

Agenda

Plainville School Committee Meeting
Tuesday, April 24, 2018
5:00 PM
Wood School Learning Commons
72 Messenger Street, Plainville, MA

1. CALL TO ORDER
2. APPROVAL OF MINUTES
 - a. April 10, 2018, Regular Session Minutes (Vote Required)
3. SHOWCASE
4. COMMENTS BY CITIZENS AND FACULTY
5. COMMUNICATIONS AND AUDIENCES
6. COMMENDATIONS
7. ITEMS FROM SCHOOL COMMITTEE MEMBERS/COMMITTEE REPORTS
 - a. King Philip School Committee (Mrs. Abrams)
 - b. Negotiations Subcommittee (Mrs. Caprarella, Mrs. Conrad-Garrity)
 - c. Budget Subcommittee (Mrs. Abrams, Mr. Ikbal, Mrs. Sharpe)
 - d. Communications Subcommittee (Mr. Ikbal, Mrs. Conrad-Garrity)
 - e. Town Building Committee (Mrs. Clarke)
 - f. Sick Leave Bank Committee (Mrs. Conrad-Garrity)
 - g. Wellness Committee (Mrs. Sharpe)
8. RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES
 - a. Appointment
9. SUPERINTENDENT'S REPORT
 - a. Massachusetts Next Generation Accountability System
 - b. Time Capsule
10. OLD BUSINESS
11. NEW BUSINESS
 - a. DARE Fundraiser (Basketball game on May 18, 2018) (Vote Required)
 - b. BayState Textiles, \$32.25 (Vote Required)
 - c. FY18 Grant Update (Vote Required)
 - d. School Committee Meeting Dates for 2018/2019 (Vote Required)
 - e. Continuation of Policies in section G through section I with minor revisions or to adopt MASC's policy (Vote Required)
 - File GBK, Staff Complaints and Grievances

Over

- File GCBA, Professional Staff Salary Schedules
- File GCBB, Employment of Principals
- File GCE, Professional Staff Recruiting/Posting of Vacancies
- File GCF, Professional Staff Hiring
- File GCJ, Professional Teacher Status
- File GCQF, Suspension and Dismissal of Professional Staff Members
- File GDO, Evaluation of Support Staff
- File GDQD, Suspension and Dismissal of Support Staff Members
- File IB, Academic Freedom
- File IC/ICA, School Year/School Calendar
- File ID, School Day
- File IE, Organization of Instruction
- File IGB, Support Services Programs
- File IHA, Basic Instructional Program
- File IHA1, Occupational Education
- File IHAM, Health Education
- File IHAMA, Parental Notification Relative to Sex Education
- File IHB, Special Instructional Programs and Accommodations
- File IHBEA, English Language Learners
- File IHBH, Alternative School Programs
- File IJ, Instructional Materials
- File IJLA, Library Resources
- File IJND, Social Media Policy for Staff
- File IJOA, Field Trips
- File IJOB, Community Resource Persons/Speakers
- File IK, Student Progress Reports to Parents/Guardians
- File IKF, Graduation Requirements
- File IMG, Animals in School

f. Continuation of Policies in section J through section L with minor revisions or to adopt MASC's policy (Vote Required)

- File JCA, Assignment of Students to School
- File JEB, Entrance Age
- File JFBB, School Choice
- File JHD, Exclusions and Exemptions from School
- File JICH, Alcohol Drugs and Tobacco
- File JII, Student Complaints and Grievances
- File JJE, Fundraising
- File JJH-R, Travel Regulations
- File JLCB, Inoculation of Students
- File JQ, Student Fees, Fines, and Charges
- File KBBA, Non-Custodial Parents' rights
- File KBE, Relations with parent/booster organizations
- File KCD, Public Gifts to Schools
- File KDB, Public's Right to Know
- File KDD, News Media/News Releases
- File KE, Public Complaints
- File KHB, Advertising in Schools
- File LDA, Student Teaching and Internships

g. File KI, Visitors to School (Vote Required)

- h. Legislative Update
- i. Any item(s) not anticipated at the time of posting

12. INFORMATION

- a. School Committee Reorganization from April 10, 2018
- b. Food Service Profit & Loss Statement and Participation Rates through March 2018
- c. Finance Committee FY2019 Budget Presentation, April 24, 2018

13. EXECUTIVE SESSION

14. ADJOURNMENT

15. FUTURE AGENDA ITEMS

- a. School Choice Vote (May 8, 2018)
- b. Procurement Card Update (May 8, 2018)
- c. Appointment of District Representative to Bi-County Collaborative Board of Directors (May 8, 2018)
- d. File JLCC, Communicable Diseases and File JLCD, Administration of Medication (May 8, 2018)
- e. Calendar Committee (TBD)

Mission Statement:

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

PLAINVILLE SCHOOL COMMITTEE MEETING
Minutes of April 10, 2018

Regular Session

CALL TO ORDER

The meeting was called to order by Chairperson Amy Abrams at 6:03 p.m. in the Wood School Learning Commons. Also present were Linn Caprarella, Javed Ikbal, Kristen Conrad-Garrity, Michele Sharpe and Superintendent Raiche.

Administrators Present: Kate Campbell, Principal, Anna Ware Jackson School
Edward Clarke, Administrator of Special Education
Caron Ketchum, School Business Administrator
Robin Roberts-Pratt, Principal, Beatrice H. Wood School
Stephanie Whitaker, Technology Systems Administrator

REORGANIZATION OF THE SCHOOL COMMITTEE

Superintendent Raiche opened the nominations for Chairperson of the School Committee.

MOTION by Javed Ikbal, seconded by Linn Caprarella to nominate Amy Abrams as Chairperson of the School Committee. So voted.

Mrs. Abrams asked for nominations for other positions in the re-organization.

MOTION by Javed Ikbal, seconded by Amy Abrams to nominate Linn Caprarella as Vice-Chairperson of the School Committee. So voted.

The Committee discussed the various position. Mrs. Maggie Clarke was in attendance at the meeting and asked that she continue as the representative to the Town Building Committee until the current town hall and safety complex is built, which currently is scheduled to be completed by mid-December, 2018.

MOTION by Linn Caprarella, seconded by Javed Ikbal to approve the representation listed on all positions as stated below. So voted.

