROPOSED CHANGES TO 2017-18 POLICIES HANDBOOK

	<p>for it. Specifically, parents/guardians have the right to ask for the following information about each of their children's classroom teachers in a Title I school:</p> <ul style="list-style-type: none"> • Whether the teacher has met the Massachusetts Department of Elementary and Secondary Education (DESE) qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. • Whether the teacher is teaching under emergency or other provisional status through which DESE qualification or licensing criteria have been waived. • Whether the teacher is teaching in the field of discipline of the certification of the teacher. • Whether any instructional assistants or other paraprofessionals provide services to your child, and, if they do, their qualifications. <p>If parents/guardians would like to receive any of this information, they must contact the principal of their child(ren)'s Title I school.</p> <p>In addition, districts are required provide to each individual parent/guardian information on the child's level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required until Title I and to notify parents/guardians in a timely manner when their child has been assigned, or has been taught four or more consecutive weeks by, a teacher who does not meet applicable DESE certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>At the beginning of each school year, Title I schools must notify parents/guardians of each child that the parents may request and the school will provide in a timely manner information regarding any state or school policy regarding student participation in any assessments mandated by ESSA. Information on each mandated assessment is available on the Worcester Public Schools Website.</p> <p>No later than thirty days after the beginning of the school year, each Title I school must inform parents/guardians of an English learner identified for participation or participating in a language instruction educational program of the reasons for placement; the child's level of English proficiency and academic achievement; and how the program will address the child's specific needs; and to provide parents/guardians with written guidance detailing the parental rights and options with regard to such program.</p>
<p>44</p>	<p>Athletes and Participants in School-Related Activities</p> <p>Academic Requirements</p> <p>1. insert after sentence 1:</p> <p style="text-align: center;"><i>Yearlong major courses are equivalent to a Carnegie Unit which is a minimum of 1.0 credits.</i></p>
<p>48-49</p>	<p>Resolving School-Related Problems</p> <p>Under the chart delete 3. Communication and School Support Coordinator</p> <p>Under the chart change the words Quadrant Manager's" with "<i>Managers of Instruction and School Leadership.</i>"</p> <p>Renumber the chart.</p>

<p>59</p>	<p>HIV-AIDS Policy – Guidelines Last bullet update page number to reflect Administration of Medication</p>
<p>63</p>	<p>Homeless Students Update page number to reflect Education of Homeless Children section</p>
<p>65</p>	<p>Security Measures</p> <p>Add new language from the MASC Policy Manual under file EBC after Security Cameras in School:</p> <p>Emergency Plans Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans. The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters. The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district.</p> <p>Each Plan shall include:</p> <ol style="list-style-type: none"> 1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called. 2. A determination of EMS response times to any location on the campus. 3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support. 4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment. 5. Safety precautions to prevent injuries in classrooms and on the school campus. 6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71. 7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use. <p>The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.</p> <p>Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.</p>

<p>67</p>	<p>Student Services Child Study Department Child Study Department Services include:</p> <p>second in list: delete bilingual and monolingual after Individual and group counseling</p> <p>add to the end of the list: Delivery of schoolwide social emotional learning supports</p>
<p>69, 70</p>	<p>Section 504 (continued)</p> <p>Eliminate 504 Coordinator chart and replace with:</p> <p><i>The person responsible for Section 504 at your school is the principal. The person responsible for assuring that the district complies with Section 504 is Maura Mahoney (508) 799-3175 or MahoneyM@worc.k12.ma.us. Please contact your child's school or Ms. Mahoney if you have any questions or concerns regarding this notice or Section 504.</i></p>
<p>72</p>	<p>Home Schooling</p> <p>Update page number to reflect the athletic eligibility guidelines.</p>
<p>80</p>	<p>Internet Safety and Accountability Use Policy</p> <p>Add the following section after Adoption:</p> <p>Children's Online Privacy Protection Act (COPPA)</p> <p>The Worcester Public Schools utilizes a number of computer software applications and web-based services to supplement educational services provided by school-based staff. While these tools are reviewed to ensure that they provide students with effective tools for learning, the applications and services are not operated by the district but by 3rd parties. In order for students to use these programs and services, certain personal identifying information – typically the student's name and e-mail address – must be provided to the web site/application operator.</p> <p>Under the federal Children's Online Privacy Protection Act (COPPA), the websites/application operators must provide parent/guardian notification and obtain consent before collecting personal information from children under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of its students thus eliminating the need for individual parent/guardian to consent directly to individual website/application providers.</p> <p>A list of the sites used in our classrooms with links to privacy policies and terms of service can be found on the district's website:</p> <p>http://www.worcesterschools.org/wps-online-services</p> <p>If a parent/guardian wishes for their child to be removed from specific 3rd party services, an opt-out form can be obtained at the above website. Completed forms should be returned to the school principal.</p>

<p>82</p>	<p>State Testing Replace third sentence in first paragraph to read as follows:</p> <p>Students must also participate in state assessments as required by the Massachusetts Education Reform Act of 1993 and the federal Every Student Succeeds Act (ESSA). Students in Grades 3-8 and 10 are required to be tested in English Language Arts and Mathematics. <i>During the spring of 2017/18, the state will be administering the “next-generation” MCAS assessment for students in grade 3-8, as was done in 2016/17. Grades 4, 5, 7 and 8 are expected to be participating in online testing, while all other grades will take a paper-pencil version. It is expected that the state will transition to computer-based testing in all grades, 3 through 10, by the spring of 2019.</i> The reader should consult the Massachusetts Department of Education web site for the most recent information: http://www.doe.mass.edu/Assess/.</p> <p>First sentence in second paragraph change 2016-17 to 2017-18.</p>
<p>83</p>	<p>District Testing Work Sampling System</p> <p>Delete entire section.</p>
<p>85</p>	<p>Graduation Course Requirements</p> <p><u>Grade 9 beginning 2013-14</u> After 4 credits Mathematics add <i>(Effective with the graduating class of 2019, three of the four courses must include Algebra I and II, Geometry or Trigonometry)</i></p>
<p>86</p>	<p>Graduation Course Requirements (continued) 5. Exception Allowances add the following after b. c. <i>Students enrolled in Career/Vocational Technical Programs may substitute foreign language courses for an additional academic elective course plus one of the following options:</i> <i>complete at least one full year of study of foreign language or</i> <i>complete a fourth year of study of Science and</i> <i>technology/engineering or</i> <i>complete on full year of study for computer science”</i></p>
<p>93</p>	<p>Title I Parent Involvement</p> <p>Change first sentence to read: It is the policy of the Worcester Public Schools to comply with the No Child Left Behind Parental Involvement Non-Regulatory Guidance (Title I, Part A, U.S. Department of Education, 2004), <i>as updated by the Every Student Succeeds Act</i>, to promote the participation...</p> <p>Second sentence: change Office of English Language Learners and Supplemental Supports to Office of English Learners.</p>
<p>Back Cover</p>	<p>4th paragraph: change 2016-17 to 2017-18</p>