



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: **Tuesday, January 23, 2024**

TIME: 5:30 p.m. Executive Session

6:00 P.M. Regular Session

NOTE LOCATION: In-Person at Superintendent's Conference Room

86 Powder Mill Road, Southwick, MA 01077

***NOTE TIME AND LOCATION**

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/88373251239?pwd=RGtjMXFuZ2ZVVk1rT01lQmU0NW44dz09>

Passcode: 8H1Q8G

Or One tap mobile :

+13126266799,,88373251239#,,, *920154# +16469313860,,88373251239#,,, *920154#

Or Telephone: Dial (for higher quality, dial a number based on your current location):

+1 312 626 6799 +1 646 931 3860 +1 929 205 6099 +1 301 715 8592 +1 305 224 1968 +1 309 205 3325

+1 346 248 7799 +1 360 209 5623 +1 386 347 5053 +1 507 473 4847 +1 564 217 2000 +1 669 444 9171

+1 669 900 6833 +1 689 278 1000 +1 719 359 4580 +1 253 205 0468 +1 253 215 8782

Webinar ID: 883 7325 1239 Passcode: 920154

International numbers available: <https://us02web.zoom.us/j/88373251239>

AGENDA

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. EXECUTIVE (5:30 p.m.)

Move to go into Executive Session pursuant to:

M.G.L. c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public and the chair so declares; and M.G.L. c. 30A, s. 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel; and to reconvene in Open Session.

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

A. Attendance

B. Opening Ceremony

C. Consent Agenda – Minutes of 01/09/24 Workshop; Minutes of 01/09/24 Regular Session; SRS Fundraisers (Gr. 8 Cookie Sales; Gr. 7 Candle Sales; Class of 2025 Concession Stand); Powder Mill School Out-of-State Field Trip (CT Science Center)

D. Warrants

E. Correspondence

III. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of

school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

IV. STUDENT ADVISORY REPORT

V. EDUCATIONAL PRESENTATION

- SRS Student Award - VFW Voice of Democracy Essay Contest

VI. POLICIES

- 1st Reading – Section I (Instruction)

VII. ACTION ITEMS

- A. Approve Consent Agenda

VIII. REPORTS

- A. Superintendent
- B. Director of Finance and Operations

IX. SUBCOMMITTEES AND LIAISONS

Negotiations: Locke, Melloni, Fox, Stevenson (Alternate)
Finance: Locke, Stevenson, Fox
L.P.V.E.C. Bd. Collaborative: Emmelmann
L.P.V.E.C. Bd. Corporation: Stevenson
Policy: Petschke, Stevenson, Korobkov
Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson
Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni
Wellness Liaison: Locke, Melloni, TBD
SPED Liaison: Petschke, Korobkov, Emmelmann
Technology Liaison: Petschke, Melloni, TBD
Southwick Capital Committee Liaison: Fox
Southwick Master Plan Liaison: N/A
Athletics Liaison: Stevenson
Legislative Liaison: Rotating attendance at MASC

X. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

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XI. COMMITTEE DISCUSSION

- A. Old Business
 - Towns Roundtable Discussion – February 1, 2024
- B. New Business

XII. ADJOURNMENT



Southwick-Tolland-Granville Regional School District School Committee

School Committee Workshop

DATE: Tuesday, January 9, 2024

TIME: 5:30 P.M.

NOTE LOCATION: In-Person at Superintendent's Conference Room

86 Powder Mill Road

Southwick, MA 01077

MINUTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. WORKSHOP (5:30 p.m.) – BEGIN PUBLIC SESSION & ZOOM WEBINAR

A. Attendance

The meeting was called to order by Mr. Stevenson at 5:36 p.m. (roll call vote)

Motion by Korobkov, seconded by Emmelmann 5/0/0

School Committee

(Participants):

- ☒ Robert Stevenson, Southwick, Chairman
- ☒ Pamela Petschke, Granville, Vice Chairperson (remote participation)
- ☒ Ryan Korobkov, Southwick, Secretary
- ☐ Theodore Locke, Tolland
- ☒ Russell Fox, Southwick
- ☒ Erika Emmelmann, Southwick
- ☐ Desiree Melloni, Southwick

Administration/Staff

(Participants):

- ☒ Jennifer Willard, Superintendent
- ☐ Joseph Turmel, Director of Finance and Operations
- ☒ Stephen Grabowski, IT Technician
- ☒ Erin Mountain, Recording Secretary

B. Opening Ceremony- Pledge of Allegiance

C. Technology Training

Mr. Grabowski facilitated a workshop training for School Committee members of the use of their district-issued iPad devices. The training components included:

- initial setup and Apple ID
- connecting to Wi-Fi
- setting up mail and calendar app
- basic mail and calendar functions

II. ADJOURNMENT

At 6:00 p.m., a motion was made to adjourn the meeting.

