

WEBSTER PUBLIC SCHOOLS

MISSION STATEMENT

Our mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society.

SCHOOL COMMITTEE POLICY MANUAL

WEBSTER PUBLIC SCHOOLS

WEBSTER, MASSACHUSETTS 01570

This manual contains the official policies of the Webster School Committee (reproduced on white paper); the major regulations intended to implement policy (yellow paper); and certain reference or "exhibit" documents that relate to policies and/or regulations (green paper).

Policy development in a modern, forward-looking school system is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing need to develop new policies or to revise existing ones. This is why the Committee employs the loose-leaf format for this manual. It is easy to keep up to date.

Each person holding a copy of this manual should make a diligent effort to keep it up to date as new policies, regulations, and exhibits are distributed by the central office.

How to Use this Manual

The school department operates according to policies established by the School Committee. The Committee then appraises the effects of its policies and makes revisions as necessary.

In the interests of harmony, efficiency, uniformity of interpretation, coordination of effort, and in fairness to all concerned, the Committee makes this manual available to all who are affected by its policies.

Please Note: All copies of this manual are the property of the Webster School Committee.

How the Manual is Organized

The manual is organized in accordance with the classification system developed by the National School Boards Association. This system provides an efficient means of coding, filing, and finding policies and other documents. There are 12 major classifications, each assigned an alphabetical code:

- A -- FOUNDATIONS AND BASIC COMMITMENTS
- B -- SCHOOL BOARD GOVERNANCE AND OPERATIONS
- C -- GENERAL SCHOOL ADMINISTRATION
- D -- FISCAL MANAGEMENT
- E -- SUPPORT SERVICES
- F -- FACILITIES DEVELOPMENT
- G -- PERSONNEL
- H -- NEGOTIATIONS
- I -- INSTRUCTIONAL PROGRAM
- J -- STUDENTS
- K -- SCHOOL-COMMUNITY RELATIONS
- L -- EDUCATION AGENCY RELATIONS

Subclassification under each heading is based on logical sequence and alphabetical subcoding. For an example of the subcoding system, examine the white pages immediately following the tab for Section AD--Foundations and Basic Commitments.

The white pages that follow the tab for each major section present the classification system, section by section, and serve as the tables of contents for each section or "chapter" of this manual.

How to Find a Policy

There are two ways to find a policy (or regulation) in this policy manual:

1. Consider where the policy statement (or regulation) would be filed among the 12 major classifications. Turn to the Table of Contents for that section and glance down the listing until you find the term that most closely fits the topic you are seeking. Use the code letters given for that term to locate the policy you need. The pages are arranged in alphabetical order by code within the section. All pages are coded in their upper right hand corner.
2. Turn to the Code Finder Index at the end of the manual. The code finder is an alphabetical index of all terms used in education. Look up your topic as in any index, find the code, and use the code to locate the correct page in the manual.

What if you can't find the term you are seeking? The code finder index lists more than 1,800 terms, but no index of useful size could include every possibility. If the term you are seeking is not included, look up a synonym or a more general or specific term appropriate to the topic.

What if you can find the term and code, but there is no policy or regulation? This probably means that the school system has no written policy or important regulations in that particular area. All terms used in the classification system appear in the sectional tables of contents and Code Finder Index to accommodate the coding, insertion, and finding of policies or regulations

that may be issued later. But there is one other possibility. A brief statement related to the policy you are seeking may be incorporated in a "superior" policy which covers the area generally. This "superior" policy will be coded under a more general term. To find it, read up the classification system. For example, a policy statement which relates to all meetings of the School Committee might be filed under "School Board Meetings" (BD) rather than "Regular Board Meetings" (BDA). (Please note: In the classification system and Code Finder Index, read "School Committee" for "School Board".)

Using the Signs and Symbols

Various signs and symbols are used in connection with the classification system. They are for your use in locating and/or in examining policies. Included are the following:

Also: Certain policies bear two codes in the upper right hand corner. The second is in parentheses and is preceded by 'Also'. This means that the identical policy (or regulation) is filed under both codes.

-R This symbol following a code indicates that the statement is a regulation, not a Committee policy. The statement appears on a yellow, rather than a white, sheet.

-E Exhibit. This symbol following a code indicates that the statement is a reference document such as a calendar, application form, etc., rather than a policy. Such statements are printed on green paper.

DATES: Where possible, the original date of adoption/issuance appears immediately following each policy or regulation. In other instances, an approximate adoption or re-approval date is used.

LEGAL REF.: Pertinent legal references are given to inform the reader where in state law s/he may find the statutes which relate to a specific policy. Unless otherwise noted, all references direct the reader to the General Laws of the Commonwealth of Massachusetts (cited as M.G.L., Chapter and section).

CONTRACT REF: Agreements reached through negotiations with recognized staff organizations have the full force of Committee policy. References to negotiated agreements are provided, as appropriate, to direct the reader to statements in these agreements.

CROSS REF.: Certain policies and regulations relate to others. Cross references are provided following many statements to help the reader find all of the related information s/he needs.

About Policies and Regulations

Generally, the role of a School Committee is to set policy and the role of the administration is to implement it through regulations. Written policies are the chief means by which a school committee governs the schools, and regulations are one of the means by which the Committee's policies are implemented. The following definitions provide a distinction between these two types of statements:

POLICIES are principles adopted by the School Committee to chart a course of action. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day to day problems while being narrow enough to give the administration clear guidance.

REGULATIONS are detailed directions usually developed by the administration to put policy into practice.

These definitions are serviceable some of the time. They reflect sound theory of governance and administration. But policies and regulations are obviously closely related. They can and do merge, making it difficult to ascertain where one begins and the other ends. For example:

- * State and federal governments require school committees to make or officially approve detailed regulations, and procedures in certain areas.
- * A School Committee signs contracts and agreements which may contain and interweave policies, regulations, and procedural detail.
- * The public, staff, or School Committee members may demand that the School Committee itself, not the administration, establish specific regulations and procedures in certain sensitive areas.

It is the intermingling of policy and regulation in law, in contracts, and in adopted statements of the School Committee that can cause confusion. Sometimes they are not easily separated. Therefore, the separation of policies and regulations in this manual follows several "rules of thumb" in addition to basic theory:

1. When the school system's practice in a particular area is established by law, any informational statement covering the practice is presented as "policy" and is printed on a white page. (A law may, of course, be quoted or referred to in a regulation.)
2. When a school system's practice in a particular area has been established through a negotiated agreement, any statement pertaining to that practice is presented as "policy".
3. Where the School Committee has interwoven regulations with policy and where separation would interfere with their meaning, the entire statement is presented as a policy.
4. Where the School Committee has adopted rules and by-laws concerning its own organizational and operating procedures, these statements appear as policy. As long as the administration operates within the guidelines of policy adopted by the Committee, it may issue regulations without prior Committee approval, unless Committee action is required by law, or unless the Committee has specifically asked that certain types of regulations be submitted for Committee approval. The School Committee is to be informed of all school system regulations issued by the administration. All such regulations are subject to Committee review.

Is the Manual Complete?

No. The manual contains all of the current written policies of the School Committee to date. But, the need for putting additional policies in writing, for adopting new or revising existing ones, becomes apparent.

Additionally, state laws; and regulations change. No matter how well conceived and well-developed, a policy manual can never be 100% complete and 100% up-to-date. Policy development is a continuing process. From time to time, new policies, regulations, and reference documents will be developed, coded under the classification system, and issued for insertion in the manual.

Should the need arise, supplemental subcodes may be added to the classification system to accommodate topics not covered by existing codes. For example, IGA is the code for BASIC INSTRUCTIONAL PROGRAM. The Code Finder Index lists various programs from IGAA, CITIZENSHIP EDUCATION to IGAJ, DRIVER EDUCATION.

Order of Precedence

School Committee policies and regulations, as well as negotiated agreements with staff bargaining units, must be read and interpreted in the light of the Massachusetts General Laws and State regulations. Wherever inconsistencies of interpretation arise, the law and state regulations prevail. A conflict between a local policy or regulation and a negotiated agreement must be interpreted in line with the contract for members of the particular bargaining unit.

Terminology

The masculine, feminine and neuter genders as used in this manual import one another, and the singular shall include the plural whenever applicable.

It is the hope of the Webster School Committee that this collection of policies and regulations will make greater harmony and efficiency possible in all areas of school operations. This will enable the Committee to devote more time to its primary duty--the development of long-range policies and planning for the future of the school system.

Webster School Committee

DATE: January 14, 2003

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS

AA	SCHOOL DISTRICT LEGAL STATUS
AA-E	OFFICIAL SEAL
AB	THE PEOPLE AND THE WEBSTER SCHOOL DISTRICT
AC	NONDISCRIMINATION POLICY
ACA	NONDISCRIMINATION ON THE BASIS OF SEX
ACAB	SEXUAL HARASSMENT
ACE	NONDISCRIMINATION ON THE BASIS OF HANDICAP
ADC	SMOKING AND USE OF TOBACCO PRODUCTS

SCHOOL DISTRICT LEGAL STATUS

The legal basis for public education in the district is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of structurally is a department of the town operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the Public Schools is coterminous with the Town of Webster.

The official name of the schools: Town of Webster School Department. The schools are also referred to as the Webster Public Schools.

The School Committee is called the Town of Webster School Committee. It is frequently referred to as the Webster School Committee.

The school district is classified as a pre-K-12 (Kindergarten through Grade 12) town school district.

The Town of Webster is also a member of the Southern Worcester County Regional Vocational School District which provides vocational education for some students of the Town of Webster in grades nine through twelve.

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II
 M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

OFFICIAL SEAL

As required by law, the official seal is used on official, legal, and other important papers, contracts, and certificates. The following is the official seal of the Town of Webster:



THE PEOPLE AND THE WEBSTER SCHOOL DISTRICT

The Webster School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communications with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

NONDISCRIMINATION POLICY

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of Webster School Committee's intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation and discrimination. If you have a complaint or feel that you have been discriminated against because of your race, color, sex, religion, national origin, sexual orientation or disability, register your complaint with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B: 1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 1993

M.G.L.76:16 (Chapter 622 of the Acts of 1971)

Board of Education Chapter 622 Regulations Pertaining to Access to
Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78

Board of Education 603 CMR 2600

Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through 3/28/78

CROSS REFS.: ACA- ACE Subcategories for Nondiscrimination
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities
JICFB, Bullying
JJIB, Interscholastic Athletics

NONDISCRIMINATION POLICY ON THE BASIS OF SEX

The Webster School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Superintendent will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REFS.: Title IX of the Education Amendments of 1972
 45 CFR, Part 86, (Federal Register, 6/4/75)
 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
 Board of Education Chapter 622 Regulations Pertaining to Access to
 Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78
 Board of Education 603 CMR 2600

CROSS REF.: AC, Nondiscrimination

SEXUAL HARASSMENT

All persons associated with the Webster Public Schools including, but not necessarily limited to, the Committee, the administration, the staff, and the student are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Webster School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person/persons employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonable interference with an individual/individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Committee will appoint a sexual harassment grievance officer who will be vested with the authority of processing all sexual harassment complaints in accordance with the procedure set out below:

1. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party(s) statement of the facts, and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his or her response to the complaint.
 - c. The grievance officer will hold as many meetings with the parties as is necessary to the facts.
 - d. On the basis of the grievance officer(s) perception of the situation he or she may:
 1. Attempt to resolve the matter informally through reconciliation
 2. Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee, may attempt to gather any more evidence necessary to decide the case and thereafter impose any sanctions deemed appropriate including a recommendation to the Committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence and may also be represented. The parties to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended 43
Federal Regulations 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination
JICFB, Bullying

NONDISCRIMINATION ON THE BASIS OF HANDICAP

Title 11 of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification: The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made

Notice: The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title 11 of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the projections against discrimination assured them by the ADA.

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in a school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

CROSS REF.: AC, Nondiscrimination
IGB, Special Instructional Programs and Accommodations

SMOKING AND USE OF TOBACCO PRODUCTS

The Webster School Committee is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The School Committee believes that education plays a critical role in establishing life-long health habits for its students. A comprehensive health curriculum K-12 emphasizing the dangers of tobacco, drugs, and alcohol remain major goals for the school district. The Webster School Committee also has a strong interest in the health of its employees and in their serving as positive role models for students. Therefore, the Committee shall promote non-smoking among its staff, employees, students, and all visitors. Smoking and use of tobacco products of any type shall be prohibited on school property (buildings and grounds), vehicles or at any school-related events.