Chairman	Amy Abrams
Vice Chairman	Linn Caprarella
King Philip Representative	Amy Abrams

Finance Subcommittee Representative(s)	Amy Abrams Javed Ikbal Michele Sharpe (begins when the FY2019 budget process is completed and she will replace Amy Abrams)
Sick Leave Bank Representative	Kristen Conrad-Garrity
New Member Orientation	Linn Caprarella
MASC Delegate Representative	Javed Ikbal
MASC Alternate Representative	Michele Sharpe
Negotiations Team Representative(s)	Linn Caprarella Kristen Conrad-Garrity
Federal Relations Network Representatives	Linn Caprarella Amy Abrams
Town Building Committee Designee	Maggie Clarke
Wellness Committee Representative	Michele Sharpe
Communications Representative(s)	Javed Ikbal Kristen Conrad-Garrity
Appointment of School Attendance Officer	Edward Clarke
Appointment of Truancy Officer	Scott Gallerani
Appointment of School Physician	Dr. Christopher Giuliano

APPROVAL OF MINUTES

MOTION by Linn Caprarella seconded by Javed Ikbal to approve the March 27, 2018 regular session minutes as presented. So voted 3 in favor, 2 abstain (Conrad-Garrity, Sharpe)

MOTION by Linn Caprarella seconded by Javed Ikbal to approve and hold the March 27, 2018 executive session minutes as presented. So voted 3 in favor, 2 abstain (Conrad-Garrity, Sharpe)

SHOWCASE

None.

COMMENTS BY CITIZENS AND FACULTY

None.

COMMUNICATIONS AND AUDIENCES

None.

COMMENDATIONS

None.

ITEMS FROM SCHOOL COMMITTEE MEMBERS/COMMITTEE REPORTS

a. King Philip School Committee-Mrs. McEntee attended tonight's meeting and reported that at the last King Philip School Committee meeting, which was held last Monday, she, Patrick Francomano and Jeff Chalmers were presented with citations from Senator Richard Ross and Representative Sean Dooley thanking them for their service as school committee members. The budget was also reviewed.

b. Negotiations Subcommittee-Mrs. Caprarella
Nothing.

c. Budget Subcommittee-Mrs. Abrams
Mrs. Abrams said that the FY19 budget will be voted on during tonight's meeting.

d. Communications Subcommittee-Mrs. Abrams, Mr. Ikbal
Nothing.

e. Town Building Committee-Mrs. Clarke
Mrs. Clarke reported that the Committee met last Wednesday; the anticipated completion date is still mid-December and the budget is "looking strong". They also discussed the use of the current fire/police building and are considering selling this property and utilizing the funds to renovate the current town hall for potential use by the town's recreation department.

f. Sick Leave Bank Committee-Mr. Ikbal
Nothing.

g. Wellness Committee-Mr. Ikbal
Mr. Clarke reported that the district is partnering with Safe Schools and will be holding a grade 2 pedestrian safety program (grade 6 mentors/students will be assisting), and a grade 4 bicycle safety program. In addition, approximately 19 families will receive boxes of food this Friday from our school-based food pantry. The next Walk to School Day is May 2, 2018. The next Wellness meeting is May 10, 2018.

RESIGNATIONS, TRANSFERS, APPOINTMENTS AND LEAVES

a. The following transfer has been made:
Selena Graham, instructional paraprofessional in grade 2 TO Long-term substitute teacher in grade 2 to cover a maternity leave approximately April 23 – June 21, 2018

b. The following appointment has been made:
Kristen Blake, Long-term substitute teacher in grade 5 to cover a maternity leave approximately April 23 – June 21, 2018

c. The following leave of absence has been approved:
Nancy Surgenor, grade 3 teacher, effective for the 2018/2019 school year

SUPERINTENDENT'S REPORT

a. Northeast TURN-Strengthening Collaborative Partnerships

Superintendent Raiche reported that four staff members, Kristen Skeffington, Elizabeth McMorrow, Mary Kiley and Lindsay Campbell, represented the school district at this spring's Northeast Turn Conference. Topics highlighted were social/emotional learning and the pilot of Tripod's new teacher survey.

b. Student Survey: Climate and Learning

Superintendent Raiche reported that grade 5 students will participate in DESE's school climate and learning survey, as they did last year. This takes place after the grade 5 MCAS science test. Parents will be notified and have the choice of their child opting out of taking the survey.

c. Special Education Regional Planning Committee Update

Superintendent Raiche presented a two-page document outlining the work that this Committee has done during the past school year as it relates to regional planning for special education. Plainville is represented by Superintendent Raiche, Ed Clarke, Kate Campbell and Annemarie Adams. He informed the Committee that the collaboration among the four districts—Plainville, Norfolk, Wrentham, and King Philip—has been positive and will benefit all students of the district.

OLD BUSINESS

None

NEW BUSINESS

a. BayState Textiles, Gift of \$33.50 (Vote Required)

MOTION by Linn Caprarella seconded by Javed Ikbal, to accept the gift of \$33.50 from BayState Textiles to use in future technology purchases. So voted.

b. Surplus Technology Equipment (Vote Required)

MOTION by Linn Caprarella seconded by Javed Ikbal, to approve as surplus, technology equipment as presented in a memo dated April 4, 2018 from Stephanie Whitaker, Technology Administrator. So voted.

c. FY2019 School Budget (Vote Required)

MOTION by Linn Caprarella, seconded by Javed Ikbal, to approve the FY2019 School Budget for the amount of \$9,313,500.00. So voted.

This amount, \$9,313,500.00, represents a 3.3% increase over the FY18 budget. Mr. Raiche said he and Mrs. Ketchum recently met with W. T. Holmes Transportation, and he hopes that the transportation contract originally presented by them will be revised, thus providing additional savings to the district for the FY19 funding in the transportation line of the budget. He expects to receive this information in the coming week.

d. FY2018 Budget and Revolving Accounts Update through March 31, 2018

Caron Ketchum, School Business Administrator, gave an overview of the status of the FY18 budget and revolving accounts to date (March 31, 2018); this item is customarily placed under Information; however, since the Committee has two new members, it was decided to place it under New Business for tonight's meeting so it could be explained.

e. Discussion: School Safety Bulletin from MASC

Superintendent Raiche shared a position paper from MASC on School Safety, which was originally created as a result of several gun-related tragedies involving schools. The district Safety Committee recently met and both chiefs—fire and police—were in attendance. Superintendent Raiche said the Safety Committee reviewed the protocols for school safety. Mrs. McEntee said that this Bulletin was created by MASC and has been utilized nationally. All districts are trying to be in compliance with the provisions of the Safe and Drug-Free School Act, which was established to help protect students at all levels. In particular, the Bulletin's position includes banning the sale of assault weapons.