Motion by Korobkov, seconded by Emmelmann 5/0/0

Respectfully Submitted,

Ryan Korobkov, Secretary

III. LIST OF DOCUMENTS VIEWED OR DISCUSSED DURING THIS MEETING

- Agenda for the January 9, 2024 Technology Training



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Tuesday, January 9, 2024

TIME: 6:00 P.M.

NOTE LOCATION: In-Person at Superintendent's Conference Room

86 Powder Mill Road

Southwick, MA 01077

MINUTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & ZOOM WEBINAR

A. Attendance

The meeting was called to order by Mr. Stevenson at 6:02 p.m.

With the members Robert Stevenson, Pamela Petschke (remote), Ryan Korobkov, Ted Locke (via phone), Erika Emmelmann, and Russell Fox all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Emmelmann 6/0/0

(Stevenson-yes; Petschke-yes; Korobkov-yes; Emmelmann-yes; Locke-yes; Fox-yes)

School Committee
(Participants):

- ☒ Robert Stevenson, Southwick, Chairman
- ☒ Pamela Petschke, Granville, Vice Chairperson (remote participation)
- ☒ Ryan Korobkov, Southwick, Secretary
- ☒ Theodore Locke, Tolland (via phone)
- ☒ Russell Fox, Southwick
- ☒ Erika Emmelmann, Southwick
- ☐ Desiree Melloni, Southwick

Administration
(Participants):

- ☒ Jennifer Willard, Superintendent
- ☐ Joseph Turmel, Director of Finance and Operations
- ☐

Student Representatives:

- ☒ Erin Mountain, Recording Secretary

News Media:

- ☐ None

Observers/ Attendees:

- ☒ Approx. 5

B. Opening Ceremony

Pledge of Allegiance

C. Consent Agenda – Minutes of 12/19/23; SRS Fundraisers (Girls Basketball Online Snap Raise); SRS Out-of-State Field Trip (N.E. Air Museum, Windsor Locks, CT)

D. Warrants

Circulating

E. Correspondence

None

II. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

None.

III. STUDENT ADVISORY REPORT

Ms. Dickinson reported that a Seniors Helping Seniors event took place this week involving seniors shoveling walkways. The Student Council provided a breakfast for SRS staff on January 2, the professional development day. Fiddler on the Roof musical will take place April 4-6, 2024. She noted that iReady exams are happening this week, and the Winter Semi-Formal dance is January 19.

IV. EDUCATIONAL PRESENTATION

- Deeper Learning Implementation Grant – Superintendent Willard
Superintendent Willard shared highlights of a \$14,000 competitive grant received by the District, focusing on supporting educators and administrators in advancing equitable access to deeper learning experiences for all students, especially historically underserved students. Highlights of the grant include:
 - Partnering with DESE’s Kaleidoscope Collective team
 - Implementing 14 practices detailed in the book, “Building Thinking Classrooms in Mathematics” to empower all students to become critical thinkers, effective problem solvers, clear communicators, and confident mathematicians in the District’s strategic objective of engaged learning
 - Establishing a core grant team of 7-12 members, including one administrator, one instructional leader, and two teachers who teach the same grade level and content
 - Hosting DESE Kaleidoscope Collective team for multiple learning walks throughout the school year
 - Awarded \$7,000 for teacher stipends for professional learning outside the school day/year, and \$7,000 for supplies and materials

Ms. Petschke: Is this money for professional development that is already established? Superintendent Willard noted that it is for upcoming professional development and is a continuation of work we are already doing.

- 2024/2025 STGRSD Calendar – Superintendent Willard
Superintendent Willard explained that the 2024/2025 calendar is different. August 26, 2024 will be opening day for staff, August 27 will be a professional development day, and students return on August 28, 2024. Because of where the holidays fall (December 25 and January 1), we will have two full weeks off from school over the holidays. There will be two professional development days in January 2025, the 2nd and 3rd.

V. POLICIES

None

VI. ACTION ITEMS

- A. Approve Consent Agenda
Move to approve Consent Agenda items as listed above.
There were no questions or comments.
With the members Robert Stevenson, Pamela Petschke (remote), Ryan Korobkov, Ted Locke (via phone), Erika Emmelmann, and Russell Fox all present and voting individually, the motion passes.
Motion by Korobkov, seconded by Emmelmann 6/0/0
(Stevenson-yes; Petschke-Yes; Locke-Yes; Korobkov-Yes; Emmelmann-Yes; Fox-Yes)
- B. Accept Deeper Learning Implementation Grant and Approve Expenditures
Move to accept Deeper Learning Implementation Grant and approve expenditures as outlined in the terms of the grant.
There were no questions or comments.