LEGAL REF.: M.G.L. 71:2A

SECTION B

BOARD GOVERNANCE AND OPERATIONS

BA	SCHOOL COMMITTEE OPERATIONAL GOALS
BAA	EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES
BB	SCHOOL COMMITTEE LEGAL STATUS
BBA	SCHOOL COMMITTEE POWERS AND DUTIES
BBAA	SCHOOL COMMITTEE MEMBER AUTHORITY
BBB	NUMBER AND TERMS OF OFFICE
BBBA/BBBB	SCHOOL COMMITTEE MEMBER QUALIFICATIONS/ OATH OF OFFICE
BBBC	SCHOOL COMMITTEE MEMBER RESIGNATION
BBBE	UNEXPIRED TERM FULFILLMENT
BCA	SCHOOL COMMITTEE MEMBER ETHICS
BDA	SCHOOL COMMITTEE ORGANIZATIONAL MEETING
BDB	SCHOOL COMMITTEE OFFICERS
BDC	APPOINTED COMMITTEE OFFICIALS
BDD	SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP
BDE	SUBCOMMITTEES OF THE SCHOOL COMMITTEE
BDF	ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE
BDFA	SCHOOL COUNCILS
BDFA-E-1	SCHOOL IMPROVEMENT PLAN
BDFA-E-2	SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT

PLAN

BDFA-E-3 CONDUCT OF SCHOOL COUNCIL BUSINESS

BDG SCHOOL ATTORNEY

BE SCHOOL COMMITTEE MEETINGS

BEC EXECUTIVE SESSIONS

BEDA NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

BEDB AGENDA FORMAT

BEDD RULES OF ORDER

BEDF VOTING METHOD

BEDG MINUTES

BEE SPECIAL PROCEDURES FOR CONDUCTING HEARINGS

BG SCHOOL COMMITTEE POLICY DEVELOPMENT

BGB POLICY ADOPTION

BGC POLICY REVISION AND REVIEW

BGD SCHOOL COMMITTEE REVIEW OF ADMINISTRATIVE PROCEDURES

BGE POLICY DISSEMINATION

BGF SUSPENSION OF POLICIES

BHC SCHOOL COMMITTEE-STAFF COMMUNICATIONS

BHE USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

BIA NEW SCHOOL COMMITTEE MEMBER ORIENTATION

BIBA SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

BJ SCHOOL COMMITTEE LEGISLATIVE PROGRAM

BK SCHOOL COMMITTEE MEMBERSHIPS

SCHOOL COMMITTEE OPERATIONAL GOALS

The Webster School Committee is responsible to the people for whose benefit the school system has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate problems.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school system. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establish practical and simple goals.
5. Conducting a concrete and periodic review of performance against these goals.

EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The Webster School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

SCHOOL COMMITTEE LEGAL STATUS

State law provides that:

Every town at its annual meeting shall in every year when the term of office of any incumbent expires, and except when other provision is made by law, choose by ballot from its registered voters the following town officers for the following terms of office:

... Five members of the School Committee for terms of three years . . .

The Webster School Committee is the governing board of the town's public school system. Although its functions as a duly elected Committee of town government, the School Committee has, unlike other town boards, autonomous and absolute authority within limitations established by the Commonwealth of Massachusetts to carry out the educational policies of the state and guide the educational process.

LEGAL REFS.: M.G.L. 41:1 and 71:37 specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

CROSS REFS.: AA, School District Legal Status
BBA, School Committee Powers and Duties

SCHOOL COMMITTEE POWERS AND DUTIES

The Webster School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. Legislative or policy making. The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. Appraisal. The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources. The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.
4. Public relations. The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the school district.

LEGAL REF.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: BB, School Committee Legal Status

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the Webster School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of his/her office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and school department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect his/her share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.

8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

NUMBER AND TERMS OF OFFICE

The Town of Webster School Committee is composed of five members.

Provision is made in state law for increasing or reducing the number of members of the school Committee.

The term of office is three years.

In every year when the term of office of a School Committee member expires, the town at its annual town meeting shall hold an election for that office.

An incumbent, as any other registered voter, may file for candidacy for School Committee.

Insofar as possible, one-third (two) of the members shall be elected annually.

A School Committee member begins his/her term of office on the day after his/her election, or as soon thereafter as he/she is qualified.

A School Committee member holds office for the term fixed by law and until another person is qualified in his/her stead.

LEGAL REFS.: M.G.L. 41:1, 41:2, 41:107

REF.: Town Charter

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the Webster School Committee, an individual must be a registered voter in the town from which he/she is elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on his/her official duties as a member of the Committee. From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Membership on a School Committee is not limited to race, color, sex, religion, national origin, or sexual orientation.

LEGAL REFS.: M.G.L. 39:23B; 41:1; 41:107
M.G.L. 76:5 Amended 1993

SCHOOL COMMITTEE MEMBER RESIGNATION

An existing Webster School Committee member who submits his/her resignation to the appropriate certifying authority terminates his/her duties at the time of his/her resignation unless he/she states in that resignation a specific time at which the resignation will take effect.

Should a School Committee member move out of the town or city which elected him/her to the Committee, he/she shall be deemed to have vacated his/her office.

LEGAL REFS.: M.G.L. 41:2; 41:109

UNEXPIRED TERM FULFILLMENT

When a vacancy on the Webster School Committee occurs for any reason, the board of selectmen and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the selectmen, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. 41:11

SCHOOL COMMITTEE MEMBER ETHICS
(Massachusetts Association of School Committees Code of Ethics)

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of school committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a Webster School Committee member binds the individual member to adherence to those state laws which apply to school committees, since school committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members.

A School Committee member in his/her relations with his/her community should:

1. Realize that his/her primary responsibility is to the children
2. Recognize that his/her basic function is to be policy making and not administrative
3. Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made
4. Be well informed concerning the duties of a Committee member on both a local and state level
5. Remember that he/she represents the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities

A School Committee member in his/her relations with his/her school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration
3. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results
4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail

A School Committee in his/her relations with his/her fellow Committee members should:

1. Recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings
2. Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee
3. Uphold the intent of executive sessions and respect the privileged communications that exists in executive sessions.

4. Not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help or information on school problems
5. Make decisions only after all facts on a question have been presented and discussed.

SCHOOL COMMITTEE ORGANIZATIONAL MEETING

For the purpose of organizing, the Webster School Committee, at its first regular meeting following the town's annual elections, will elect from its membership a chairperson, a vice-chairperson, and a secretary, all of whom will hold their respective offices for a term of one year or until a successor is elected.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. Nominations for the office of chairperson will be made from the floor. The chairperson will be elected by a majority roll-call vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
2. Upon election, the new chairperson will preside, calling for the election of a vice-chairperson and secretary, in order. The procedure used for their election will be the same as that for electing the chairperson.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above.

Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The Chairperson of the Webster School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee
2. Consult with the Superintendent in the planning of the Committee's agendas
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings
4. Appoint subcommittees, subject to Committee approval
5. Call special meetings of the Committee as found necessary
6. Be public spokesman for the Committee at all times except as this responsibility is specifically delegated to others
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chairperson will:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Committee in its proper order
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if this is not clear to members
6. Restrict discussion to the question when a motion is before the Committee
7. Answer all parliamentary inquiries
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The Vice-Chairperson of the Committee will act in the absence of the chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

Secretary

The secretary will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

LEGAL REFS.: M.G.L. 71:36

APPOINTED COMMITTEE OFFICIALS

The Superintendent shall be elected by the Webster School Committee as provided by law and shall serve as secretary and perform all the duties that are prescribed by law and such other duties, not inconsistent there to, as majority of the Committee may direct.

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Webster School Committee will leave to the Superintendent all matters of decision and administration that come within his/her scope as executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent will have the privilege of asking guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The Webster School Committee will have no standing committees. It may, however, establish special subcommittees at its annual organizational meeting. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The subcommittee chairperson and its members will be appointed by the Committee chairperson, subject to approval by the Committee.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. The Committee chairperson and Superintendent will be ex-officio members of all special subcommittees.
6. A subcommittee will be dissolved by the Committee upon completion of its assignment, or it may be dissolved by a vote of the Committee at any time.

CROSS REF.: BEC, Executive Sessions

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

CROSS REF.: JIB, Student Involvement in Decision-making

SCHOOL COUNCILS

The Webster School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school district.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The following guidelines define the role of the school council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the School Committee.

LEGAL REFS.: M.G.L. 71:38Q, 71:59C

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the school council and submitted for approval to the Superintendent and the Webster School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance.
4. Professional development for the school's professional staff.
5. The enhancement of parental involvement in the life of the school, safety, and discipline.
6. The development of means for meeting the diverse learning needs of every child.
7. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

The written school improvement plan shall be submitted by the Principal to the Superintendent and the Webster School Committee for review and approval each year.

Because the implementation of the plan is dependent on School Committee approval, it is important that the school council be aware of certain expectations of the School Committee regarding the school improvement plan. The school improvement plan should:

1. Focus on improvement of student learning.
2. Specify expected student outcomes and measurable/observable results.
3. Align with the Mission of the school district and any goals and policies of the school district.
4. Be consistent with state and federal law, school district policy, established curriculum and negotiated agreements.
5. Clearly identify actions to be taken on how changes will be implemented.
6. Include a plan on how to solicit community support for the changes being developed.
7. Indicate anticipated costs and available funding sources.
8. Delineate the method of evaluating and reporting progress and results.

If the school improvement plan is not approved by the Superintendent and School Committee, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval. If the school improvement plan is not reviewed by the School Committee within 30 days of its receipt by the Committee, the plan shall be deemed to have been approved.

CONDUCT OF SCHOOL COUNCIL BUSINESS

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

Consensus shall be used by school councils as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Roberts Rules of Order shall prevail if there are questions of procedure.

All meetings of the school council shall conform to the Open Meeting Law, Section 23 A, B, and C, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee for information.

SCHOOL ATTORNEY

The Webster School Committee may use the services provided by the town counsel. The Committee and the Superintendent may seek his/her services to counsel and represent the school system at various times.

However, because the complexity of school department operations often requires specialized legal services, the Committee may also retain an attorney or law firm to provide additional legal services.

It will be the duty of the counsel for the Committee to advise the School Committee and the Superintendent on the specific legal problems submitted to him/her. He/she will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable him/her to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school system will be made by the Committee. The Superintendent may also take such action at the direction of the Committee.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, he/she will advise the Committee and seek either initial or continuing authorization for such service.

LEGAL REFS.: M.G.L. 71:37E; 71:37F

SCHOOL COMMITTEE MEETINGS

The Webster School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting: the usual official legal action meeting, held regularly
2. Special meeting: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

LEGAL REFS.: M.G.L. 39:23A; 39:23B; 39:23C

CROSS REFS.: BEC, Executive Sessions
BEDA, Notification of School Committee Meetings

EXECUTIVE SESSIONS

All meetings of the Webster School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual.
2. The discipline or dismissal, including the hearing of charges against, a member of the Committee, a school department employee or student, or other individual.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the Committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. And to consider and interview applicants for employment (The only position that the School Committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an open meeting will have a detrimental affect in obtaining qualified applicants.
9. To meet or confer with a mediator with respect to any litigation or public business.

(In the first two cases listed, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session. The Committee will review executive session minutes for possible declassification at least once each year.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

LEGAL REFS.: M.G.L. 39:23A; 39:23B

CROSS REFS.: BDE, Subcommittee of the School Committee
BE, School Committee Meetings
KEB, Public Complaints about School Personnel

NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings will be accomplished by periodic publication of the schedule for the ensuing months. Notification of a change in a regular meeting time or place and notification of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

LEGAL REFS.: M.G.L. 39:23A; 39:23B

CROSS REF.: BE, School Committee Meetings

AGENDA FORMAT

The Superintendent, conferring with the Chairperson of the Webster School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Items of business may be suggested by any School Committee member, staff member, or citizen. The inclusion of such items, however, will be at the discretion of the Chairperson of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members three days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

RULES OF ORDER

Robert's Rules of Order, Newly Revised will govern the proceedings of the Webster School Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

VOTING METHOD

Except on procedural matters, all votes of the Webster School Committee will be taken by a call of the roll and the ayes and nays will be recorded in the minutes; if the vote is unanimous only that fact need be recorded.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. A majority of the members of the School Committee will constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

LEGAL REFS.: M.G.L. 39:23B; 71:42; 71:50

MINUTES

The minutes of a Webster School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. A statement on the nature of the meeting (regular or special), the time, the place, and the approval of the last regular and each subsequent special meeting.
2. Names of the members present or absent, annotated as to arrival and departure times, if during the meeting.
3. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
4. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

LEGAL REFS.: M.G.L. 39:23B; 66:10

CROSS REF.: KDB, Public's Right to Know

SPECIAL PROCEDURES FOR CONDUCTING HEARINGS

In conducting all public hearings required by law, and others as it deems advisable, the Webster School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in all local media.
2. Make available printed information on the topic of the hearing.
3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.

The Chairperson of the Committee will preside at the hearing.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee; to comment, citizens must be recognized by the Chair, and all remarks must be addressed to the Chair and be germane to the topic. To assure that all who wish get a chance to speak, the Chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

SCHOOL COMMITTEE POLICY DEVELOPMENT

The Webster School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school system. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

The School Committee accepts the definition of policy set forth by the National School Boards Association:

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted, in terms of state law, regulations of the Massachusetts Board of Education, and other regulatory agencies of the various levels of government.

POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the Webster School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - first reading of proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

POLICY REVISION AND REVIEW

The Webster School Committee recognizes the need to maintain up-to-date policies and to conduct regular, annual reviews of the policy manual. To this end, the superintendent will propose to the School Committee new policies and revisions of existing policies. These new and revised policies may reflect changes in the Massachusetts General Laws; changes in federal legislation or requirements; changes in Massachusetts Department of Education regulations; advances in the areas of educational management and leadership and changes in local conditions that may have policy implications.

These proposed new policies or policy revisions will be deliberated during each of three reading periods conducted at successive school committee meetings. At the end of the third reading period, the school committee will conduct a final deliberation then vote approval or non-approval of the proposed new policy or revision. The superintendent will then have each revision integrated into existing policy manuals.

Once each year, following the May election of officers, the superintendent will present to school committee a listing of all new and revised policies approved during the previous year, along with any follow up information and/or relevant administrative procedures.

Beginning with the School Committee Policy Manual approved in 2003, the school committee will conduct five year reviews of the entire policy manual, the first taking place in 2008, then 2013, etc. Said reviews will be conducted in collaboration with the district administration. At the school committee's discretion, a private consultant may be hired to facilitate the review and updating process.

Accepted as a policy following three readings on Tuesday, January 27, 2004.

SCHOOL COMMITTEE REVIEW OF REGULATIONS

It is expected that the Superintendent and administrative staff will need to issue regulations implementing policies of the Webster School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the regulations developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals, or objectives of the district, but it will revise or veto such regulations only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve regulations except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a regulation to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

LEGAL REF.: M.G.L. 71:37H

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Webster School Committee and the regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Committee, and, insofar as conveniently possible, to all persons in the community. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

All policy manuals distributed to anyone will remain the property of the Committee and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary for purposes of updating.

The School Committee's policy manual will be considered a public record and will be available for inspection at the Superintendent's office.

SUSPENSION OF POLICIES

The operation of any section or sections of Webster School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The Webster School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee from administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, Webster School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), Internet web forums, and Internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the School Committee chairperson, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic correspondence between and among members of the School Committee. These copies shall be printed and retained in the central office in the same fashion as any other School Committee records. School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

LEGAL REFS: M.G.L.4:7; 39:23A, 23B; 66:10

NEW SCHOOL COMMITTEE MEMBER ORIENTATION

The Webster School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. All new members shall receive copies of all agendas, reports, and other communications received by Committee members. Each new member shall be given the following materials:

- A. A copy of the School Committee policy manual
- B. A copy of the Open Meeting Law
- C. A copy of the Conflict of Interest Regulations
- D. A copy of the district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Each new member shall also receive any other materials the chairperson and/or the Superintendent determines to be necessary. The Massachusetts Association of School Committees, Inc. shall furnish a copy of the latest Massachusetts General Laws relating to education.

The chairperson and/or Superintendent shall also clarify policy:

- A. Arranging visits to schools or administrative offices
- B. Requesting information regarding school district operations
- C. Responding to community requests/complaints concerning staff or programs
- D. Handling confidential information

In districts where members are appointed as well as elected, prior to assuming their official duties (i.e. cities) they may be invited to attend all meetings of the Committee with the exception of executive sessions.

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established Committee policy.

SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the Webster School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. A calendar of School Committee conferences, conventions and workshops will be maintained by the Committee secretary. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system. At least annually, the Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will accord with the travel expense policy for staff members.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

LEGAL REFS.: M.G.L. 40:5

SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The Webster School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person--who may or may not be a member of the Committee--to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

SCHOOL COMMITTEE MEMBERSHIPS

The Webster School Committee will maintain memberships in the national, state and regional School Committees (boards) associations and take an active part in the activities of these groups.

It may also maintain institutional memberships in other educational organizations, which the executive officer and Committee find to be of benefit to members and personnel.

The materials and benefits of institutional memberships will be distributed and used to the best advantage of the Committee and the staff.

SECTION C
GENERAL SCHOOL ADMINISTRATION

CA	ADMINISTRATION GOALS/PRIORITY OBJECTIVES, FUNCTIONS OF ADMINISTRATION
CBB	RECRUITMENT AND SELECTION OF SUPERINTENDENT
CBC	POWERS AND AUTHORITY
CBD	SUPERINTENDENT'S CONTRACT
CBI	EVALUATION OF THE SUPERINTENDENT
CBK	CODE OF ETHICS - SUPERINTENDENT OF SCHOOLS
CCB	LINE AND STAFF RELATIONS
CE	ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
CH	POLICY IMPLEMENTATION
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CHCA-E	APPROVAL OF HANDBOOKS AND DIRECTIVES
CL	ADMINISTRATIVE REPORTS
CM	SCHOOL DISTRICT ANNUAL REPORT

ADMINISTRATION GOALS/PRIORITY OBJECTIVES

FUNCTIONS OF ADMINISTRATION

Under the policies and direction of the Webster School Committee, the administration of the Webster Public Schools is charged with the following general responsibilities:

- To define and set forth the purposes of education in the school district.
- To create a structure or framework for accomplishing these purposes.
- To recruit all necessary personnel.
- To place and orient personnel into the organization in such a way that there is a clear delegation and allocation of authority and responsibility.
- To secure and allocate local, state, and federal (and, where appropriate, private) resources for the support of education.
- To direct the everyday operation of the school system.
- To make provisions for the committees, conferences, and activities necessary for the coordination of effort and the accomplishment of educational purposes.
- To develop good morale and encourage the continuing professional growth of all personnel.
- To establish and support evaluation efforts which appraise the performance of students, teachers, administrators, and other personnel in the school system.
- To develop programs to promote the community's understanding of the needs, problems, and successes of the schools with the view of obtaining continuing moral and financial support from the community.
- Using the results of evaluation and seeking to accurately assess present and future conditions in order to improve the educational services provided by the school system.

RECRUITMENT AND SELECTION OF SUPERINTENDENT

In event of a vacancy in the office of the Superintendent of Schools, the following policy will be followed:

The Webster School Committee will review its policies with reference to desired qualifications and position description as well as level of salary and benefits.

The School Committee will take special care to assess the needs of the school system with reference to change and stability. Change, movement, and progress may be in order for the immediate future. On the other hand, the school system may have need for a period of stability with a slower pace of change. In large measure, a superintendent sets the tone and pace of educational improvement for the school system.

The School Committee may proceed in one of three ways: appoint a sub-committee to act as a search committee; use the whole Committee as a search committee, or secure expert assistance to conduct the search process and submit the names of a limited number of applicants for interview.

Those responsible for carrying out the search for a new superintendent are reminded of the steps involved in the process: preparing a presentable and attractive notice of vacancy; publishing the notice of vacancy within and outside the school system; securing applications and credentials of applicants; screening applicants down to a manageable number for interviews and visitations; negotiation of terms; and selection.

If at all possible, selection of a new superintendent should be by unanimous vote of the School Committee. Should this not be possible, selection may be made by a two-thirds vote of the School Committee.

POWERS AND AUTHORITY

The power of the Webster School Committee is established by law: "The School Committee of a town shall employ a superintendent and fix his/her compensation." His/her role and major responsibilities are also specified by law: "The Superintendent shall be the executive officer of the School Committee and under its direction:

Shall have the care and supervision of the public schools.

Shall assist it in keeping its records and accounts.

Shall assist it in making such reports as are required by law.

Shall recommend to the Committee teachers, textbooks, and courses of study."

As the chief executive officer of the School Committee, he/she functions on the basis of discretionary powers given him/her by policies established by the School Committee.

The Superintendent shall provide the Committee with necessary information and reports as well as his/her recommendations to assist the School Committee in reaching sound judgments on policy matters.

When it is necessary to depart from established policy, the Superintendent shall inform the School Committee and seek its advice and direction.

On the basis of the policies of the School Committee the Superintendent specifies the required actions in designing detailed arrangements under which the schools will be operated.

The Superintendent as executive officer of the School Committee and as the highest certified educational administrator is the contact person between the School Committee and the staff in so far as school operations are concerned.

The Superintendent at his/her discretion may delegate to other personnel the exercise of any powers and the discharge of any duties given to him/her by the School Committee. The Superintendent is not relieved of any responsibility by virtue of such delegation.

In the development of rules and regulations, the Superintendent shall include at the planning stage, whenever feasible, persons to be affected by those rules and regulations. He shall establish communication channels within the school district in order to draw on the ideas and assess the feelings of various groups of employees.

The Superintendent shall have the privilege of seeking guidance from the School Committee on matters of school operation.

SUPERINTENDENT'S CONTRACT

The Webster School Committee, upon the election of a candidate or upon reelection of the incumbent Superintendent, will enter into a written contract with the Superintendent, which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.

LEGAL REFS.: M.G.L. 71:41; 71:42

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Webster School Committee will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the School Committee.
2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.
3. Develop harmonious working relationships between the School Committee and Superintendent.
4. Provide administrative leadership of excellence for the school system.

The School Committee will periodically develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.

CODE OF ETHICS - SUPERINTENDENT OF SCHOOLS

Preamble

Public education in America rests on firm commitments to the dignity and worth of each individual; to the pre-eminence of enlightenment and reason over force and coercion; and to government by the consent of the governed. Public schools prosper to the extent that they merit the confidence of the people. In judging its schools, society is influenced to a considerable degree by the character and quality of their administration. To meet these challenges school administrators have an obligation to exercise professional leadership.

Society demands that any group that claims the rights, privileges, and status of a profession prove itself worthy through the establishment and maintenance of ethical policies governing the activities of its members. A professional society must demonstrate the capacity and willingness to regulate itself and to set appropriate guides for the ethical conduct of its members. Such obligations are met largely by practitioners through action in a professional society such as the American Association of School Administrators.

Every member of a profession carries a responsibility to act in a manner becoming a professional person. This implies that each school administrator has an inescapable obligation to abide by the ethical standards of his/her profession. The behavior of each is the concern of all. The conduct of any administrator influences the attitude of the public toward the profession and education in general.

These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor and dignity on the profession of school administration. They are not intended as inflexible rules nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in his/her working relationships. They encourage and emphasize those positive attributes of professional conduct which characterize strong and effective administrative leadership.

Policy 1. The professional school administrator constantly upholds the honor and dignity of his/her profession in all his/her actions and relations with pupils, colleagues, school board members, and the public.

Policy 2. The professional school administrator obeys local, state, and national laws; holds himself to high ethical and moral standards, and gives loyalty to his/her country and to the cause of democracy and liberty.

Policy 3. The professional school administrator accepts the responsibility throughout his/her career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.

Policy 4. The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the district.

Policy 5. The professional school administrator applying for a position or entering into contractual agreements seeks to preserve and enhance the prestige and status of his/her profession.

Policy 6. The professional school administrator carries out in good faith all policies duly adopted by the local board and the regulations of state authorities and renders professional service to the best of his/her ability.

Policy 7. The professional school administrator honors the public trust of his/her position above any economic or social rewards.

Policy 8. The professional school administrator does not permit considerations of private gain nor personal economic interest to affect the discharge of his/her professional responsibilities.

Policy 9. The professional school administrator recognizes that the public schools are the public's business and seeks to keep the public fully and honestly informed about their schools.

Overview

High standards of ethical behavior for the professional school administrator are essential and are compatible with his/her faith in the power of public education and his/her commitment to leadership in the preservation and strengthening of the public schools. The true sense of high calling comes to the Superintendent of Schools as he/she faces squarely such widely held beliefs as the following:

- A. The effectiveness of the schools and their programs is inescapably the responsibility of the Superintendent.
- B. Every act, or every failure to act, of the Superintendent has consequences in the schools and in the lives of people.
- C. In many situations and to many people in a community the Superintendent is the living symbol of their schools.
- D. The public entrusts both the day-by-day well-being and the long range welfare of its children and of its school system to the Superintendent and Board of Education.
- E. The ultimate test for a superintendent is the effort which he/she makes to improve the quality of learning opportunity for every child in the schools.
- F. In the long run, what happens in and to the public schools of America happens to America.

LEGAL REF.: The AASA Code of Ethics, American Association of School Administrators, Washington, D. C., 1966.

LINE AND STAFF RELATIONS

The Webster School Committee expects the Superintendent to establish a clear understanding on the part of all personnel of the working relationships in the school system.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and regulations and for the improvement of the educational program.

Functioning in an advisory capacity all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through regulations, the policies established by the Webster School Committee.

The policies developed by the Committee and the regulations developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulations and for seeing that they are implemented in the spirit intended.