f. Discussion: Summit on Poverty

Superintendent Raiche informed the Committee that he and Charlene McEntee attended the second annual Summit on Poverty on March 9, 2018. Both Mr. Raiche and Mrs. McEntee spoke on the importance of keeping in mind that poverty affects the learning of our students, and that we need to be aware of the fact that despite Massachusetts having one of the highest paid per capita in the nation, 25% of students in Massachusetts live in poverty and that poverty is in our district, as well.

g. NESDEC: Special Education Trend Report

Superintendent Raiche shared the report that NESDEC completed on the trend for special education in Plainville. Mr. Clarke, Special Education Administrator, said that the report showed that the collaborative we belong to (Bi-County Collaborative) is strong and is providing effective programs, locally, for our special education students.

h. Policies with Minor Revisions-Sections A through C (Vote Required)

Superintendent Raiche informed the Committee that MASC undertook a year-long review of policies and many of the proposed revisions are due to updating language, cleaning up grammar, adding or changing legal references and cross references.

**MOTION by Javed Iqbal, seconded by Linn Caprarella, to approve the minor revisions to the policies listed in a memo dated March 20, 2018, as presented (policies in sections A through C).
No vote**

Mrs. Caprarella suggested the Committee waive the second reading of the policies since many of the changes are minor.

MOTION by Javed Iqbal, seconded by Linn Caprarella, to amend the previous motion and include 'waive the second reading' in the aforementioned motion. So voted.

i. Policies to replace with MASC's model policies-policies in Sections D, E, F, and G (Vote Required)

MOTION by Linn Caprarella, seconded by Javed Iqbal, to approve the recommendation from Superintendent Raiche to replace Plainville's current policies with MASC's model policy as listed in a memo dated March 20, 2018 (policies in sections D, E, F and G) and to waive the second reading. So voted.

j. Policies to remove from the Plainville Policy Manual-sections D, I, J and K (Vote Required)

MOTION by Linn Caprarella, seconded by Javed Ikbal, to approve the recommendation of Superintendent Raiche to remove policies from the Plainville Policy Manual as listed in a memo dated March 20, 2018 (policies in sections D, I, J and K) and waive the second reading. So voted.

k. Policies recommending to keep in the Plainville Policy Manual-sections H, J and K (Vote Required)

MOTION by Linn Caprarella, seconded by Javed Ikbal, to approve the recommendation by Superintendent Raiche to keep policies in the Plainville Policy Manual as listed in a memo dated March 20, 2018 (policies in sections H, J and K) and waive the second reading. So voted.

l. Policy GA/GCE/GCF, Recruitment, Screening and Selection of Staff, Policy AC, NonDiscrimination, and Policy JICG, Tobacco Use (Vote Required)

MOTION by Linn Caprarella, seconded by Javed Ikbal, to approve the recommendation by Superintendent Raiche to revise three policies as listed in a memo dated March 20, 2018 (Policy GA/GCE/GCF, Policy AC, and Policy JICG) and waive the second reading. So voted.

m. Legislative Update

- Day on the Hill-The annual MASC Day on the Hill is scheduled for Wednesday, April 25, 2018. Mrs. Abrams asked committee members to let Mrs. Rieger know if they can attend, and she highly recommended new members attend, if possible.

n. Any item(s) not anticipated at the time of posting

None.

INFORMATION

No discussion about these items.

EXECUTIVE SESSION

Nothing.

ADJOURNMENT

MOTION by Linn Caprarella, seconded by Javed Ikbal, to adjourn at 6:57 p.m. So voted.

Respectfully submitted,

Susan M. Rieger, Recording Secretary

Meeting Handouts:

- Agenda
- Reorganization memo dated October 1, 2017
- Regular and Executive Minutes from March 27, 2018
- Memo on Transfer, Appointment and Leave of Absence
- Superintendent's Report: Documents on items from the report
- New Business:
 - Memo on gift of \$33.50 from BayState Textiles, Inc.
 - Memo on declaring surplus technology equipment

- Memo on approval of FY2019 School Budget
- Memo on FY18 Revolving Accounts Summary and Budget Summary through March 31, 2018
- Memo and School Safety document from MASC
- Memo and Summit on Poverty document from MASC
- Memo and NESDEC Special Education Trend Report for 2017/2018
- Memo on Policies with Minor Revisions
- Memo on Policies replaced with MASC's model policy
- Memo on Policies to remove from the Plainville Policy Manual
- Memo on Policies to keep in the Plainville Policy Manual
- Memo and proposed revised policies: File GA/GCE/GCF, AC and JICG
- Information:
 - Enrollment, April 1, 2018



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

Date: April 11, 2018

To: School Committee
From: David P. Raiche, Superintendent
Re: Resignations, Transfers, Appointments, and Leaves

The following appointment has been made:

Angela Guarino

Long-term substitute instructional paraprofessional
in grade 2 (April 23 – June 21, 2018)

SUPERINTENDENT'S REPORT

a. Massachusetts Next Generation Accountability System

I have enclosed a summary of the recently proposed accountability system. It is scheduled for approval by the BOE soon.

b. Time Capsule

The Jackson School Council is participating in the time capsule, which was approved by the Committee last year as requested by the Town. Mrs. Durand has informed me that the time capsule has the following items in it:

- 4 scrolls of paper (one from each grade) listing why they love the Jackson School and their favorite activities
- Photo album of activities that have happened during the 2017/18 school year including the teachers signatures
- DVD's of all events that have been videotaped during the 2017/18 school year
- A CD of students' favorite songs on the radio today
- A Jackson School T-shirt
- A Spark Note
- A reading Pie (from the March 2018 reading challenge)
- Newspaper clippings from the past few years
- School art work
- A copy of the school report card
- Copies of school newspapers and
- A list of the current teachers and support staff during the 2017/18 school year

Enclosure

MASSACHUSETTS' NEXT GENERATION ACCOUNTABILITY SYSTEM

APRIL 24, 2018



COMPONENTS

- Additional Accountability Indicators (information beyond test scores)
- Normative and Criterion Referenced Components (accountability percentiles & progress towards goals)
- Focus on Raising the Performance of Each School's Lowest Performing Students (in addition to the performance of the school as a whole)
- Discontinuation of state-applied levels (replaced with accountability categories)