With the members Robert Stevenson, Pamela Petschke (remote), Ryan Korobkov, Ted Locke (via phone), Erika Emmelmann, and Russell Fox all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Emmelmann 6/0/0
(Stevenson-yes; Petschke-Yes; Locke-Yes; Korobkov-Yes; Emmelmann-Yes; Fox-Yes)

C. Approve 2024/2025 STGRSD Calendar

Move to approve the STGRSD calendar for the 2024/2025 school year.

There were no questions or comments.

With the members Robert Stevenson, Pamela Petschke (remote), Ryan Korobkov, Ted Locke (via phone), Erika Emmelmann, and Russell Fox all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Emmelmann 6/0/0
(Stevenson-yes; Petschke-Yes; Locke-Yes; Korobkov-Yes; Emmelmann-Yes; Fox-Yes)

VII. REPORTS

A. Superintendent

Update on Goals – Superintendent Willard provided a brief mid-year update on her goals, including:

- Goal 1: On target with literacy benchmarks and the Science of Reading
- Goal 2: Much time has been spent this year mentoring new administrators, talking about student data and assessment, and personnel matters – providing overall support
- Goal 3: Updating of the Policy Manual is ongoing - once updated policies are submitted back to us and the Policy Manual is complete, we will begin putting together the procedures book, which involves pulling out policies that belong in procedure (they would not require much, if any, editing)
- Goal 4: Working closely with town leaders, serving on the CVSR (CT Valley Superintendents Roundtable) Legislative Committee, Superintendent Willard continues to advocate for our students/district by reaching out to local legislators, and the Governor to leave our regional transportation and rural school aid harmless in any potential 9C cuts. She learned today that the Governor made 9C cuts but spared those two items. Superintendent Willard has an eye on out-of-district vocational tuition, which she learned is by law the responsibility of the sending town. We are planning a roundtable discussion with the Select Board members of the three towns to begin a discussion. She urged people to call their legislators and talk to people and advocate for rural school aid – this is as important as the Student Opportunity Act.

B. Director of Finance and Operations

None.

VIII. SUBCOMMITTEES AND LIAISONS

Negotiations: Locke, Melloni, Fox – Mr. Stevenson would like to serve as alternate on this subcommittee so we can ensure a quorum. If there won't be enough subcommittee members present at a Negotiations meeting, then Ms. Mountain will contact Mr. Stevenson to see if he is able to attend. Meeting on January 31 with Custodians and Paraprofessionals.

Finance: Locke, Stevenson, Fox – Meeting January 24.

L.P.V.E.C. Bd. Collaborative: Emmelmann – No report.

L.P.V.E.C. Bd. Corporation: Stevenson – No report.

Policy: Petschke, Stevenson, Korobkov – Meeting on January 23.

Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson – Need to find out when Mr. Amato will be able to come back.

Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni – Meeting on Thursday (Ms. Korobkov will attend remotely).

Wellness Liaison: Locke, Korobkov, Melloni – Meeting cancelled.

SPED Liaison: Petschke, Korobkov, Emmelmann – Meeting needed as soon as possible; Ms. Mountain will schedule.

Technology Liaison: Petschke, Melloni – Workshop on iPad training took place tonight.

Southwick Capital Committee Liaison: Fox – No report.

Southwick Master Plan Liaison: TBD – N/A.

Athletics Liaison: Stevenson – No report.
Legislative Liaison: Rotating attendance at MASC

IX. PUBLIC COMMENT – excluding personnel issues

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None.

X. COMMITTEE DISCUSSION

A. Old Business

None.

B. New Business

Mr. Stevenson reported that he and Superintendent Willard spoke last week about out-of-district tuition, and he also spoke with Attorney Dupere regarding vocational funding and how towns should be paying for this per the law. The figure for FY25 is approaching \$1 million. He explained that we learned from DESE that STGRSD should not be paying for out-of-district (other than students going to CTEC) vocational students. Several years ago the previous superintendent, when informed that it is the responsibility of the sending towns to pay for this, kept the vocational funding in the district budget. In order for this to be addressed and adjusted to follow the law, then the Regional Agreement would need to be amended and voted on in Town Meetings.