DEVELOPMENT OF ADMINISTRATIVE PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with Webster School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of administrative procedures, the Superintendent may involve at the planning stage those who would be affected by the regulations, including staff members, students, parents/guardians, and the public. He must weigh with care the counsel given by representatives of staff, student and community organizations. He will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of regulations be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

SCHOOL COMMITTEE REVIEW OF ADMINISTRATIVE PROCEDURES

It is expected that the Superintendent and administrative staff will need to issue administrative procedures implementing policies of the Webster School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the administrative procedures developed by the Superintendent for the school system prior to their issuance, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve administrative procedures except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for information purposes only.) Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

LEGAL REF.: M.G.L. 71:37H

ADMINISTRATIVE PROCEDURES DISSEMINATION

It will be the responsibility of the Superintendent to see that the administrative procedures developed to implement Webster School Committee policies and administer the school system are appropriately coded and included as regulations in the School Committee's policy manual.

An administrative procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

LEGAL REFS.: M.G.L. 71:37H

APPROVAL OF HANDBOOKS AND DIRECTIVES

Notwithstanding any general or special law to the contrary all student handbooks shall contain the following provisions:

- (a) Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon, or a controlled substance may be subject to expulsion from school by the Principal.
- (b) Any student who assaults any employee of the school district may be subject to expulsion from school by the Principal.
- (c) Any student who is charged with a violation of either (a) or (b) above shall be notified in writing of an opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.
- (d) Any student who has been expelled shall have the right to appeal to the Superintendent.
- (e) When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

LEGAL REFS.: M.G.L. 71:37H

ADMINISTRATIVE REPORTS

The Webster School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.

Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all statistical and other information required.

SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the Webster School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing parent/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the town's public schools.

Established by law and Committee policy

LEGAL REFS.: M.G.L. 72:4

SECTION D
FISCAL MANAGEMENT

DA	FISCAL MANAGEMENT GOALS
DB	ANNUAL BUDGET
DBC	BUDGET DEADLINES AND SCHEDULES
DBD	BUDGET PLANNING
DBG	BUDGET ADOPTION PROCEDURES
DBI	BUDGET OPERATION AND CONTROL
DBJ	BUDGET TRANSFER AUTHORITY
DD	FUNDING PROPOSALS AND APPLICATIONS
DH	BONDED EMPLOYEES AND OFFICERS
DI	FISCAL ACCOUNTING AND REPORTING
DID	ANNUAL INVENTORY
DIE	ANNUAL AUDIT
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DJE	BIDDING REQUIREMENTS
DJG	VENDOR RELATIONS
DK	PAYMENT PROCEDURES
DKB	PAYROLL DEDUCTIONS
DKC	EXPENSE REIMBURSEMENTS

FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the Webster School Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the school system take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into committee operations and into all aspects of school system management and operation.

In the school system's fiscal management, it is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding that will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the school department, and it mirrors the problems and difficulties that confront the school system.

The budget then is more than just a financial instrument and requires on the part of the Webster School Committee, the staff, and the community orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school system will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The Superintendent will serve as budget officer but he/she may delegate portions of this responsibility to members of his/her staff as he/she deems appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

LEGAL REFS.: M.G.L. 71:34; 71:37 and 71:38N

BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and charter.

The calendar year for budget preparation will be determined by calculating backwards from the final adoption date: the annual town meeting held on the second Monday in May. Dependent on the date thus set, the following will be scheduled:

Two weeks or more before the annual town meeting -

Publication of the budget for the meeting, by the selectmen

Not less than 30 days before the annual town meeting -

Finance committee holds a public hearing on its proposed recommendations for the articles in the budget to be published as above.

Whatever dates assigned the above, the final date for the submission of the budget to the selectmen will be arranged cooperatively with the School Committee and finance committee. The selectmen have authority to impose a date as early as December 31.

In reaching its decision on the budget amount that it will submit to the selectmen, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

Established by law and charter

LEGAL REFS.: M.G.L. 71:38N
Webster Town Charter Sec. 6-2 A&B

BUDGET PLANNING

The major portion of income for the operation of the public schools is derived from local property taxes, and the Webster School Committee will attempt to protect the valid interest of the taxpayers. However, the first priority in the development of an annual budget will be the educational welfare of the children in our schools.

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives.

In the budget planning process for the school system, the School Committee will strive to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all our students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar.

BUDGET ADOPTION PROCEDURES

Authority for adoption of the final school budget lies with the citizens who comprise, and who are entitled to vote at, the town meeting. The school budget is presented as part of the total town budget for action at the annual town meeting.

Established by law and charter

LEGAL REFS.: M.G.L. 71:34
 Town Charter

BUDGET OPERATION AND CONTROL

Direct responsibility for the day-by-day implementation and control of the budget of the school system is placed with the business administrator.

Except for expenditures necessitated under emergency powers of the Superintendent,

Purchase requisitions will not be approved for services, materials, or contracts which will cause sums appropriated to specific purposes in the budget to be exceeded.

Funds budgeted for any particular classification or item of expenditure shall not be used for any other purpose or transferred to any other account except by resolution of the School Committee.

Should additional revenue materialize during a budget year which was not anticipated at the start of the year (perhaps from a special grant), a plan for spending said funds may be incorporated into the current budget.

BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the school department's budget, the Webster School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.

The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school system.

All funds in the general account not expended by the close of the fiscal year will be returned to the town.

FUNDING PROPOSALS AND APPLICATIONS

The Webster School Committee will encourage the administration to seek and secure all possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in our schools.

The Superintendent will keep informed of all possible funds available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.

The Superintendent will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.

The Superintendent is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.

LEGAL REFS.: M.G.L. 44:53A
 P.L. 874 Impact Aid
 Board of Education 603, CMR 32:00; 34:00

BONDED EMPLOYEES AND OFFICERS

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the town.

LEGAL REFS.: M.G.L. 40:5

FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform with state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as found desirable.

LEGAL REF.: Board of Education 603 CMR 10:00

ANNUAL INVENTORY

Inventories are taken for a number of reasons: to make sure that school property is being used for the purposes for which it was purchased; to protect school property from theft and damage; to assess the operational condition and efficiency of school equipment; to establish a maintenance and repair schedule; to determine the specific amounts of supplies which need to be purchased for the near future; and to create (for insurance purposes) a current record of the value of school property in the case of fire loss, other damage, or theft.

There shall be an annual inventory of all equipment, furniture, and supplies which are under the responsibility and jurisdiction of the School Committee.

The annual inventory shall be taken under the general supervision of the Superintendent and shall be under the direct supervision of the business manager with other professional and non-instructional employees cooperating as directed.

The procedures for taking and valuing the annual inventory shall be established in consultation with insurers.

The Superintendent will provide the School Committee with the important details of the inventory program. A complete inventory report shall be provided to the town administrator.

AUDITS

An audit of the school department's accounts should be conducted annually according to the criteria established by the Dept. of Education. In addition, the Webster School Committee may request a private audit of the school system's accounts at its discretion.

The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

PURCHASING

The Webster School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The acquisition of materials, equipment and services will be centralized in the Superintendent's Office of the school system.

The Superintendent will serve as purchasing agent. He/she will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent, with such exceptions as may be made by the latter for emergency purchases and those made with petty cash funds.

LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30B; 71:49A

PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

BIDDING REQUIREMENTS

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding \$25,000 will be based upon competitive bidding.

An effort will be made to procure multiple bids for all purchases in excess of \$25,000. When recommending acceptance of a bid, the Superintendent will inform the School Committee whenever possible of the competitive price a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school system. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid maybe withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school system.

LEGAL REFS.: M.G.L. 7:22A; 7:22B, 30B

CROSS REF.: DJA, Purchasing Authority

VENDOR RELATIONS

Representatives of firms doing or hoping to do business with the school system will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel, who will limit their visits to staff members designated by school officials.

PAYMENT PROCEDURES

All claims for payment from school department funds will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the Webster School Committee.

As an operating procedure, the Committee will receive monthly lists of bills for payment from school department funds. The lists will be certified as correct and approved for payment by the School Committee and then forwarded to the city auditor for processing and subsequent payment by the city treasurer. Actual invoices, statements, and vouchers will be available for inspection by the School Committee.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school building administrators will be responsible for observing budget allocations in their respective schools.

LEGAL REFS.: M.G.L. 41:41; 41:52 41:56

PAYROLL DEDUCTIONS

On the basis and conditions of state law, government regulations, and agreements with employee groups, payroll deductions will be (or may be) made for the following purposes:

Federal and state income tax

State retirement system

Health, accident, and term insurance

Annuity programs

Dues for teacher employee group

Union dues for custodians

LEGAL REFS.: M.G.L. 32; 32B:10, 11F; 71:37B; 180:17C

EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by personally-owned vehicle is authorized, mileage payment will generally be made at the rate currently approved by the Committee. However, a monthly travel stipend, in an amount established by the Committee, will be paid to the Superintendent, Assistant Superintendent, Business Manager, and others authorized by the Committee who are required to travel regularly within the school system on official business.

To the extent budgeted for such purposes in the school budget, approval of travel requests will be as follows:

1. Travel by School Committee members must have prior approval of the School Committee.
2. Any travel request with estimated expenditures of more than \$1,000.00 must be approved in advance by the Committee. Travel requests for less than \$1,000.00 may be approved by the Superintendent.
3. Each individual request will be judged on the basis of its benefit to the school system.

LEGAL REFS.: M.G.L. 40:5; 44:58

SECTION E
SUPPORT SERVICES

EB	SAFETY PROGRAM
EBB	FIRST AID
EBC	EMERGENCY PLANS
EBCD	EMERGENCY WEATHER PROVISIONS
EC	BUILDINGS AND GROUNDS MANAGEMENT
ECA	BUILDINGS AND GROUNDS SECURITY
ECAC	VANDALISM
ECBA	MAINTENANCE OF SCHOOL FACILITIES
EDC	AUTHORIZED USE OF SCHOOL-OWNED MATERIALS
EEA	STUDENT TRANSPORTATION SERVICES
EEAA	WALKERS AND RIDERS
EEAE	SCHOOL BUS SAFETY PROGRAM
EEAEA	BUS DRIVER EXAMINATION AND TRAINING
EEAEA-I	DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS
EEAEC	STUDENT CONDUCT ON SCHOOL BUSES
EEAEC-R	STUDENT CONDUCT ON SCHOOL BUSES
EEAG	STUDENT TRANSPORTATION IN PRIVATE VEHICLES
EFC	FREE AND REDUCED PRICE FOOD SERVICES

SAFETY PROGRAM

Accidents are unplanned occurrences that can result in tragic consequences--bodily harm, loss of school time, property damage, legal action, and even fatality. The Webster School Committee will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety will be provided.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

LEGAL REF.: M.G.L. 71:55C
 Acts of 1985c 614 Sec 1
 Board of Education 603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program
 GBGB, Staff Personal Security and Safety
 IHAM, Health Education

FIRST AID

The Webster Public Schools attempt to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call the school physician.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him/her.
4. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
6. All accidents to students and staff members will be reported as soon as possible to the Superintendent ~~and the School Committee~~.

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building Principals will meet all requirements for conducting fire drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

CROSS REF.: EBCD, Emergency Closings

EMERGENCY CLOSINGS

The Superintendent or his/her designee may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it maybe prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as maybe possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities ~~and with school officials from neighboring towns~~. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.: M.G.L. 71:4; 71:4A

CROSS REF.: EBC, Emergency Plans

First Reading: October 27, 2009

Second Reading: November 10, 2009

Third Reading and Vote: November 24, 2009

File: EC

BUILDINGS AND GROUNDS MANAGEMENT

The Webster School Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent. He/she will work with other town departments, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

The Superintendent will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the separate schools, the building administrator will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

VANDALISM

The Webster School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Restitution will be sought for all or part of any damages.

MAINTENANCE OF SCHOOL FACILITIES

According to state law, every town shall provide and maintain a sufficient number of schoolhouses, properly furnished and conveniently situated for the accommodation of all children therein entitled to attend the public schools.

The maintenance and repair program is viewed as a continuing long-term effort to maintain the appearance and functioning efficiency of the building and sites. The maintenance, repair and cleaning of school facilities (building and sites) is the direct responsibility of the Business Administrator.

A long-term (three-to-five year) program of maintenance will be the basis for developing work schedules to accommodate work projects which have to be done two or three times a year, seasonally or once a year, and once every two or more years. Money will be allocated each year in the regular budget for the support of the long-term program of repair and maintenance of school facilities.

LEGAL REF.: M.G.L. 71:68

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS EQUIPMENT

The Webster School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent to assure the user's responsibility for, and return of, all school equipment.

STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts.

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A;
71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

CROSS REF.: EEAA, Walkers and Riders

WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the Town of Webster for transportation costs is given by the Commonwealth only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students as follows:

Kindergarten: All students

Grades K-2: All students at Park Ave., regardless of distance

Grade 3-12: Students living more than one and one-half miles from school

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed. Medical issues will also be considered.