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TIMELINE & PROCESS

- December 2015: ESSA enacted
- April 2017: State plan submitted to USED
- September 2017: State plan approved by USED
- October 2017-present: Planning and development
- Spring 2018: Public comment & BESE vote
- Fall 2018: ESE publishes 2018 accountability results using new system

ACCOUNTABILITY INDICATORS

- ESSA requires the following:
 - Academic achievement based on annual assessments in ELA, math and science
 - A measure of student growth or progress (elementary and middle schools)
 - Graduation rate (high schools)
 - Progress in achieving English proficiency for English learners
 - At least one measure of school quality or student success

MA ACCOUNTABILITY INDICATORS (NON-HIGH SCHOOLS)

- Academic Achievement:
 - ELA average scaled score, Mathematics average scaled score and Science Achievement (CPI)
- Student Growth:
 - ELA – mean SGP and Mathematics – mean SGP
- English Language Proficiency
 - Percentage of students meeting annual targets in order to attain proficiency in 6 years
- Additional Indicators:
 - Percent of students missing 10% or more of their days (excused & unexcused)

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WEIGHTING OF ACCOUNTABILITY INDICATORS

- “Substantial weight” on achievement, growth, and EL proficiency
- Less weight on measures of school quality or student success

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WEIGHTING OF ACCOUNTABILITY INDICATORS

CURRENT

- Performance: Growth
3:1

PROPOSED

- Performance: 60% with ELL
67% without ELL
- Growth: 20% with ELL
23% without ELL
- ELL: 10%
- Chronic Absenteeism: 10% with ELL
10% without ELL

CRITERION-REFERENCED COMPONENT

- Focus on closing achievement gap by raising the "achievement floor"
- In addition to meeting targets for schools as a whole, the performance of the lowest performing 25% of students in each school will be measured (students enrolled in the school for more than one year)
- All students and lowest performing 25% are both "worth 50%" in the final CR calculation

CATEGORIZATION OF SCHOOLS

**Schools without
required assistance
(approx. 85%)**

- Meeting targets
- Partially meeting targets
- Not meeting targets

**Schools requiring
assistance or
intervention
(approx. 15%)**

- Focused/targeted support
- Broad/comprehensive support

CATEGORIZATION OF SCHOOLS

- Schools with low assessment participation (below 95%) will be classified as needing focused/targeted support
 - By subgroup and by subject
 - Using a 2-year participation rate average

CATEGORIZATION OF DISTRICTS

- Districts will no longer be categorized based on performance of lowest performing school
- Districts will now be categorized based on the performance of the district as a whole

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CATEGORIZATION OF DISTRICTS

Districts without
required assistance
or intervention

- Meeting targets
- Partially meeting targets
- Not meeting targets

Districts requiring
assistance or
intervention

- Focused/targeted support
- Broad/comprehensive support

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ACCOUNTABILITY REPORTS

- Accountability reports will be published in the fall of 2018
- Reports will include:
 - overall classification,
 - criterion-referenced target percentages,
 - accountability percentiles, and
 - data related to performance on each accountability indicator for each subgroup of 20 or more students (all students, lowest performing students, high needs students, English learners, students with disabilities, economically disadvantaged students, major racial/ethnic subgroups)

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REPORT CARDS

- ESE will publish redesigned district and school report cards in the late fall of 2018
- ESE will include measures of performance/opportunity beyond assessment and accountability results
 - Discipline rates
 - Availability of art education
 - Educator data
 - Per-pupil expenditures
 - Staff attendance rate
 - Grade 9 course passing rate

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Don't Miss the Fun
Register Now!!!



**Sixth Grade Students
versus
The Plainville Police!**



Friday, May 18, 2018
7:00 P.M.
Wood School Gym

Admission: \$5.00 per person
\$10.00 family

Proceeds to benefit the Plainville DARE Program.

*Please complete the form below and return it to the office by Tuesday, May 15, 2018.
You must be preregistered in order to play.*

Grade 6 students versus the Plainville Police in Basketball!



Name: _____

Homeroom teacher: _____

Home phone number: _____

Once you have registered, we are depending on your participation. Please report for warm up, at least 15 minutes before the game starts.

Please return to the office by: Tuesday, May 15, 2018



PLAINVILLE PUBLIC SCHOOLS
68 MESSENGER STREET
PLAINVILLE, MASSACHUSETTS
02762

Caron B. Ketchum
School Business Administrator

Telephone: (508) 699-1323
Fax: (508) 699-1302
Email: cketchum@plainville.k12.ma.us

MEMORANDUM

To: Plainville School Committee

From:  Caron Ketchum
School Business Administrator

Date: April 18, 2018

Re: Gift to Plainville Public Schools (Vote Required)

In accordance with Massachusetts General Laws Chapter 44, Section 53A-Grants and Gifts; Acceptance and Expenditure, I have been notified by the Town Accountant that all gifts and donations must be formally accepted by the School Committee before funds are released from the Gift Account for school use.

Please be advised that I am in receipt of the following gift from Bay State Recycling Program.

Baystate Textiles, Inc.

The Plainville Public Schools is in receipt of **\$32.25** for the Plainville district. This money is to be used to reimburse expenses for district technology purchases.

The district receives \$100/ton or 5¢ per pound for recycling textiles. Since the program's inception in October 2013, the district has recycled **38,210** pounds for a total of **\$1,910.50**.

Please take a vote of approval to accept this gift from Baystate Textiles, Inc.



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Caron B. Ketchum
School Business Administrator

Telephone: (508) 699-1323
Fax: (508) 699-1302
Email: cketchum@plainville.k12.ma.us

To: School Committee
Plainville Public Schools

From: *CBK* Caron Ketchum
School Business Administrator

Date: April 11, 2018

Re: FY 2018 Grants- (Vote Required)

The three- year summary of grants updated as of April 11, 2018, is attached for your review, approval and vote.

The DESE has amended the following grants:

<u>Grant</u>	<u>Increase</u>	<u>Amended Total</u>
1) Federal SpEd Entitlement	\$ 970	\$177,813
2) Title I	\$ 135	\$ 53,828
3) Teacher Quality	\$ 22	\$ 13,552

A vote by the School Committee to accept the FY2018 Grants currently totaling \$285,138 will authorize the Plainville Town Accountant to release these funds to the schools.