Mr. Stevenson said this issue was referenced preliminarily at the Budget Roundtable in November 2023, and it is our goal to make this issue transparent. A phased plan could be considered. We will hold a roundtable discussion on January 31 or February 1 at 5:30 p.m., at the Powder Mill Library, with the School Committee, our attorney, Superintendent Willard, Director of Finance and Operations Turmel, and the Select Board members of the three towns. The School Committee decided that February 1, 2024 is the date for the roundtable. The process was briefly outlined regarding what needs to happen to move toward having the towns be responsible for out-of-district (OOD) vocational tuition.

The Regional Agreement requires that Southwick bears 83%, Granville bears 14%, and Tolland bears 3%. The Regional Agreement was signed 12 years ago according to Mr. Fox. If we went with the actual numbers of what each town would bear based on the number of students from the towns who attend these two schools, then there would be approximately a \$300 shift from Southwick to Granville. Both of those towns send an equal number of students currently, and Tolland has one student.

There was a discussion of the per pupil cost to send a student to CTEC (\$15,000/year) vs. to Westfield Technical Academy or Smith Vocational and Agricultural HS (\$20,000). Superintendent Willard confirmed that she was told we are the only district that pays for OOD vocational students' tuition and transportation. She noted that we will provide copies of the Regional Agreement, the tuition and transportation costs, and copies of the laws at the roundtable meeting on February 1.

Mr. Fox inquired about public relations and asked how people can learn what is going on in the schools.

Superintendent Willard said that the district Facebook/Instagram accounts post information regularly. He asked about publicizing information in the newspaper. Ms. Petschke encouraged the School Committee members to tell people about our district social media.

XI. ADJOURNMENT

At 6:56 p.m., a motion was made to adjourn the meeting. (Mr. Locke left meeting at 6:41 p.m.)

With the members Robert Stevenson, Pamela Petschke (remote), Ryan Korobkov, Ted Locke (via phone), Erika Emmelmann, and Russell Fox all present and voting individually, the motion passes.

Motion by Korobkov, seconded by Emmelmann 5/0/0

(Stevenson-yes; Petschke-Yes; Locke-Yes; Korobkov-Yes; Emmelmann-Yes; Fox-Yes)

Respectfully Submitted,

Ryan Korobkov, Secretary

XII. LIST OF DOCUMENTS VIEWED OR DISCUSSED DURING THIS MEETING

- Agenda for the January 9, 2024 Meeting
- Minutes of the December 19, 2023 Meeting
- SRS Fundraisers: Girls Basketball (Online Snap Raise); SRS Out-of-State Field Trip (N.E. Air Museum, Windsor Locks, CT)
- Deeper Learning Implementation Grant Summary
- 2024/2025 STGRSD Calendar
- Superintendent's 23/24 Goals – Mid-Year Update



Southwick-Tolland-Granville Regional School District

Fundraiser Application and Approval Form

No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained.

Application must be approved two (2) weeks in advance of activity or must be rescheduled.

Name of Organization: 8th Grade Field Trip Name of Advisor(s): D. Grant

Date of Application: 1/5/24 Date of Fundraising Activity: late Feb -

Fundraising Activity: Cookie Sales

Location of Fundraiser: URS

Purpose / Beneficiary of Fundraiser: MS Field Trips

Dan Grant

Applicant Printed Name

[Signature]

Applicant Signature

[Signature]

Principal's Signature

Date 1/9/2024

Athletic Director's Signature (if sports related)

Date _____

[Signature]

Superintendent's Signature

School Committee:

Date Approved _____

When the fundraiser is completed, please submit the following information to the building principal:

Gross Profit: \$ _____

Less Expenses: \$ _____

Net Profit: \$ _____

Account Deposited to: _____

Date Deposited: _____

Signature of Applicant

Signature of Building Principal



Southwick-Tolland-Granville Regional School District

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Application must be approved two (2) weeks in advance of activity or must be rescheduled.

Name of Organization: 7th Grade Field Trip Name of Advisor(s): D. Grant
Date of Application: 1/5/24 Date of Fundraising Activity: late Feb + March (2 weeks)
Fundraising Activity: Candle Sales
Location of Fundraiser: GRS
Purpose / Beneficiary of Fundraiser: MS Field Trips

Darrel Grant

Applicant Printed Name

[Signature]

Applicant Signature

[Signature]

Principal's Signature

Date 1/9/2024

Athletic Director's Signature (if sports related)

Date _____

[Signature]

Superintendent's Signature

School Committee:

Date Approved _____

When the fundraiser is completed, please submit the following information to the building principal:

Gross Profit: \$ _____

Less Expenses: \$ _____

Net Profit: \$ _____

Account Deposited to: _____

Date Deposited: _____

Signature of Applicant

Signature of Building Principal



No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained.