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

CROSS REF.: EB, Safety Program

BUS DRIVER EXAMINATION AND TRAINING

The Webster School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis and the required CORI information.
3. No person under 18 years and only persons of high character will be allowed to operate school buses.
4. Only persons who are properly licensed by the state and have completed the driver training program will be permitted to drive school buses.
5. The contractor will furnish the ~~School Committee~~ (replace with "Superintendent's Office) with a list of names of drivers and their safety records for the last three years.
6. In case of any change of bus drivers, the contractor will notify school officials as soon as possible.
7. Each driver will be required to comply with the Department of Transportation regulations for drug and alcohol testing.
8. ~~Cell phones are to be used for emergencies only~~ (replace with Cell phone use is prohibited).
9. Alcohol, tobacco and illicit drugs are strictly forbidden while on duty.

LEGAL REFS.: Highway Safety Program Standard No. 17
M.G.L. 90:7B; 90:8A; 90:8A V2

First reading: October 27, 2009

Second reading: November 10, 2009

Third reading and vote: November 24, 2009

**DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND
COMMERCIAL VEHICLE DRIVERS**

The district shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The district will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, Section 382 et seq. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

LEGAL REF.: 49 U. S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)

49C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol
Testing Programs

49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing

49C.F.R. Part 391 Qualification of Drivers

STUDENT CONDUCT ON SCHOOL BUSES

The Webster School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school or school-related activities. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. He/she will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent/guardian to report at once with the child to the Superintendent's office.
3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent/guardian.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct aboard the Bus

1. School buses are considered an extension of the classroom and are subject to discipline established in each school handbook.
2. The following disturbances are prohibited:

- Pushing or wrestling
- Annoying other passengers or disturbing their possessions
- Talking to the driver
- Throwing objects within the bus or out of windows
- Climbing over seats
- Opening or closing windows
- Leaning out of windows

Littering the bus

And any other disturbance that may interfere with safe passage of students

1 of 2

File: EEAEC-R (also JICC-R)

3. Parents will be held responsible for any defacing or damaging of the bus.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

OMIT AND REPLACE

File: EEAG

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personnel liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more. Vehicle must have current inspection sticker and registration certificate.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.
4. Driver must be at least 21, properly licensed and have permission from school Principal or other designated administrator.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 / \$300,000
3. The parent / guardians of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.
4. The driver cannot transport more than fourteen passengers including the operator of the vehicle.
5. The vehicle must have an adequate number of seat belts and the operator and passengers must wear seat belts which are properly adjusted and fastened.
6. The driver must not be compensated for providing transportation.

In addition to the above criteria, any privately-owned vehicle and the administrator, teacher or coach shall also comply with other Massachusetts laws regulating the safe operation for a motor vehicle prior to transporting students as follows:

1. The motor vehicle must be registered and properly insured pursuant to Chapter 90, section 1A and section 34A of the General Laws of Massachusetts.
2. The driver must have a valid drivers license and be over the age of twenty five years old.
3. The motor vehicle must undergo an annual safety inspection as required by Massachusetts law.
4. The driver must not operate the motor vehicle for transporting students if his or her license has been suspended or revoked within the past three years.
5. The driver shall refrain from the use or possession of alcohol or drugs when transporting students for school activities.
6. The driver shall refrain from the use of any mobile communication device, including but not limited to cell phones and PDA's when transporting students for school activities.
7. The driver must have an active CORI (Criminal Offender Registry Information) check on file in the Superintendent's Office.

First reading: October 27, 2009

Second reading: November 10, 2009

Third reading and vote: November 24, 2009

FREE AND REDUCED PRICE FOOD SERVICES

The Webster school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

SECTION F

FACILITIES DEVELOPMENT

FA	FACILITIES DEVELOPMENT GOALS
FA-E	FACILITIES DEVELOPMENT GOALS
FB	FACILITIES PLANNING
FCB	RETIREMENT OF FACILITIES
FF	NAMING NEW FACILITIES

FACILITIES DEVELOPMENT GOALS

The Webster School Committee believes that any educational program is influenced greatly by the environment in which its functions. The development of a quality educational program and school facilities that help to implement the program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number of students in the school system, and to provide the kind of facilities that will best support and accommodate the educational program.

In planning facilities, the Committee recognizes that capital outlay funds are limited, and that priorities must be established to make the best use of the school building dollar. The Committee's first objective will be to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facility expansions.

Architects retained by the Committee are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

LEGAL REF.: 603 CMR 26:07

FACILITIES DEVELOPMENT GOALS

Facilities

- (1) Every new school which is to be constructed and every addition to an existing school or program for modernization of an existing school shall be designed or planned so as to ensure that the educational opportunities to be offered within that school following its construction or expansion or reconstruction will be available equally to all students thereof without regard to the race, color, sex, religion, sexual orientation or national origin of any such student.
- (2) The goal of each school shall be to provide males and females with equal quality facilities and conveniences within a school that are separated for reasons of privacy, e.g. showers, locker rooms, changing rooms, toilets and lavatories. Any school to be constructed shall make such provision and any plan for the expansion or modernization of an existing school shall include whatever provision is necessary in order to achieve compliance with 603 CMR 26.07.

LEGAL REF.: 603 CMR 26:07

FACILITIES PLANNING

School Building Committee

The Town of Webster creates a school building committee for specific building projects. These committees act as the administrative authority for the projects, subject to approval of various actions by the School Committee and town.

The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.
2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.
3. To review previous studies and initiate needed studies with or without consultative assistance.
4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through Principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 71:37C and D; 71:68; 71:70
Massachusetts Board of Education Regulations Governing the School
Building Assistance Act
Chapter 645 of the Acts of 1948 as amended, FY 79
Board of Education 603 CMR, 38:00 and 603 CMR 26:07

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities.
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions.
3. Reassignment of children, including alternative plans according to committee policy.
4. Transportation factors, including numbers of children bussed, time, distance, and safety.
5. Alternative uses of the building.
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs.

NAMING NEW FACILITIES

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration should be chosen. The Committee also feels that it is appropriate to name schools for physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; or significant or pertinent events.

The Superintendent will prepare for the approval of the Committee a procedure to follow in recommending names for school buildings to the school building committee. Whenever possible, the wishes of the community, including parents and students, should be considered in naming new facilities.

It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity. Much confusion in accounts, files, and records can be avoided if a new school can be identified by name before the planning starts.

SECTION G

PERSONNEL

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PERSONNEL POLICIES GOALS

The Webster School Committee realizes that even though they are no longer involved in the process of hiring school district employees other than the Superintendent and Assistant Superintendent, they are responsible to the students and residents of the school district they represent to insure that the highest quality individuals available are hired to meet the needs of the district. They have the additional responsibility to articulate the expectations of the district relative to personnel. This must be done in the form of District Policy. The School Committee recognizes that an efficient staff dedicated to education is necessary to maintain a constantly improving educational program.

The District's specific personnel goals are:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in the employment and retention of individuals with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the system's learning program.
2. To develop a general staff assignment strategy that will contribute to the learning program; and to use it as the primary basis for determining staff assignments.
3. To provide positive programs of staff development that contribute both to improvement of the learning program and to each staff member's career development aspirations.
4. To provide for a genuine team approach to education.
5. To develop and use for personnel evaluation positive processes that contribute to the improvement of both staff capabilities and the learning program.

LEGAL REF.: 603 CMR 26:08 paragraph 3,7,8,9

EQUAL EMPLOYMENT OPPORTUNITY

The Webster School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the district who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, creed, color, age, sex, national origin or sexual orientation. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

LEGAL REF.: 603 CMR 26:08

CROSS REF.: AC, Nondiscrimination

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The Webster School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee from administrative decisions on important matters, except those matters that are outside the Committee's legal authority, provided that the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of personal gifts by school personnel from school suppliers, from parents and/or students can be subject to misinterpretation and a source of embarrassment to the school system and all persons involved. When families, students, or others wish to express personal appreciation to a teacher or other staff member, the School Committee urges them to find modes of expression that do not involve personal gifts.

In keeping with this policy, no employee of the School Committee will accept a personal gift from a business concern supplying, or with an interest in supplying, goods, materials, equipment, or services to the school system. This restriction does not relate to the acceptance of gifts for the school system, nor to the acceptance of small and clearly identifiable advertising and promotional materials.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time must be held at a minimum. Therefore, no solicitations of funds for charitable purposes will be made among staff members except with specific School Committee approval. Whenever such solicitations are made, no pressure will be exerted to obtain contributions even though the drive is one that the School Committee has specifically approved.

The solicitation of funds for the United Fund will be permitted on an annual basis.

CROSS REFS.: KHA, Public Solicitations in the Schools

CARE OF SCHOOL PROPERTY

Teachers are responsible for the appearance and care of their rooms and the furniture and fixtures in those rooms.

The need for maintenance, repair, or replacement of furniture, fixtures, or equipment should be reported promptly to the Principal.

Teachers have responsibility for insuring that students properly use textbooks and other learning materials, instructional equipment and aids, furniture, and the classroom itself.

Any abuse by students in the care and use of school property shall be handled appropriately by the teacher and Principal.

DRUG-FREE WORKPLACE POLICY

The Webster school district will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the district's policy of maintaining a drug-free workplace; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

LEGAL REFS.: The Drug-Free Workplace Act of 1988

TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS

Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses, by any individual, including school personnel is prohibited.

Staff members who violate this policy will be referred to their immediate supervisor.

LEGAL REF.: M.G.L. 71:37H

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Webster School Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Prior to employment in the school system, all employees and volunteers who have regular contact with students will submit to a CORI exam and provide evidence of freedom from tuberculosis, as specified by state law. Prospective candidates for a teaching position must file with the Superintendent's office a record of having passed a physical examination taken not more than 90 days prior to the date of employment as required by the Town of Webster. Additional physical examinations will also be required of bus drivers and food handlers as law or state regulations require.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is needed to verify need for sick leave.

LEGAL REFS.: M.G.L. 71:54; 71:55B; 71:55C

CROSS REFS.: EB, Safety Program
GDBD, Support Staff Fringe Benefits

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Webster School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

LEGAL REF.: M.G.L. 71:44

PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, pay- roll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of his/her own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his/her written response in the file.
6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438
 P.L. 90-247, Title IV, as amended
 88 Stat. 571-574 (20 U.S.C. 1232g) and regulations.
 M.G.L. 4:7; 71:42C
 Teachers' Agreement

CONTRACT REF.: All Agreements

CROSS REF.: KDB, Public's Right to Know

STAFF COMPLAINTS AND GRIEVANCES

The Webster 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

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school system will be created initially by the Webster School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the job holder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the Webster Public Schools 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.

Contracts issued to Principals will 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.

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 before April 1 must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for district-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

LEGAL REF.: Collective Bargaining Agreement

PROFESSIONAL STAFF FAMILY AND MEDICAL LEAVE

The Webster School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, regulations setting forth the rights and procedures granted by the Act, and shall ensure compliance with those regulations either personally or by delegation, or by some combination of personal oversight and delegation.

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993."

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Vacations

All administrators and other professional personnel employed on a 12-month basis will be entitled to annual vacation days.

Vacations for supervisory professional staff members who are employed on a 12-month basis and are members of a recognized bargaining unit will be established through negotiations. Vacations for supervisory personnel not in bargaining units will be established by the Committee and delineated in their individual contracts.

Holidays

Professional staff members will not be required to work on legal holidays. Paid holidays for the professional staff will be established when the School Committee approves the calendar for the school year and will include all legal holidays.

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.

REFS.: Collective Bargaining Agreements

PROFESSIONAL STAFF HIRING

Through its employment policies, the Webster Public Schools will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon an 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 age, sex, creed, race, color, national origin, disability, sexual orientation or place of residence.
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.

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45; 71:55B
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
603 CMR 7:00 and 44:00

CONFERENCES

The Webster School Committee believes that conferences are an integral part of the learning process for all personnel. Conferences should be planned as an educational experience complete with a written request and rationale to the highest ranking authority in the building.

Permission to attend a conference should be secured from the building Principal prior to making arrangements for the conference and passed on to the office of the Superintendent for final approval.

The conference should be followed with the submission of a synopsis and evaluation of the experience.

Any expenses applied to the school department for reimbursement should include receipts, invoices, vouchers, et cetera.

Any out of state conference, where reimbursement may be applied to the Webster Public Schools, needs School Committee approval.

PROFESSIONAL TEACHER STATUS

Certified 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/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 re-appointed 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

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional program.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with effective teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of certification and the policies delineated above.

CONTRACT REF.: Teachers' Agreement

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the Webster School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations.
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program.
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor initiated observations, and teacher initiated observations.

The formal evaluations will be written and will be discussed by the supervisor and the person being evaluated. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed by both parties and incorporated into the personnel files of the teacher or administrator. In addition, the individual and his/her department chairperson (if applicable) will receive a signed copy. The signature should indicate that the evaluation has been read and discussed.