Attachment

PLAINVILLE PUBLIC SCHOOLS
Three-Year Grant Summary
FY16 - FY18

FEDERAL GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Federal SPED Entitlement	174,631	SPED Paraprofessional Salaries	183,787	SPED Paraprofessional Salaries	177,813	SPED Paraprofessional Salaries
Title I	56,951	Tutor Salaries	61,903	Tutor Salaries	53,828	Tutor Salaries
Early Childhood	8,340	Pre-School Paraprofessional Salaries	8,587	Pre-School Paraprofessional Salaries	8,254	Pre-School Paraprofessional Salaries
Early Childhood Sped Program Improvement	2,000	Behavior Consultant	1,400	Pre-School Communication Devices	0	
SPED Program Improvement	5,779	Behavior Consultants and Supplemental Services	5,779	Behavior Consultants and Professional Development	0	
Full Day Kindergarten Grant	42,680	Kindergarten Paraprofessional Salaries	0		0	
Teacher Quality	10,341	New Teacher Training/ Mentoring	10,112	New Teacher Training/ Mentoring	13,552	New Teacher Training/ Mentoring
Title IV	0		0		1,591	Instructional Technology
Subtotal	300,722		271,568		255,038	

STATE GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Mass Cultural Council	4,900	Writing Residency	0		3,700	Science Residency
Special Support Earmark	0		0		25,000	Update playground at Jackson School
Subtotal	4,900		0		28,700	

PRIVATE GRANTS

Grant Name	FY16	Purpose	FY17	Purpose	FY18	Purpose
Southeastern Mass Health Group	0		320	Yoga classes for staff	0	
Hockomock Area YMCA	0		0		800	Healthy Incentives for kids
Plainville Cultural Council	0		0		600	Yoga classes for staff
Subtotal	0		320		1,400	

Total FY16	305,622	Total FY17	271,888	Total FY18	285,138	
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PLAINVILLE PUBLIC SCHOOLS

SCHOOL COMMITTEE MEETINGS 2018/2019

<i>August 28</i>	<i>February 12 26</i>
<i>September 11 25</i>	<i>March 12 26</i>
<i>October 9 23</i>	<i>April 9 23</i>
<i>November 13 27</i>	<i>May 14 28</i>
<i>December 11</i>	<i>June 11 25</i>
<i>January 8 22</i>	

Regular School Committee Meetings are Customarily Scheduled the Second and Fourth Tuesday of Each Month and usually begin at 6:00 PM



PLAINVILLE PUBLIC SCHOOLS

68 MESSENGER STREET
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02762

David P. Raiche
Superintendent of Schools

Telephone: (508) 699-1300
Fax: (508) 699-1302
Email: draiche@plainville.k12.ma.us

Date: April 9, 2018

To: School Committee Members

From: David P. Raiche, Superintendent

Re: Continuation of policies in section G through section I with minor revisions or to adopt MASC's policy (Vote Required)

MASC's Policy Newsletter informed us that they spent considerable time reviewing and updating the MASC Policy Reference Manual. **I recommend that you take the following action:**

- File GBK, Staff Complaints and Grievances
No need to change/identical language
- File GCBA, Professional Staff Salary Schedules
Replace with MASC's policy-updated language
- File GCBP, Employment of Principals
Replace with MASC's policy/updated language
- File GCE, Professional Staff Recruiting/Posting of Vacancies
Adopt MASC's policy/new policy for Plainville
- File GCF, Professional Staff Hiring
Adopt MASC's policy/new policy for Plainville
- File GCJ, Professional Teacher Status
Keep Plainville's current policy
- File GCQF, Suspension and Dismissal of Professional Staff Members
Replace with MASC's policy/updated language
- File GDO, Evaluation of Support Staff
Replace with MASC's policy/updated language

- File GDQD, Suspension and dismissal of Support Staff Members
Replace with MASC's policy/updated language

- File IB, Academic Freedom
Keep Plainville's current policy/identical language

- File IC/ICA, School Year/School Calendar
Replace with MASC's policy/updated language

- File ID, School Day
Replace with MASC's policy/updated language

- File IE, Organization of Instruction
Replace with MASC's policy with noted modifications/updated language

- File IGB, Support Services Programs
Replace with MASC's policy with noted modifications/updated language

- File IHA, Basic Instructional Program
Keep Plainville's current policy

- File IHAI, Occupational Education
Not applicable to an elementary district

- File IHAM, Health Education
Keep Plainville's current policy

- File IHAMA, Parental Notification Relative to Sex Education
Keep Plainville's current policy

- File IHB, Special Instructional Programs and Accommodations
Replace with MASC's policy/updated language

- File IHBEA, English Language Learners
Keep Plainville's current policy/identical language

- File IHBH, Alternative School Programs
Not applicable to an elementary district

- File IJ, Instructional Materials

Replace with MASC's policy/updated language

- File IJLA, Library Resources

Adopt MASC's policy/new policy (we do not have a policy that governs library resources)

- File IJNDD, Policy on Social Media

Keep Plainville's current policy

- File IJOA, Field Trips

Keep Plainville's current policy

- File IJOB, Community Resource Persons/Speakers

Adopt MASC's policy/new policy (we do not have a community resource policy)

- File IK, Student Progress Reports to Parents/Guardians

Keep Plainville's current policy

- File IKF, Graduation Requirements

Not applicable to an elementary district

- File IMG, Animals in School

Keep Plainville's current policy/identical language

File: GBK - STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [150E:5](#) and [8](#)

CONTRACT REFS.: All Contract Agreements

NOTE: Grievance procedures established through negotiated agreements may be referred to, as in the policy above. Many school systems also cite specific article and section numbers with the contract references.

STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, **except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.**
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

LEGAL REFS.: M.G.L. 150E:5; 150E:8

CONTRACT REFS.: All Contract Agreements

File: GCBA - PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

Administrators

Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [71:40](#); [71:43](#)

CONTRACT REF.: Teachers' Agreement

NOTE: If a salary schedule is established unilaterally by the School Committee, the actual schedule might be included as part of the policy or as an exhibit document coded GCBA-E. However, if it is part of a School Committee-staff agreement, it may be referred to, with the appropriate section of the agreement cited in a contract reference (as was done above). In either event, there probably will be procedures pertaining to initial placement and lateral movement on the schedule to include under code GCBA-R.

Regional school districts should cite M.G.L. [71:42B](#) at this code.

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward exemplary teachers who demonstrate instructional leadership. To that end the district shall identify a process for identifying, recruiting, training, and supporting teacher leaders.

Principals and Administrators

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position.