Name of Organization: Junior Class - 2025 Name of Advisor(s): Pam Mahoney / Rachel Knowles

Date of Application: 1/9/24 Date of Fundraising Activity: 1/17/19/24/21/217

Location of Fundraiser: Outside gym

Purpose / Beneficiary of Fundraiser: Junior class funds

Applicant Printed Name

Applicant Signature

Date _____

Date _____

Date Approved

Signature of Building Principal

Rec'd: 1/18/24

Returned: _____

FIELD TRIP REQUEST FORMTrip Date: March 20th, 2024Request Date: January 18th, 2024**DIRECTIVES AND REGULATIONS:**

1. The Building Administrator must submit this form to the Office of the Superintendent **AT LEAST (3) THREE WEEKS PRIOR TO THE WEEK OF THE PROPOSED TRIP** so that bus/driver availability can be verified.
2. All trips must meet the requirements of purpose, supervision, and policies of each school.
3. The Trip Coordinator is responsible for providing directions to the driver.

Trip Coordinator to Complete This Section:Destination: CT Science CenterComplete Address: 250 Columbus Blvd Hartford, CT 06103Phone Number: 860-520-2104School: Circle One: WS (PMS) SRS Group/Class: 4th Grade - all classesTrip Coordinator (s): Jen GatesSchool Departure Time: 8:15 School Arrival Time: 2:00Type of Transportation: Circle One: Van Mini Bus Bus 5 Star Bus Company Charter Bus Other: _____Cost of Trip to Students: ~\$32 Number of Chaperones: 18-Parents 9-staffTrip List Attached: Check One: YES ☐ NO ☒ Number of Students: 100Meals: Check One: ☒ Student Provide/Bring from Home ☐ Provided on Trip/Eat Out☒ School Provide Bagged Lunch ☐ School Café During Regular Lunch PeriodTeacher/Advisor: Jennifer Gates**School Office to Complete This Section:**Trip Charged To: ☐ District Budget ☒ Student Activity AccountNurse Needed: ☐ YES ☒ NO Signature: C. K... RNAdministrator: ☒ Approve ☐ Reject: Reason: _____Signature: E. Ca...**Superintendent's Office to Complete This Section:**

Transportation: Bus Available: Y N Per Karen/Linda Date: _____

Nutrition: Notified: Y N Date: _____

Superintendent: ☒ Approve ☐ Reject: Reason: _____Signature: Pat T...

SECTION I
INSTRUCTION

IB	ACADEMIC FREEDOM (S with MASC updates)
IC/ICA	SCHOOL YEAR/SCHOOL CALENDAR (S)
IC/ICA	SCHOOL YEAR/SCHOOL CALENDAR (MASC)
ID	SCHOOL DAY (S)
ID	SCHOOL DAY (MASC)
IGA	CURRICULUM DEVELOPMENT (S)
IGA/IGD	CURRICULUM DEVELOPMENT AND ADOPTION (MASC)
IGB	STUDENT SERVICES PROGRAMS (MASC)
+IGD	CURRICULUM ADOPTION (S)
IHAI	VOCATIONAL-TECHNICAL EDUCATION (S)
IHAM	HEALTH EDUCATION (S)
IHAM	HEALTH EDUCATION (MASC)
IHAM-R	HEALTH EDUCATION (S/MASC)
IHAMA updates)	PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION (S with MASC
IHAMB	TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS (S/MASC)
*+IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (S)
IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (MASC)
IHBA	STUDENT SERVICES PROGRAM (MASC)
IHBAA	OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS (MASC)
IHBD	COMPENSATORY EDUCATION (MASC)
IHBDA	REMEDIAL INSTRUCTION (S)

IHBEA	ENGLISH LEARNER EDUCATION (S/MASC)
IHBF	HOMEBOUND INSTRUCTION (MASC)
IHBG	HOME SCHOOLING (S)
IHBG	HOME SCHOOLING (MASC)
*IHBGA	PARTICIPATION OF HOME EDUCATED STUDENTS IN EXTRA-CURRICULAR ACTIVITIES AND ON SRS ATHLETIC TEAMS (S)
IHBH	ALTERNATIVE PROGRAMS (S)
IHBH	ALTERNATIVE SCHOOL PROGRAMS (MASC)
IHBHE	REMOTE LEARNING (MASC)
+IHCA	SUMMER ACADEMIC CREDIT (S)
IHCA	SUMMER SCHOOLS (MASC)
IHCD	ADVANCED PLACEMENT (S)
IIB	CLASS SIZE (S)
IJ	INSTRUCTIONAL MATERIALS (S with MASC updates)
IJ-R	RECONSIDERATION OF INSTRUCTIONAL RESOURCES (MASC)
+IJJ	TEXTBOOK SELECTION AND ADOPTION (S)
IJL	LIBRARY MATERIALS SELECTION AND ADOPTION (S with MASC updates)
IJL-R	LIBRARY MATERIALS SELECTION AND ADOPTION (S)
IJLA	LIBRARY RESOURCES (MASC)
IJM	SPECIAL LINTEREST MATERIALS SELECTION AND ADOPTION (S)
IJND	ACCESS TO DIGITAL RESOURCES (S)
IJND	ACCESS TO DIGITAL RESOURCES (MASC)
IJNDB	EMPOWERED DIGITAL USE POLICY (S)
IJNDB	USE OF TECHNOLOGY IN INSTRUCTION (MASC)