The written evaluation should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B
603 CMR 35:00

CONTRACT REF.: Teachers' Agreement

EVALUATION OF PROFESSIONAL STAFF

M.G.L. 71:38 reads in part:

Performance standards for teachers and other school district employees shall be established by the School Committee upon the recommendation of the Superintendent, provided that where teachers are represented for collective bargaining purposes, all teachers performance standards shall be determined as follows:

The School Committee and the collective bargaining representative shall undertake for a reasonable period of time to agree on teacher performance standards.

Prior to said reasonable period of time, the school district shall seek a public hearing to comment on such standards.

In the absence of an agreement, after such reasonable time teacher performance standards shall be determined by binding interest arbitration

Either the school district or the teachers' collective bargaining representative may file a petition seeking arbitration with the commissioner of education.

The performance standards developed either by mutual agreement or as a result of arbitration will be incorporated in the collective bargaining agreement and may be used in decisions to dismiss, demote or remove a teacher or administrator pursuant to M.G.L. 71:42; 71:42A and 71:63.

EVALUATION OF PROFESSIONAL STAFF TEACHERS

To bring a desirable degree of consistency and uniformity to the evaluation process, the following procedures will be observed:

1. Evaluations may be initiated by the Superintendent, the assistant Superintendents, Principals, assistant Principals, and department heads or coordinators. These personnel will have the privilege of observing a teacher at any time.
2. The evaluation instruments will be the Teacher Evaluation Criteria booklet and the Evaluation Work sheet. Each staff member will be provided with a copy of these materials. The work sheet will be used by the evaluator who will provide the teacher with a copy.
3. Teachers will be evaluated through classroom observation during a school year.
4. Conferences will be arranged by the evaluator following each classroom observation. The work sheets will be reviewed and discussed at this time. Teachers may file written comments with the summary of each conference.
5. It is the teacher's responsibility to request assistance; the evaluator's responsibility to give assistance. A program designed to bring about needed improvement should be developed by the teacher and the evaluator.
6. The evaluation process will be subject to periodic revision.

The substance of the teacher's evaluation will be based on the basic function of the teacher as it is understood by the School Committee. Specifically, the teacher must institute and direct learning activities compatible with the philosophy of the school system. These learning activities should lead to the acquisition of knowledge and promote the maximum development of desirable behavior, skills, habits, attitudes, appreciation, beliefs, and standards. Therefore, teachers will be appraised in terms of the following characteristics, qualities, and demonstrated skills:

1. Extent and currency of knowledge and understanding of subject matter, the learning process, and general education.
2. Development and use of effective techniques for motivation and instruction.
3. Daily preparations as evidenced in thorough planning and preparation.
4. Quality of student-teacher relationships.

5. Classroom management.
6. Professional appearance and manner.
7. Personal development.
8. Effective guidance procedures and use of professional support personnel.
9. Quality of teacher-home-community relationships.
10. Loyalty to, and conscientious support of, all personnel, the objectives of the School Committee, and the philosophical principles of the school system.

NOTE: The Teacher Evaluation Criteria booklet and the Evaluation Work sheets are available in the Superintendent's office for reference.

LEGAL REFS.: Collective Bargaining Agreement

EVALUATION OF TEACHERS AND ADMINISTRATORS

Authority, Scope and Purpose:

The specific purposes of evaluation under M.G.L. c. 71, s. 38 and 603 CMR 35:00 are:

- (A) To provide information for the continuous improvement of performance through an exchange of information between the person being evaluated and the evaluator, and
- (B) To provide a record of facts and assessments for personnel decisions.

The purpose of 603 CMR 35:00 is to ensure that every School Committee has a system to enhance the professionalism and accountability of teachers and administrators which will enable them to assist all students to perform at high levels. 603 CMR 35:00, together with the Principles of Effective Teaching and Principles of Effective Administrative Leadership adopted by the Board of Education, set out what Massachusetts teachers and administrators are expected to know and be able to do. 603 CMR 35:00 requires that School Committees establish a rigorous and comprehensive evaluation process for teachers and administrators, consistent with these principles to assure effective teaching and administrative leadership in the Commonwealth's public schools.

Definitions

Administrator: shall mean any person employed in a school district in a position requiring a certificate as described in 603 CMR 7.10 (34) through (38) or who has been approved as an administrator in the area of vocational education as provided in 603 CMR 4.00 et seq.

Evaluation: shall mean the ongoing process of defining goals and identifying, gathering and using information as part of a process to improve professional performance (the "formative evaluation") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

Evaluator: shall mean any person designated by a Superintendent, consistent with the procedures set out in 603 CMR 35.06, who has responsibility for evaluation.

Performance Standards: shall mean the performance standards locally developed pursuant to M.G.L. c.71, s.38, 603 CMR 35:00, and the Principles of Effective Teaching and Principles of Effective Administrative Leadership adopted by the Board of Education.

School Committee: shall mean the School Committee in all cities, towns and regional school districts, local and district trustees for vocational education, educational collaborative boards and

boards of trustees for the county agricultural schools.

Superintendent: shall mean the person employed by the School Committee pursuant to M.G.L. c. 71, & 59, or &59A. The Superintendent is responsible for the implementation of 603 CMR 35:00 S/he shall be evaluated by the School Committee pursuant to 603 CMR 35.00 and such other standards that may be established by the School Committee.

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Teacher: shall mean any person employed in a school district in a position requiring a certificate as described in 603 CMR 7.10 (1) through (33), and 603 CMR 7.10 (39) through (42) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00 et seq.

Principles of Evaluation

- (1) The performance standards shall be measurable.
- (2) The performance standards shall reflect and allow for significant differences in assignments and responsibilities. These differences shall be described in evaluation reports.
- (3) The performance standards shall be shared with the person being evaluated in advance of the evaluation process.
- (4) The purpose of evaluation shall be stated clearly, in writing, to the person being evaluated.
- (5) The evaluation process shall be free of racial, sexual, religious and other discrimination and biases as defined in state and federal laws.
- (6) The person being evaluated shall be allowed to gather and provide additional information on his/her performance. Such information must be provided in a timely manner and must be considered by the evaluator.
- (7) The person being evaluated shall have an opportunity to respond in writing to the evaluation reports.

Performance Standards for Teachers and Administrators

- (1) School Committees shall establish performance standards for teachers upon the recommendation of the Superintendent and in accordance with the process described in M.G.L. c. 71 s.38, including conducting a public hearing and engaging in collective bargaining and, if necessary, binding interest arbitration. All

performance standards established for teachers shall be consistent with and meet the Principles of Effective Teaching adopted by the Board of Education.

- (2) School Committees shall establish performance standards for the evaluation of all administrators upon the recommendation of the Superintendent. Performance standards for those administrators who are subject to collective bargaining shall be developed in accordance with M.G.L. c. 150E. All performance standards established for administrators shall be consistent with and meet the Principles of Effective Administrative Leadership adopted by the Board of Education.

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- (3) School Committees are encouraged to establish programs and standards which provide for a rigorous and comprehensive evaluation process for teachers and administrators. The evaluation process may include the extent to which students assigned to teachers and administrators satisfy student academic standards or individual education plans, and the successful implementation of professional development plans, as provided in M.G.L. c. 69 s.1B and c.71, s.38.

LEGAL REFS.: M.G.L. 69:1 B; 71:38
 603 CMR 35.00

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

In the event it becomes necessary to reduce the number of staff members, the school department will follow the procedure below:

1. Teachers without professional teacher status generally will be terminated first if there is a qualified teacher with professional teacher status to fill the position.
2. Should all teachers in the areas subject to reduction be fully certified, the Superintendent will review the performance of teachers without professional teacher status and make recommendations for termination without prejudice.

Prior to making a decision, the Superintendent must be sure that there are teachers who are qualified and certified to perform all of the needed duties of the terminated teachers.

All certified personnel terminated for purposes of reduction in force may be considered for reemployment as vacancies occur in positions for which they are qualified. Opportunity for reemployment will be extended for two years to personnel in the reverse order of the termination order above. If recall is refused, the staff member's name will be dropped from the list.

The district will follow all of the requirements of the law in terminating teachers in order to reduce staff.

LEGAL REFS.: M.G.L. 71:41; 71:42

CONTRACT REF.: Collective Bargaining Agreements

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Professional staff members may discontinue their service in the school system during the school year by submitting a written notice of intent to resign to the appropriate hiring authority.

Such written notice of intent to resign will be given to the Superintendent. The staff member will be notified in writing of the Superintendent's action on the resignation.

When a resignation is accepted by the Superintendent the employee may be expected to continue in service at his or her assigned duties for a period of 30 days after submission of the resignation.

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Annually in December, the Superintendent will inform the Committee of the professional staff members who have indicated their intentions to retire at the end of the current school year. No further School Committee action is necessary unless approval is needed for the payment of or participation in continued local benefits.

LEGAL REF.: Age Discrimination in Employment Law, P.L. 95-256

CONTRACT REF.: Teachers Contract

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 accord 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.

LEGAL REFS.: M.G.L. 71:42; 71:42D

TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

In establishing salaries and salary schedules for support staff personnel, the Webster School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

Compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units will be considered appendices to this manual and will have the full force of School Committee policy.

The rates of pay for personnel not covered by collective bargaining agreements will be set by the School Committee.

LEGAL REF.: M.G.L. 71:38

CROSS REF.: GDB subcodes (all relate to compensation)

CONTRACT REFS.: All Contracts

SUPPORT STAFF FRINGE BENEFITS

Benefits in addition to basic salary are recognized by the School Committee as an integral part of the total compensation plan for staff members. The benefits extended regular full-time support staff members will be designed to promote their economic security and will include a comprehensive health insurance program.

Certain fringe benefits are established through negotiations with employee bargaining units. Because the Committee wishes to be fair with all its employees, benefits granted to employees who are not members of a bargaining unit will be generally equal to those granted employees in similar positions that are covered by a negotiated agreement.

LEGAL REFS.: M.G.L. 71:37B; 71:48B

CROSS REFS.: GBGB, Staff Personal Security and Safety
GDB, Support Staff Contracts and Compensation Plans

CONTRACT REF.: All support staff contracts

SUPPORT STAFF LEAVES AND ABSENCES

Leaves and absences accorded to their support staff will be for the purposes of helping them maintain their physical health, take care of family and other personal emergencies, and discharge important and necessary obligations.

All requests for long-term leaves of absence will be submitted by the Superintendent, along with his/her recommendation, to the School Committee for its action.

Support staff employees will be granted leaves in accordance with the terms of the agreements with recognized bargaining units.

Leave benefits granted to employees who are not members of a recognized bargaining unit will be comparable to those granted employees in similar positions that are covered by master agreements with employee organizations.

LEGAL REF.: M.G.L. 149:105D; 71:41A

CONTRACT REFS.: All support staff contracts

SUPPORT STAFF FAMILY AND MEDICAL LEAVE

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, regulations setting forth the rights and procedures granted by the Act, and shall ensure compliance with those regulations either personally or by delegation, or by some combination of personal oversight and delegation.

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993."

FAMILY AND MEDICAL LEAVE

A. Leave without Pay

1. Employees may take leave without pay when they have exhausted their leave benefits and need additional leave to cover personal illness, the illness of a spouse, child, or parent, or the birth or adoption of a child.
2. The employee's immediate supervisor may authorize leave without pay for up to two (2) days per year. Only the Director may approve leave without pay beyond two (2) days per year. An employee requesting leave without pay for more than two (2) days must put the request in writing.
3. An employee is not entitled to leave without pay unless
 - a. that employee has been employed for at least twelve (12) months by the School Committee and
 - b. that employee has worked at least 1250 hours in the previous 12 month period.
4. Extent of leave:
 - a. An eligible employee may take up to twelve weeks of leave total during a twelve month period, including any paid leave used. The employee must exhaust all available paid vacation leave and personal leave before being entitled to take leave without pay.
 - b. In any case where both husband and wife work for the School Committee, parental leave or family medical leave to care for a sick parent is limited to twelve work weeks total for the husband and wife. Except as otherwise provided, the husband and wife may divide the twelve workweeks leave in any way they may agree to.
5. Definitions:
 - a. "Child" means a son or daughter, whether biological adopted, or foster child, or a stepchild, legal ward or child to whom the employee stands in loco parentis, if the child is either under the age of eighteen (18) years or is incapable of self-care because of a mental or physical disability.
 - b. "Director" means the Director of Finance and Personnel or the designee of the Superintendent.
 - c. "Health care provider" means a doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the state where the doctor practices, or any person determined by the Secretary of Labor to be capable of providing health care services.

- d. "Intermittent Leave" means leave taken in whole day periods but less than a whole workweek.
- e. "Parent" means a biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a child.
- f. "Reduced leave schedule" means a leave schedule that reduces the usual number of hours per workweek, or hours per workday, of an employee. Except for teachers, no employee exempt from the overtime rules of the Fair Labor and Standards Act may take leave on a reduced leave schedule without the permission of the Director.
- g. "Serious health condition" means an illness, injury, impairment, or physical or mental condition which involves--
 - (1) inpatient care in a hospital, hospice, or residential medical care facility, or
 - (2) continuing treatment by a health care provider.
- h. "Spouse" means a husband or wife.
- i. "Twelve Month Period" means the school system's fiscal year.