LEGAL REFS.: M.G.L. 71:40; 71:43

CONTRACT REF.: Teachers' Agreement

Revised: June 28, 2011

File: GCBB - EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

SOURCE: MASC September 2016

LEGAL REF: MGL [71:41](#); [71:59B](#)

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the Plainville Public Schools under individual contracts of employment. The compensation benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Contracts issued to Principals will comply with state law, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment. Failure of a Superintendent to notify a Principal of a proposed non-renewal of his/her contract at least sixty days prior to the expiration of such contract shall automatically renew the contract for an additional one year period. Initial contracts for Principals will be no shorter than 1 year and no longer than 3 years. Second and subsequent contracts for Principals shall be no shorter than 3 years and no longer than 5 years unless (1) such contract is a 1 year contract based on the failure of the Superintendent to notify the Principal of the proposed non-renewal, or (2) both parties agree to a shorter term of employment.

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

LEGAL REFS.: M.G.L. c. 71 §41, §42, §59B

Revised: April 13, 2010

File: GCE - PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC September 2016

LEGAL REFS.: Collective Bargaining Agreements

File: GCF - PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC September 2016

UPDATED: June 2012

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR [7:00](#), [26:00](#), and [44:00](#)

NOTE: School Committees may determine the size and composition of the screening committee.

File: GCJ - PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his/her decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by **June 15** or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he/she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

Established by law and Committee policy

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [71:38](#); [71:38G](#); [71:38H](#); [71:41](#); [71:42](#); [71:43](#)

NOTE: Regional school districts should cite M.G.L. [71:42B](#) at this code.

PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the school district for three consecutive years shall be entitled to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he or she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

Established by law and Committee Policy

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

File: GCQF - SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records.
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Guarantee that all procedures will be in accordance with due process of law.
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [71:42](#); [71:42D](#)

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the district's employees to due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

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2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Comply with any state or federal statutory requirements.
 - d. If the individual so requests, to review the information pertaining to the basis for the decision.

LEGAL REFS.: M.G.L. c.71:§42. §42D.

Revised: April 13, 2010

File: GDO - EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

SOURCE: MASC September 2016

CONTRACT REFS.: All support staff agreements

NOTE: Evaluation is an area in which many negotiated agreements contain information directly related to policy. The "contract reference" was added to this policy by the school system to direct the user of the manual to pertinent statements in the negotiated agreement. This type of referencing is only one method for dealing with the content of such agreements.

EVALUATION OF DISTRICT PERSONNEL

A program of continuous observation and evaluation will be developed and continually reviewed and evaluated to:

1. Provide information for the continuous improvement of performance through an exchange of information between the evaluator and the person being evaluated.
2. Provide a record of facts and assessments for personnel decisions.
3. Maintain a positive working relationship between the administration and professional staff.
4. Continue to provide safe, orderly, working and learning environments in all buildings throughout the Plainville Public Schools.

The evaluation process for all district personnel will be conducted in accordance with existing working agreements.

REF: Personnel staff agreements

Revised: June 28, 2011

File: GDQD - SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

In the event of failure to perform as required, the Superintendent may immediately suspend or terminate employment depending upon agreement language.

Support staff employees may or may not be given prior notice of their dismissal depending upon the circumstances.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend/remove employees from their individual assignments.

SOURCE: MASC September 2016

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employees employed by the school district may be terminated by the Principal of the building in which they serve with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

Support staff employees will generally be given notice of their dismissal two weeks prior to the effective date.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend employees from their assignments.

File: IB - ACADEMIC FREEDOM

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

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

SOURCE: MASC October 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

ACADEMIC FREEDOM

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

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

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

Revised: June 28, 2011

File: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

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

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

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

SOURCE: MASC October 2016

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

603 CMR [27.00](#),

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

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

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for adoption by May 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. The Plainville Public 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.

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. c.4.§7; c.15.§1G; c.7.§§1,4,4A.. & 73; c.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

Revised: June 28, 2011

File: ID - SCHOOL DAY

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

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

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

SOURCE: MASC October 2016

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

603 CMR [27.00](#)

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

SCHOOL DAY

The length of the school day as well as the specific opening and closing times of the schools, will be recommended by the Superintendent and set by the Committee.

LEGAL REFS.: M.G.L. 15:1G; 71:1; 71:37
Board of Education Regulations for School Year and Day, effective 9/1/75

File: IE - ORGANIZATION OF INSTRUCTION

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

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

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

The Primary/Elementary level includes schools with kindergarten through grade ^{5/X} ~~five~~. ~~The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve. *~~

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

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

~~*NOTE: District to reflect local configuration.~~

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR [27.00](#)

SOURCE: MASC October 2016

ORGANIZATION OF INSTRUCTION

The School Committee is responsible for public education, pre-kindergarten through grade 6, throughout the town.

The grouping and housing of grade levels in the schools will be according to plans developed by the Superintendent and approved by the Committee.

LEGAL REF.: Board of Education Regulations for Kindergartens; adopted 10/24/67, effective 9/1/68

Revised: June 28, 2011

File: IGB - SUPPORT SERVICES PROGRAMS

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

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

SOURCE: MASC October 2016

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

LEARNING SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. Special Education or instructional support staff will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

Support Services

The Superintendent and/or designee shall be responsible for all programs for educationally handicapped and gifted students' psychological services, speech correction, homebound and hospital teaching, and such other programs as may be assigned to the Learning Support Services.

Revised: June 28, 2011

File: IHA - BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

The Fundamental Skills

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

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

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

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

603 CMR [26:05](#)

BASIC INSTRUCTIONAL PROGRAM

It is the policy of the Plainville School District to provide its basic instructional program to all students without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, or disability.

State law requires that schools:

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

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

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

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

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

District Mission

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

SOURCE: MASC October 2016
CROSS REFS: ADF, School District Wellness Program
LEGAL REFS: M.G.L. 71:1; 71:2; 71:3; 71:13

Revised: December 19, 2017

File: IHAI - OCCUPATIONAL EDUCATION

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

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

SOURCE: MASC October 2016

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

603 CMR [4.00](#)

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

File: IHAM - HEALTH EDUCATION

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

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

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

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

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

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

SOURCE: MASC October 2016

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

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, life-long 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 district's health education program.