IJNDC	ACCEPTABLE USE OF DIGITAL RESOURCES (MASC)
IJNDD	POLICY ON SOCIAL MEDIA (S)
IJNDD	POLICY ON SOCIAL MEDIA (MASC)
IJOA	FIELD TRIPS (S with MASC updates)
IJOB	COMMUNITY RESOURCE PERSONS/SPEAKERS (MASC)
IJOC	SCHOOL VOLUNTEERS (S)
IJOC	SCHOOL VOLUNTEERS (MASC)
IKAB	STUDENT PROGRESS REPORT TO PARENTS (S)
IKAB	STUDENT PROGRESS REPORT TO PARENTS/GUARDIANS (MASC)
IKE	PROMOTION AND RETENTION OF STUDENTS (S/MASC)
*IKF	GRADUATION REQUIREMENTS (S)
IKF	GRADUATION REQUIREMENTS (MASC)
+IL	EVALUATION OF INSTRUCTIONAL PROGRAMS (S)
ILD	STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH (S)
ILD	STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH (MASC)
IMA	TEACHING ACTIVITIES/PRESENTATION (S)
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS (S)
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS (MASC)
IMD	SCHOOL CEREMONIES AND OBSERVANCES (S/MASC)
IMG	ANIMALS IN SCHOOL (MASC)
*IMGA	SERVICE ANIMALS IN SCHOOLS (S with MASC updates)

Note:

***-Policy contains third person singular pronoun (he/she, his/her, him/her) – consider replacing with third person plural (they, their, them)**

+Policy contains “school system” – consider replacing with “school district”

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 **State**.

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts
 M.G.L. 71:2
 Educational Ethics Code

Note: The MASC Reference Manual replaces the highlighted “State” with “Commonwealth” and does not include the highlighted legal references

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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 by March 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

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

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

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

CROSS REF: CBI

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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

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

SOURCE: MASC Reviewed 2023

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

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

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

SCHOOL DAY

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

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless circumstances require earlier admittance.

SOURCE: MASC – Reviewed 2023

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

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

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 and gathering input from parents, and community through the District Curriculum and Instruction Team and the Instructional Leadership Team process.

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

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

Adopted: 5/3/05
Revised: 5/4/21

SOURCE: Southwick-Tolland-Granville

CURRICULUM DEVELOPMENT AND ADOPTION

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

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 – Updated 2023

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E
603 CMR 26:05

STUDENT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services to meet the needs of all students.

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 - Updated 2023

***NOTE: District to identify appropriate administrator**

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

CURRICULUM ADOPTION

The school committee will rely on its district Curriculum and Instruction Team and professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

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

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

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

Adopted: 5/3/05

Revised: 5/4/21

SOURCE: Southwick-Tolland-Granville

VOCATIONAL-TECHNICAL EDUCATION

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

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

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

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

Coded IHAI-1 in materials provided

Adopted: 2/25/76

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

SOURCE: Southwick-Tolland-Granville

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 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.

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

Adopted: 5/3/05

Revised: 12/16/08

SOURCE: Southwick-Tolland-Granville

HEALTH EDUCATION

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 district's health education program.

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

SOURCE: MASC Reviewed 2023

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

**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.

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville/MASC

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

REF.: Department of Education

Coded IHAM-1 in materials provided

Southwick-Tolland-Granville Regional School District

File: IHAMA

Note: The MASC Reference Manual replaces the highlighted specific legal reference in the first sentence with “law” and updates the legal references as shown below:

*LEGAL REFS: M.G.L. 71:32A
603 CMR 5*

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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.

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

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

Adopted: 11/1/2016

SOURCE: Southwick-Tolland-Granville/MASC

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school district's special education program are to allow each child to grow and achieve at their 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 district's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the 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/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The 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 Reviewed 2023

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq.
 603 CMR 28:00 inclusive

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

STUDENT SERVICES PROGRAM

In order 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

Note: District to reflect local configuration.