B. Types of Leave without Pay

- 1. Personal Medical Leave without Pay: The Director may grant a medical leave of absence without pay to an employee who, because of a serious health condition, is unable to perform the functions of his or her job.
 - a. An employee must exhaust all available sick leave, including leave from the sick leave bank, before taking leave without pay.
 - b. Licensure:
 - (1) The Director may require a licensure from the employee's health care provider, stating--
 - i. the date on which the health condition began,
 - ii. the probable duration of the condition,
 - iii. the appropriate medical facts within the health care provider's knowledge regarding the condition,
 - iv. a statement that the employee is unable to perform the functions of his/her job.

- (2) If the Director has reason to doubt the validity of the licensure provided by the employee's health care provider, he or she may require, at the School Committee's expense, a second opinion. The employee must obtain the opinion of the Director's designated health care provider concerning the information in b., above. The health care provider giving the second opinion may not be a person regularly employed by the School Committee
 - (3) If the second opinion conflicts with the first, the Director may require, at the School Committee's expense, a third opinion. The health care provider shall provide a report concerning the information in b., above. The provider shall be final and binding on the School Committee and the employee.
 - (4) The Director may require an employee on medical leave without pay to provide relicensures at reasonable intervals.
 - c. If the necessity for leave is foreseeable based on planned medical treatment, the employee--
 - (1) Shall make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the School System, subject to the approval of the employee's health care provider.
 - (2) Shall give the employee's supervisor at least 30 days' notice, before the date the leave is to begin, of the employee's intention to take personal medical leave without pay, except that if the date of treatment requires the leave to begin in less than thirty days, the employee shall provide such notice as practicable.
 - d. Failure to provide notice as mandated by c. above shall result in the denial of leave until the required notice period has passed.
 - e. The employee may take intermittent leave or take leave on a reduced leave schedule when medically necessary.
 - f. Before the employee may resume work, the employee must present his or her supervisor with written licensure from the employee's health care provider that the employee is able to resume work.
2. Family Medical Leave without Pay: The Director may grant a medical leave of absence without pay to an employee who needs the time off to care for the employee's spouse, child or parent, if the spouse, child or parent has a serious health condition.

a. Licensure:

- (1) The Director may require a licensure from the health care provider for the spouse, child, or parent, as the case may be, stating--
 - i. the date on which the health condition began,
 - ii the probable duration of the condition,
 - iii the appropriate medical facts within the health care provider's knowledge regarding the condition,
 - iv. a statement that the employee is needed to care for the spouse, child, or parents, as the case may be, and an estimate of the amount of time that such employee is needed to care for the spouse, child, or parent.
- (2) If the Director has reason to doubt the validity of the licensure provided by the employee's health care provider, he or she may require, at the School Committee's expense, a second opinion. The employee must obtain the opinion of the Director's designated health care provider concerning the information in b., above. The health care provider giving the second opinion may not be a person regularly employed by the School Committee.
- (3) If the second opinion conflicts with the first, the Director may require, at the School Committee's expense, a third opinion. The health care provider shall provide a report concerning information in b., above. The provider shall be final and binding on the School Committee and the employee.
- (4) The Director may require an employee on medical leave without pay to provide relicensures at reasonable intervals.

b. If the necessity for leave is foreseeable based on planned medical treatment, the employee--

- (1) Shall make a reasonable effort to schedule the treatments to as not to disrupt unduly the operations of the School System, subject to the approval of the health care provider for the spouse, child, or parent of the employee, as the case may be, and
- (2) Shall give the employee's supervisor at least 30 days notice, before the date the leave is to begin, of the employee's intention to take family medical leave without pay, except that if the date of the treatment requires the leave to begin in less than thirty days, the employee shall provide such notice as practicable.

- c. Failure to provide notice as mandated by b. above shall result in the denial of leave until the required notice period has passed.
 - d. The employee may take intermittent leave or take leave on a reduced leave schedule when medically necessary.
- 3. Parental Leave without Pay: An employee may take parental leave without pay within one year of the birth of the child in order to care for that child. An employee may take parental leave without pay within one year of the placement of a child with the employee for adoption or foster care.
 - a. When the need for parental leave without pay is foreseeable based on expected birth or placement, the employee shall give his or her supervisor at least 30 days' notice before the date the leave is to begin. If the date of the birth or replacement requires leave to begin in less than thirty days, the employee shall provide such notice as is practicable.
 - b. Failure to provide notice as mandated by a. above shall result in the denial of leave until the required notice period has passed.
 - c. An employee taking parental leave without pay may not take intermittent leave or work on a reduced leave schedule without the express consent of the Director in writing.

C. Special Rules

- 1. Rules Applicable to Instructors in Periods Near the Conclusion of the Academic Term: The following rules apply to any employee who takes leave without pay under this policy and who is employed principally in an instructional capacity.
 - a. If leave without pay begins more than five weeks before the end of an academic term, the Principal may require the employee to continue taking leave until the end of that academic term, if--
 - (1) the leave is of at least three weeks duration, and
 - (2) the return to work would occur during the three-week period before the end of the academic term.
 - b. If Parental or Family Medical leave without pay begins within five weeks before the end of an academic term, the Principal may require the employee to continue taking leave until the end of that term, if--
 - (1) the leave is of more than two weeks duration, and
 - (2) the return to work would occur during the two-week period before the end of the academic term.

- c. If Parental or Family Medical leave without pay begins within three weeks before the end of an academic term the Principal may require the employees to continue taking leave until the end of that term, if the leave is for more than five working days.
- d. If the School System requires a teacher to extend leave under these rules, the extended leave is counted against the teacher's FMLA allotment. If the teacher's FMLA allotment expires during the extension the additional time is nevertheless deemed FMLA leave.

2. Intermittent Leave and Reduced Leave Schedules:

- a. If the intermittent leave or reduced leave schedule is foreseeable based on planned medical treatment, the Director may require the employee to transfer temporarily to an available alternate position--
 - (1) which is offered by the Director,
 - (2) for which the employee is qualified,
 - (3) which has equivalent pay and benefits, and
 - (4) which better accommodates recurring periods of leave than the regular employment position of the employee.
- b. If a teacher does not give the School Committee the required 30 days notice for intermittent leave or a reduced leave schedule which is foreseeable, he or she must delay the taking of leave until the notice provision is met.
- c. If a teacher takes intermittent leave or a reduced leave schedule which is for more than 20% of the normal working days over the period of the leave, that teacher must instead take the entire period as FMLA leave.

3. Benefits during Leave:

- a. While the employee is on leave, the School System shall maintain coverage of that employee under its group health plan at the level and under the conditions which would have been provided if the employee had continued in employment instead of being on leave.
- b. If the employee normally had a monthly payment to that plan, the employee must make that monthly payment. If the employee fails to make

such payments, the School System shall, if possible, continue the benefits at the reduced rate permitted for the School System's payment alone. If such a reduced rate is not possible, then the employee shall be excluded from the group health plan.

4. Employment and Benefits upon Return to Work:
 - a. Any employee who takes leave under this Policy for the intended purpose of the leave shall be entitled, on return from leave--
 - (1) to be restored to his or her former job, or
 - (2) to be placed in an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
 - b. The taking of leave under this policy shall not result in the loss of any employment benefit accrued before the date on which the leave began.
 - c. No employee shall accrue seniority or employment benefits during any period of leave, nor shall the employee be entitled to any right, benefit, or position of employment other than those to which the employee would have been entitled if the employee had not taken the leave. This policy does not change the legal requirement that probationary teachers teach at least 160 contractual teaching days during the school year in order to count the year toward the three years of service needed to attain continuing contract status.
 - d. The Director may deny restoration to salaried employees who are among the highest paid 10 percent of the School System's employees, if
 - (1) such denial is necessary to prevent substantial and grievous economic injury to the operations of the School System,
 - (2) the Director notifies the employee of the intent of the School System to deny restoration on the basis of economic injury at the time the Director determines that such injury would occur, and
 - (3) if the leave has begun, the employee does not return to work after receiving the notice of intent not to restore him or her.
5. Failure to Return from Leave: The School System may recover the premium which it paid for maintaining coverage of the employee under its group health plan during the employee's unpaid leave under this policy if--
 - a. the employee fails to return from unpaid leave under this policy after the period of leave to which the employee is entitled has expired; and
 - b. the employee fails to return to work for a reason other than--
 - (1) the continuance, recurrence, or onset of a serious health condition which would entitle the employee to personal or family medical leave without pay, or

(2) other circumstances beyond the control of the employee.

6. Prohibited Acts:

- a. No employee of the School System shall interfere with, restrain, or deny the exercise of or the attempt to exercise any right provided under this title.
- b. No employee of the School System shall discriminate against any individual for opposing any practice contrary to this policy.
- c. No employee of the School System shall discriminate against any individual for
 - (1) filing any charge, instituting or causing to be instituted any proceeding, under or related to this policy,
 - (2) giving, or being about to give, any information in connection with any inquiry or proceeding relating to any right provided under this policy, or
 - (3) testifying, or being about to testify, in any inquiry or proceeding relating to any right provided under this policy.

LEGAL REFS.: P.L. 103-3 "Family and Medical Leave Act of 1993"
29 U.S.C. S 2601 et seq.;
Department of Labor Regulations, 29 C.F.R. Part 825
Va Code S 22.1-303

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES

The Webster School Committee will establish, and budget for, support staff positions in the school system on the basis of need.

The recruitment and selection of candidates for such positions will be the responsibility of the Principal, for building based positions and Superintendent for district-wide positions, who will confer with Principals and other supervisory personnel, as appropriate, in making a selection.

All support staff vacancies will be made known to all support staff personnel.

SUPPORT STAFF HIRING

All candidates will be considered on the basis of their merits, qualifications, and the needs of the school system. In each instance, the Superintendent and others playing a role in the selection process will seek to employ the best qualified person for the job.

Vacancies in positions will be filled by the Superintendent and/or the Principal in accordance with the law and with the applicable regulations.

LEGAL REFS.: M.G.L. 71:55B; 71:59B

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The Superintendent will make district-wide assignments and transfers of support staff members for the efficient operation of the school department as necessary.

The preferences of employees will be taken into consideration in making assignments and transfers; however, the best interests of students and the school system must be given priority.

Within an individual school, the Principal may assign support staff members to tasks appropriate to their positions and qualifications.

CONTRACT REFS.: All Support Staff

SUPPORT STAFF TIME SCHEDULES

The work day and the work year for members of the support staff will be as set forth on the salary schedule.

Specific time schedules for support staff members will be set by the appropriate administrators in line with pertinent school opening and closing times, student schedules, and so on. Administrators will inform the Superintendent of the assigned schedules so that there may be continuity as needed throughout the school system.

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 established wage and salary policies that encourage employees to put forth their best efforts. The evaluation of employee achievements and the provision of a good atmosphere in which to work are some of the major duties of the Committee.

The evaluation will cover the major areas of the employee's responsibilities and will include the following:

1. Specific work assignment
2. Attitude toward students
3. Attitude toward public education
4. Attitude toward supervisors, teachers, and fellow employees
5. Work habits

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

CONTRACT REF.: All support staff agreements

SUPPORT STAFF PROMOTIONS

When support staff vacancies are to be filled, preference will be given to qualified applicants from within the school system, provided their qualifications (proven and potential ability, training, experience, and personal characteristics) are equal to those of other applicants. However, the best qualified person from among all who apply within and without the school system will be selected.

The performance of an employee promoted to a higher position will be reviewed during the probationary period in the new job. The employee will discuss the reviews with his/her supervisor or Principal and will receive a copy of each. At the completion of the appraisal period, the employee will be notified of continued employment in his/her new position or reinstatement in his/her former one.

RETIREMENT OF SUPPORT STAFF MEMBERS

All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.

Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256

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.

SECTION H
NEGOTIATIONS

H	NEGOTIATIONS
HA	NEGOTIATIONS GOALS
HB	NEGOTIATIONS LEGAL STATUS
HF	SCHOOL COMMITTEE NEGOTIATING AGENTS

NEGOTIATIONS

NOTE: This section is for filing policies relating to the process of negotiations, not for filing personnel "policies" that have been negotiated. (Most of the latter would go in the Personnel Section if you determine to include items from negotiated agreements in your policy manual.)

In compiling a policy manual, you need to make a decision at the start as to how you will handle the various statements in agreements with staff units that relate to the bargaining process and to employee compensation, benefits, and other conditions of work determined through the process.

It is recommended that:

1. You use references to pertinent portions of agreements as appropriate to the various categories in the classification system. Otherwise, use agreement excerpts verbatim as appropriate to the various categories.
2. Whichever method you choose, be consistent in the treatment of negotiated "policies" throughout your manual and give the same treatment to agreements with all staff units with which you negotiate.