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

File: IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

SOURCE: MASC October 2016

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

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A the Plainville 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 the school year all parents/guardians of students in our schools will be notified in writing via the student handbook of courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. During the year each course or curriculum we offer which involves human sexual education or human sexuality issues will have a separate letter/parent bulletin go home before the curriculum begins via the students to explain the program. Parent evenings for video preview will be held for the Human Development Program. The Superintendent of Schools has determined the school nurse is 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 the planned curriculum changes during the school year, to the extent practical, 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 sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
- 2) inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

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

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

Approved: February 14, 2017

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

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

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

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

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

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

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

SOURCE: MASC October 2016

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

Rehabilitation Act of 1973

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

603 CMR [28:00](#) inclusive

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

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS AND/OR DISABILITY)**

The goals of this school district's special education program are to allow each child to grow and achieve at his/her 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 3 through 22 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 nonacademic and extracurricular activities.

However, 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 in the Least Restrictive Environment.

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

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

LEGAL REFS.: Education for All Handicapped Children Act of 1975
 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
 Section 504 of the Rehabilitation Act

Revised: June 28, 2011

File: IHBEA - ENGLISH LANGUAGE LEARNERS

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

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

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

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

SOURCE: MASC October 2016

LEGAL REFS.: PL114-95 Every Student Succeeds Act

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

603 CMR [14.00](#)

ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 6 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

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

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

The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

SOURCE: MASC 2006

LEGAL REF.: 20 U.S.C. 3001 et seq. (Language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

Revised: June 28, 2011

File: IHBH - ALTERNATIVE SCHOOL PROGRAMS

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

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

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

SOURCE: MASC October 2016

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

603 CMR [17.00](#)

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

File: IJ - INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

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

BESE regulations 603 CMR [26.00](#)

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

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

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 and programs will be delegated to the principal of the school district. Because instructional programs and materials are of great importance the principal shall work with his/her faculty in meeting the following criteria:

1. The materials should be aligned to the state's curriculum standards to the greatest extent possible.
2. The materials must present balanced views of international, national, and local issues and problems of the past, present and future.
3. The materials 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 preference.
4. The materials must allow sufficient flexibility for meeting the special needs of individual students and groups of students.
5. The materials should stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
6. The materials should help students develop abilities in critical reading and thinking.
7. The materials should help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

Textbook Selection and Adoption

Responsibility for the review and selection of textbooks to be purchased shall rest with the principal of each school subject to the direction of the superintendent. 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. Student and parent input will be encouraged.

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:

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

2. To contribute toward continuity, integration, and articulation of the curriculum.
3. To establish a general framework for the particular course or program.

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

1. The textbook should be aligned to the state's curriculum standards to the greatest extent possible.
2. 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.
3. If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
4. Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.
5. Attention should also be given to issues of diversity.

A change may be made in the textbooks used by the district by a two-thirds vote of the whole school committee at a meeting provided notice of such intended change having been made at a previous meeting.

Special Interest Materials

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 responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the principal should be informed and shall decide whether its use in the best interests of the students.

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

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

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

The source of all material should be clearly identifiable.

Legal Refs: MGL 71:48, 71:49, 71:50, 30B:7, 603 CMR 26:15
BESE regulations 603 CMR 26:00

Cross Ref: KEC, Public Complaint about Curriculum or Instructional Materials

Revised: September 11, 2012
2 of 2

File: IJLA - LIBRARY RESOURCES

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

Definition of Library Resources

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

Criteria for Selection of Library Resources

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

- Needs of the individual student

Based on knowledge of students

Based on requests of parents and students

- Needs of the individual school

Based on knowledge of the curriculum of the school

Based on requests from the professional staff

- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.

- Provision of materials of high artistic quality.

- Provision of materials with superior format.

- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

SOURCE: MASC October 2016

File: IJNDD - 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
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

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

SOURCE: MASC October 2016

SOCIAL MEDIA POLICY FOR STAFF

The school district shall remind all staff of the need for proper decorum in the digital world. All employees are expected to conduct themselves in ways that do not distract from or disrupt the educational process. The Plainville Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation between staff and students and/or their parent/guardian. However, due to the nature of social media sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Staff should always be mindful of how they present themselves to the world, online and otherwise.

Professional Responsibility

All communications of any nature should be crafted with the expectation that the communication could become public. Staff must also know that any information shared privately with a recipient could be re-distributed by such recipient, without the knowledge or consent of the staff member. The same principles which apply in face-face communication should also be applied to online conversation. In essence, nothing posted online is every truly "private". The distributor of all content is responsible for the content and the appropriateness of all materials.

When staff members communicate through social networking sites, such information is not retained. The responsibility falls on the staff member to comply with public records laws when using personal email or social media accounts to communicate with students and/or parents and guardians.

Personal Responsibility

Before endeavoring to establish any social networking account, staff members should familiarize themselves with the features of any account they choose to use. For example, social networking sites may require account holders to take specific steps to "privatize" the information they place online. Staff must educate themselves to the features of any social networking site selected. Staff are responsible should any information intended to be "private" becomes "public" due to their ignorance of the features of the social network chosen or failure to properly use such features.

Staff members shall also establish a social network identity and email identify that is separate from his/her "personal" social network identity or personal email account. Also, staff shall only use an educational social network account or educational email account to communicate with students and/or parents/guardians on matters directly related to education. The "friends" associated with such educational social network account should only be members of the educational community, such as administrators, staff, students and parents of such students. It is strongly recommended that staff members reject friend request from individuals who do not fit into any of these categories.

Privacy and Confidentiality

At all times and in the use of any form of communication, staff members shall always adhere to student privacy rights and the rights of employees to have their personal and medical information kept confidential. Information that is protected by law from disclosure to third parties should not be communicated online in a way the unreasonably exposes such information to retrieval by third parties. For example, through an educational social networking account, a staff member may not post or discuss confidential student information on the "wall", the "information" section, or through any part of the social network account that would be accessible to other staff member's social network "friends" associated with that account. One must always keep in mind that all online postings and conversations are treated as public records.

Posting Photos and/or Videos without Permission

Staff members are not to post or tag photos, videos and/or audio files of students, staff members or school activities without the express permission of the adult individual(s) or permission of the parent of students who are shown in the pictures. Additionally, do not post photos, videos or audio files of students without parent consent.

Staff members should follow the guidelines below and exercise good judgment when presenting themselves on social networking sites including but not limited to Facebook, Twitter, Instagram, and other digital tools.