SOURCE: MASC – Updated 2023

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. When a parent/guardian requests an observation of a special needs student or program, the 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 they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform their 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(s)/guardian 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 – Reviewed 2023

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

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

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

- 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 they may obtain while observing the program.”

**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

CROSS REF.: DEC, Federal Funds Supplement Not Supplant Policy

SOURCE: MASC – Cross Reference Update 2023

REMEDIAL INSTRUCTION

Remedial Reading

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

Adopted: 5/3/05

Coded IGBE in materials provided

SOURCE: Southwick-Tolland-Granville

ENGLISH LEARNER EDUCATION

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

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

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

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

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

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

LEGAL REFS.: Elementary and Secondary Education Act, as amended
 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
 603 CMR [14.00](#)

Adopted: 5/3/05
Revised: 3/29/22

SOURCE: Southwick-Tolland-Granville/MASC

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they 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. Licensed teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF.: 603 CMR 28.03 (3)(c)

***NOTE: District to identify appropriate administrator**

SOURCE: MASC – Updated 2023

HOME SCHOOLING

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

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

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

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

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

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

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

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

Home education students will not be eligible for curricular/educational programs and will not be eligible to receive a high school diploma from the District.

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

Adopted: 10/21/08, 2/24/09

Effective: 7/1/09

Revised: 12/21/2021

SOURCE: Southwick-Tolland-Granville

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 their 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/guardian 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/guardian.
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.*

SOURCE: MASC – Updated 2023

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)

***Note: The highlighted final paragraph is an option for the district, not a requirement.**

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

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

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

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

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

Adopted: 2/1/2022

SOURCE: Southwick-Tolland-Granville

ALTERNATIVE PROGRAMS

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

Definition

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

Development

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

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

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

Approval

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

Coded IGBH in materials provided

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

ALTERNATIVE SCHOOL PROGRAMS

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 district.

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 district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC - Updated 2023

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.

REMOTE LEARNING

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

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

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.

- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - equitable access to appropriate content for all students;
 - specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)
 15 U.S.C. §§ 6501–6506 Children’s Online Privacy Protection Act (COPPA)

CROSS REFS.: EBCD – Emergency Closings
 IGA/IGD – Curriculum Development
 IGB – Support Services Programs
 IHBEA – English Learner Education
 IJND – Access to Digital Resources
 IJNDB – Empowered Digital Use
 IJNDC – Internet Publication
 IJNDD – Policy on Social Media
 IHBEA – English Language Learners
 JB – Equal Educational Opportunities
 JBB – Educational Equity

SOURCE: MASC – Cross Reference Update 2023

SUMMER ACADEMIC CREDIT

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

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

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

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

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

Adopted: 5/3/05
Revised: 3/29/22

SOURCE: Southwick-Tolland-Granville

SUMMER SCHOOLS

The school district 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 – Reviewed 2023

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.

ADVANCED PLACEMENT

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

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

Adopted: 5/3/05

Revised: 1/17/06

SOURCE: Southwick-Tolland-Granville

CLASS SIZE

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

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

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

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

Adopted: 12/6/05

Coded IDA in materials provided

SOURCE: Southwick-Tolland-Granville

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 district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

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

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: The MASC Reference Manual updates the cross reference section as shown below:

CROSS REF.: *KE, Public Complaints*
IGA/IGD, Curriculum Development and Adoption

Adopted: 3/29/22

SOURCE: Southwick-Tolland-Granville

Southwick-Tolland-Granville Regional School District

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/guardians 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 – Formatting Update 2023

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

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

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

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

The needs of all learners must be provided for.

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

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

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

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

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

Southwick-Tolland-Granville Regional School District

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, 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.

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

Note: The MASC Reference Manual updates the reference section as shown below:

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KE, Public Complaints

REFERENCE: American Library Association – Library Bill of Rights

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

Southwick-Tolland-Granville Regional School District

LIBRARY MATERIALS SELECTION AND ADOPTION

The continuous review of integrated learning center (library) materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials shall be withdrawn shall rest with the professional staff.

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

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

Materials contain information which is no longer accurate or current.

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

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

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

LEGAL REF.: 603 CMR 26:05

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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/guardians 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 - Reviewed 2023

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

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

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

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

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

The source of all material should be clearly identifiable.

LEGAL REF.: 603 CMR 26:05

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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.

LEGAL REF : 47 USC § 254

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.

Adopted: 5/7/19

SOURCE: Southwick-Tolland-Granville

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. The School Committee intends to support such use with appropriate budgetary allocations, providing for timely updates to technology as necessary

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources.

SOURCE: MASC 2023

LEGAL REFS: 47 USC § 254

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.

EMPOWERED DIGITAL USE POLICY

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the District provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

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

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

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

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

These procedures shall be reviewed annually by District administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, and ethical use of technology.

Parent/Guardian Notification

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

District Limitation of Liability

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

CROSS REF: IJNDD Policy on Social Media
 Empowered Digital Use Form

Adopted: 6/7/05
Revised: 5/21/19

SOURCE: Southwick-Tolland-Granville

USE OF TECHNOLOGY IN INSTRUCTION

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. Information and communication technology are an integrated part of the curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Students shall use digital resources in a responsible, efficient, ethical, and legal manner.

SOURCE: MASC 2023

ACCEPTABLE USE OF DIGITAL RESOURCES

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 digital resources, ethical use of such resources and issues of online privacy. In addition, procedures 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.

Technology procedures 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 in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

Annually, all students must agree to and sign an appropriate digital use form developed by the Superintendent in conjunction with the Director of Technology; this form must also be signed for the parent or guardian for students under the age of 18.

All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources. Employees must use district resources for the purposes directly related to educational and instructional purposes.

On the recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which digital resources can be made available to the community. All guest users will be prompted to and must accept a digital use agreement prior to use.

Those violating the digital use agreement will be subject to appropriate consequences.

SOURCE: MASC 2023

LEGAL REF: 47 USC § 254

CROSS REF: GBEE PERSONNEL USE OF TECHNOLOGY
JICJ STUDENT USE OF TECHNOLOGY
KDC COMMUNITY USE OF DISTRICT RESOURCES

POLICY ON SOCIAL MEDIA

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

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

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

Adopted: 4/12/12
Revised: 5/21/19

SOURCE: Southwick-Tolland-Granville

POLICY ON SOCIAL MEDIA

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
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SOURCE: MASC October 2016

Southwick-Tolland-Granville Regional School District

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

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

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

Note: The MASC Reference Manual adds the following cross reference

JJE, Student Fund-Raising Activities

Adopted: 5/3/05

Revised: 4/19/11; TBD

SOURCE: Southwick-Tolland-Granville

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, Background Checks

SOURCE: MASC - Reviewed 2023

SCHOOL VOLUNTEERS

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

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

LEGAL REF.: M.G.L. Chapter 6, § 1721

CROSS REF.: 12.19

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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, Background Checks

SOURCE: MASC – Reviewed 2023

STUDENT PROGRESS REPORTS TO PARENTS

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

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

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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/guardians. 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/guardians 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/guardians, and the Assistant Superintendent*, who will submit the proposal to the School Committee for consideration and approval.

***NOTE: District to identify appropriate administrator**

SOURCE: MASC Updated 2023

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville/MASC

GRADUATION REQUIREMENTS

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

Students must successfully complete:

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

***Alternative Physical Education Course:**

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

In addition, the Massachusetts Department of Education requires that all students pass the MCAS exams in English, Math and Science. Students who meet the district graduation requirements and have not passed the required MCAS exams will receive a certificate of attainment.

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

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

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

Adopted:

Revised: 9/18/07; 12/15/20

SOURCE: Southwick-Tolland-Granville

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.

LEGAL REFS.: M.G.L. 69:1D
 603 CMR 30:00

SOURCE: MASC – Updated 2023

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

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. To check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

Southwick-Tolland-Granville Regional School District

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

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

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

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

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

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

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

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

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

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

Adopted: 6/7/22

SOURCE: Southwick-Tolland-Granville

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The District will directly notify parents/guardians annually at the beginning of the school year, and during the school year, when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

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

SOURCE: MASC Updated 2023

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

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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 various issues, subject to the approval of the building principal, when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

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

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

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the principal at least three weeks before the scheduled date of presentation. For each request the principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

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

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

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville

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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).
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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/guardians 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.

CROSS REF.: IJOB, Community Resource Persons/Speakers

SOURCE: MASC – Cross Reference Update 2023

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.

LEGAL REF.: 603 CMR 26:05

Adopted: 5/3/05

SOURCE: Southwick-Tolland-Granville/MASC

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.

The Principal, in consultation with the School Nurse, shall 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 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 their health impaired and each student shall have full access to available educational opportunities.

SOURCE: MASC - Updated 2023

SERVICE ANIMALS IN SCHOOLS

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

When a student will be accompanied by 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 dog in District facilities and on school transportation vehicles.

Coded IMG in materials provided

Note: The MASC Reference manual includes the following legal reference

LEGAL REF.: 28 CFR, Part 35

Adopted: 3/15/2011

SOURCE: Southwick-Tolland-Granville