- Staff members shall not list current Plainville School students as "friends" on networking sites.
- All e-contacts with current Plainville School students should be through the Plainville School District's computer and telephone system, except for emergency situations.
- Staff members shall not give out their personal contact information to current Plainville school students without prior approval of the Plainville School District.
- Staff members shall not engage in prejudicial or discriminatory attacks, sexual harassment or other forms of cyberbullying.
- Staff members shall not post false, defamatory, threatening, racist or disrespectful language about a person or organization. This includes, but is not limited to, the posting of inappropriate and obscene content, photographs or other such information that might result in disruption of the Plainville School District.
- Staff members should not comment on other institutions or legal matters.

- Staff members shall not use the school system's logo or other copyrighted material of the system without the expressed written consent of the Plainville School District.
- Staff members shall not post identifiable images of a student or student's family without permission from the student's parent/guardian.
- Staff members should notify an administrator before creating a school-related social media account.
- Staff members shall respect the privacy of the Plainville School district community and must not divulge or post online any identifying information of any member of the school district community, particularly on personal web pages or social networking sites, without permission (including, but not limited to, names, addresses, photos, videos, email addresses, and phone numbers).
- The professional conduct of all staff is expected to extend into the personal online world of social networking, blogs, and other communication tools, especially regarding mention of the Plainville School District, or members of the school district community.
- There should be no exception of privacy with respect to the use of Plainville computers or websites

Violations of this policy are grounds for disciplinary action.

Revised: June 13, 2017 and
June 27, 2017

File: IJOA - FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

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

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

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

SOURCE: MASC October 2016

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

FIELD TRIPS AND EXCURSIONS

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 procedures to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. The schools shall, to the best of their ability, refrain from scheduling any field trips on days when students will not be in attendance because of religious beliefs and observances.
6. All field trips must be approved by the building principal.
7. No child will be denied participation due to financial hardships in any school activity.

Cross Reference: Student/Parent Handbook
 Policy ADDA

Revised: June 28, 2011

File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS

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

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

SOURCE: MASC October 2016

File: IK - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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

SOURCE: MASC October 2016

ACHIEVEMENT AND STUDENT SUCCESS

PURPOSE

The purpose of the Plainville Public School District's Achievement and Student Success policy is to define the principles for creating a learning system which fairly and accurately reflects student learning.

The philosophy of the School Committee concerning academic achievement, as well as students' social growth and development, is based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Plainville Public School District acknowledges that students may differ in the time needed to reach proficiency. As a result and in order to support the learning of all students, flexible learning opportunities must be provided.

The Plainville Public School District has identified essential standards that are aligned with the Massachusetts State Standards. Evaluative practices adopted by the Plainville Public School District will support the learning process and promotion of student success. The primary purpose for formative and summative assessment is to communicate student achievement.

ACHIEVEMENT

The Plainville Public School District promotes a system that:

- assesses learner achievement and learner qualities
- ensures consistency and fairness in grades across the district
- provides meaningful achievement information to students and families

Teachers will use evidence to determine the performance level that best reflects student proficiency.

Achievement Evaluation Key

The following 4 point key will be used:

- 4 Applying standards at complex levels: The student applies key concepts, processes, and skills required of the standards at a complex level in the current trimester.
- 3 Meeting Standards: The student grasps and applies the key concepts, processes, and skills required of the standards in the current trimester.
- 2 Making progress toward standard: The student is beginning to grasp and apply the key concepts, processes, and skills required of the standards in the current trimester.
- 1 Making minimal progress toward standards: The student is having difficulty grasping the key concepts, processes, and skills required of the standards in the current trimester.

N/A Not applicable in the current trimester

Plainville Public Schools

LEARNER QUALITIES

Learner qualities are assessed and reported separately from academic achievement. These important aspects include homework, behavior, effort, and class participation.

Learner Qualities include:

- Shows respect towards students and adults
- Demonstrates self-control
- Stays on task while working independently
- Stays on task while working cooperatively
- Makes effective use of time to produce quality work
- Accepts responsibility for choices and behaviors
- Transitions appropriately
- Listens and follows directions
- Seeks assistance when necessary
- Participates in group discussions
- Completes homework

Learner Quality Evaluation Key

C - Consistently meets expectations without prompting

O - Often meets expectations

I - Inconsistently meets expectations

R - Rarely meets expectations

Incomplete Work and Failing Work

Teachers will communicate to students and families about incomplete and failing work and intervene as needed. Students who fail to complete major assignments/assessments will be given the opportunity to make up the work.

HOMEWORK

Homework is an out-of-class assignment intended to support learning. Homework should provide insight into classroom instruction, curriculum and assessment. Homework is considered a learner quality.

Purpose of Homework

The purpose of homework is to support learning in the following ways:

- **Preparation:** It provides background information which allows students to gather/organize information before a lesson/instruction and promotes active participation in class activities and discussions.

- **Checking for understanding:** It provides students and teachers the opportunity to assess students' understanding of newly acquired learning.
- **Practice:** It reinforces newly acquired knowledge and skills.
- **Study Habits:** It builds student responsibility and study habits.

Students, teachers and parents all have an essential role in the homework process.

Student Role

- Recognizes that homework prepares you to be ready for the next day's learning
- Asks for clarification when assignment is not understood
- Accepts responsibility for completing the assigned work independently and turns in quality work
- Makes arrangements with teacher to make up incomplete/missing homework assignments

Teacher Role

- Assigns homework that is relevant, meaningful, reinforces classroom learning, and is appropriate to students' learning needs
- Provides time for clarifying questions
- Ensures students understand what is needed to complete the homework
- Assesses homework formatively and provides students with timely feedback when appropriate
- Provides opportunities to complete missed homework (zeros are unacceptable)

Parent Role

- Checks in with child nightly and makes a plan for homework time
- Asks child to explain his/her homework; attempts to clarify, provides support, and responds to questions
- Communicates any questions/difficulties child has when completing the homework
- Works in conjunction with classroom teacher to ensure all assignments are completed

Homework assignments will be based on the following criteria

- It is relevant, useful and driven by the learning goals/objectives of the lesson
- It allows for teacher feedback when appropriate
- It provides clear expectations for building independence
- It helps evaluate student understanding of the assigned topic
- It is differentiated when necessary

Nightly homework time increases with each grade level. An average range for grades one - three is 20-30 minutes. An average range for grades four - six is 40-60 minutes.

Revised: June 9, 2015

File: IKF - GRADUATION REQUIREMENTS

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

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

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

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

SOURCE: MASC October 2016

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

File: IMG - ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

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

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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

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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.

LEGAL REF.: American With Disabilities Act 28 CFR Part 35

Approved: March 8, 2011
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