Many examples of the use of contract references appear in the Personnel section of this reference manual.

NEGOTIATIONS GOALS

The Webster School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

NEGOTIATIONS LEGAL STATUS

All negotiations between the Webster School Committee and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

Employees shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

Established by law

LEGAL REF.: M.G.L. 150E:1 et seq.

SCHOOL COMMITTEE NEGOTIATING AGENTS

The Webster School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the committee, and their participation in negotiations must be recommended by the Superintendent and approved by the committee.
 - b. He will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. He will follow guidelines set forth by the committee as to acceptable agreements and will report on the progress of negotiations.
 - d. He will make recommendations to the committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

SECTION I
INSTRUCTION

IA	INSTRUCTIONAL GOALS
IB	ACADEMIC FREEDOM
IC/ICA	SCHOOL YEAR/SCHOOL CALENDAR
IE	ORGANIZATION OF INSTRUCTION
IGA	CURRICULUM DEVELOPMENT
IGB	LEARNING SUPPORT SERVICES PROGRAMS
IGBE	REMEDIAL INSTRUCTION
IGBH	ALTERNATIVE PROGRAMS
IGD	CURRICULUM ADOPTION
IHA	BASIC INSTRUCTIONAL PROGRAM
IHA-E	BASIC INSTRUCTIONAL PROGRAM
IHA-E	PHYSICAL EDUCATION
IHA-I	OCCUPATIONAL EDUCATION
IHAM	HEALTH EDUCATION
IHAM-1	PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION
IHAM-1-E	SAMPLE NOTICE TO PARENT/GUARDIANS
IHAM-R	HEALTH EDUCATION
IHAM-A	TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO
IHAM-C	HIV/AIDS POLICY
IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

IHBA	PROGRAMS FOR STUDENTS WITH DISABILITIES
IHBE	BILINGUAL INSTRUCTION
IHBEA	ENGLISH AS A SECOND LANGUAGE
IHBG	HOME SCHOOLING
IHBG-E	HOME SCHOOLING
IHBH	ALTERNATIVE SCHOOL PROGRAMS
IIAC	LIBRARY RESOURCES
IIAE	RECONSIDERATION OF INSTRUCTIONAL RESOURCES
IJ	INSTRUCTIONAL MATERIALS
IJJ	TEXTBOOK SELECTION AND ADOPTION
IJK	SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION
IJL	LIBRARY MATERIALS SELECTION AND ADOPTION
IJL-R	LIBRARY MATERIALS SELECTION AND ADOPTION
IJM	SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION
IJNDB	ACCEPTABLE USE POLICY - TECHNOLOGY
IJNDB-E	USER AGREEMENT FOR PARTICIPATION IN AN ELECTRONIC COMMUNICATIONS SYSTEM
IJNDB-E-1	POLICY FOR TELECOMPUTING
IJNDB-E-2	GUIDELINES FOR ACCESS TO THE INTERNET ACCOUNT AGREEMENT
IJNDB-R	ACCEPTABLE USE POLICY - TECHNOLOGY
IJOA	FIELD TRIPS
IJOA-1	FIELD TRIPS
IJOA-E	FIELD TRIP REQUEST FORM

IJOB	COMMUNITY RESOURCE PERSONS/SPEAKERS
IJOC	SCHOOL VOLUNTEERS
IK	ACADEMIC ACHIEVEMENT
IKAB	STUDENT PROGRESS REPORTS TO PARENT(S)/GUARDIANS
IKB	HOMEWORK
IKE	PROMOTION AND RETENTION OF STUDENTS
IL	EVALUATION OF INSTRUCTIONAL PROGRAMS
ILBA	DISTRICT PROGRAM ASSESSMENTS
ILBA-E	DISTRICT PROGRAM ASSESSMENTS
IMA	TEACHING ACTIVITIES/PRESENTATIONS
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS
IMD	SCHOOL CEREMONIES AND OBSERVANCES

INSTRUCTIONAL GOALS

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

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

- Operating Function
- Coordinating and Developing Function
- Evaluating Function

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

LEGAL REFS.: 603 CMR 26:00

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

ACADEMIC FREEDOM

The Webster 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 State.

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the Webster School Committee for approval 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. No later than the 1997-1998 school year, schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. No later than the 1997-1998 school year, all schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

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

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

ORGANIZATION OF INSTRUCTION

The Webster School 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 three departments -- the Elementary Department, the Secondary Education Department, and the Learning Support Services Department.

The Elementary Education Department includes schools with kindergarten through grade six. The Secondary Education Department consists of middle level schools for grades seven, eight, and nine, and senior high schools for grades ten, eleven, and twelve. Learning Support Services consists of special services, federal programs, curriculum evaluation and development, as well as other specialized programs of instruction.

The organization is designed to meet the standards of accreditation as required by the State Department of Education and to serve the needs of all students.

CURRICULUM DEVELOPMENT

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

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

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

LEARNING SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the Webster School District, various educational services as listed shall be provided. The Learning Support Services 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 Special Education Director shall be responsible for all programs for educationally handicapped students' psychological services, speech therapy, homebound and hospital teaching, and such other programs as may be assigned to the Special Education Services.

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

REMEDIAL INSTRUCTION

Remedial Reading

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

ALTERNATIVE PROGRAMS

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

Definition

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

Development

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

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

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

Approval

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

CURRICULUM ADOPTION

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

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

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

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

Curriculum / Instruction / Assessment Review Cycle

The Webster School Committee recognizes the need to maintain a performance-driven, standards-based curriculum, as well as current practices in the area of instruction strategies and assessment of student's learning. To this end, the Webster School Committee established the following policy:

Phase I: Summer Curriculum Development: Each summer, selected members of the professional staff will conduct an annual K-12 review of each of the four core academic subjects; English, mathematics, science and technology and history and social studies. Prior to the close of the school year and the summer review, elementary grade level coordinators and secondary department heads will collect feedback from teachers regarding curriculum benchmarks, activities and assessments. This information, along with assessment data will be brought into the three curriculum review committees (K-4), (5-8) and (9-12). Summer reviews will include the following four process:

A. Curriculum Review

- Student performance data, including MCAS data; formative assessments; nationally normed summative assessments; and locally developed tests and quizzes.
- Teacher feedback on the effectiveness of specific lessons and classroom activities employed during the school year.
- Critical review of educational materials for simplistic or demeaning generalizations, lacking intellectual merit on the basis of race, color, sex, religion, national origin and sexual orientation

B. Curriculum Research

- Advances in the areas of curriculum and instruction, as well as findings from recent field studies and research relevant to the subject and grades under review.
- Revisions and edits to the MA Curriculum Standards that have occurred over the previous school year.
- Changes in applicable regulations or laws as they apply to curriculum, instruction, and or student assessment

C. Curriculum Revision

- Synthesize information from both the review and research process, listing curriculum changes by categories; standard, objective, activity and/or assessment
- Integrate revisions into the existing curriculum while deleting obsolete information and entries
- Identify training needs and other resources required for fall implementation of the revised curriculum

D. Curriculum Plan

- Develop a comprehensive instructional plan for the upcoming school year, including curriculum standards, objective, and benchmarks for each grade.
- Determine the assessments needed to scientifically verify the efficacy of the newly revised curriculum materials including texts, student workbooks and activity materials and assessments.

Phase II: Administrative Review / School Committee Approval: by mid-August, the curriculum committee should have completed its work and submitted the curriculum plan to the superintendent of schools or his/her designee. The Admin Team will then hold a single agenda item during which the revised curriculum will be reviewed and necessary changes made. Every effort will be made to follow the spirit and substance of recommendations made by the summer curriculum review team. Once completed, the revised and reviewed curriculum will be forwarded to the Webster School Committee for approval.

Specialty Subjects: For art, music, physical education / health, guidance, business, library / media and world languages, informal reviews and updates will be conducted during the school year. Complete reviews of specialty subjects will be conducted once every five years on a rotating basis, and following the outline above.

Accepted as a policy following three readings on Tuesday, January 27, 2004.

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 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.

LEGAL REFS.: M.G.L. 71:1; 71:2; 71:3; 71:13
 603 CMR 26:05

BASIC INSTRUCTIONAL PROGRAM

Curricula

- (1) The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and colors.
- (2) All school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.
- (3) School books, instructional and educational materials purchased after the date of 603 CMR 26.00 shall in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive rolls.
- (4) Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex nor designed to have an adverse impact on members of either sex.

LEGAL REFS.: M.G.L. 71:1; 71:2; 71:3; 71:13
603 CMR 26:05

PHYSICAL EDUCATION

The Webster School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

LEGAL REFS.: M.G.L. 71:1; 71:3
 Board of Education Regulations Pertaining to Physical Education, adopted
 4/25/78, effective 9/1/78
 603, CMR - 26:05

OCCUPATIONAL EDUCATION

The Webster School Committee recognizes that students in 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, 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.

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.
Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77

HEALTH EDUCATION

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

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

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in grade 7.

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

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

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

CROSS REF.: EB, Safety Program

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Webster 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 education 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 the planned curriculum changes 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 children from any portion of the curriculum that primarily involves 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 will be given an alternative assignment.
- (2) inspect and review program instruction materials for these curricula, which will be made reasonable 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 this issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferable 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 a 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.

SAMPLE NOTICE TO PARENT/GUARDIANS

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum.

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

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

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

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child.

No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

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

Sincerely,

Principal
[Phone Number]

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

**HEALTH EDUCATION
(Exemption Procedure)**

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

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

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

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

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

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

To relate the use of drugs and alcohol to physical, mental, social and emotional practices.

To develop the student's ability to make intelligent; choices based on facts and to develop the courage to stand by one's own convictions.

To understand the personal, social and economic problems causing the misuse of drugs and alcohol.

To develop an interest in preventing illegal use of drugs in the community.

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

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

HIV/AIDS POLICY

The Webster Public Schools shall strive to protect the safety and health of both children and youth in our care as well as our employees. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, day care or school athletic settings.

1. School Attendance: Under current federal and state law it is discriminatory to deny admission to a properly registered student solely because of HIV infection. A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV status shall not factor into decisions concerning class assignments, privileges, or participation in any school sponsored activity. In the very rare instance when a student chronically bleeds uncontrollably however, the student should not have routine contact with other individuals in a school setting.

The physician, parent/guardian, and authorized school staff will provide ongoing monitoring and consultation regarding such factors as the individual's degree of immune function and stamina and the ongoing of the school staff to provide appropriate care.

2. Employment: In compliance with state and federal law, no public school staff member will be denied employment solely on the basis of HIV infections. The Webster Public Schools does not discriminate on the basis of HIV infection or association with another person with HIV infection, in accordance with the Americans with Disabilities Act of 1990.

3. Privacy: The diagnosis of AIDS or HIV infection is strictly confidential. An HIV - infected individual and/or a minor student's parent/guardian are not obligated to disclose this information to school personnel. If the HIV -infected individual and/or minor student's parent/guardian chooses to inform the school nurse or school physician of the HIV status, further disclosure of an individual's HIV status to other school personnel requires the specific, informed, written consent of the individual or minor student's parent / guardian.

Though not obligated to do so, if the HIV-infected individual and/or minor student's parent/guardian chooses to inform the student's teacher(s), counselor, school Principal or other staff members, all school personnel with knowledge are under a similar duty to protect the confidentiality of the information.

If informed, written consent is obtained which enables school staff to disclose an individual's

HIV/AIDS status to others in the school, the form or letter giving this consent will specifically state the names (not just titles/roles) of individuals to be told. The signed consent form(s) and any HIV/AIDS-related student information will be kept by the school nurse in a locked file separate from the school health records. The folder holding the information will state on the outside who has written permission to view its contents.

4. Infection Control: All employees are required to follow infection control guidelines. Schools will operate according to the standards promulgated by the MA DPH and MA Department of Education for the prevention of blood-borne infections. A school staff member is expected to alert a person responsible for health and safety if a student's health condition or behavior presents a reasonable risk of transmitting any infection. If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or, if a minor, alert a parent or guardian) to seek appropriate medical evaluation. However, decisions regarding HIV antibody testing of a student or staff member should be made by the individual and/or minor student's parent/guardian and the individual's physician. HIV antibody testing is not required by the school district for any purpose.

5. HIV and Athletics: The privilege of participating in physical education classes, athletic programs, competitive sports, and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations when necessary to allow students living with HIV infection to participate in school-sponsored physical activities. All employees must adhere to infection control guidelines in locker rooms and athletic settings. Rulebooks will reflect these guidelines. First aid kits must be on hand at every athletic event. All coaches will follow State Athletic Association mandated guidelines for coaching certification.

6. HIV Prevention Education: The goals of HIV prevention education are to promote healthful living and discourage the behaviors that put people at risk of acquiring HIV . The educational program will:

- Follow content guidelines prepared by the MA DPH / MA Dept of Ed
- Be available at every grade level and be appropriate to students , developmental levels and behaviors
- Build knowledge and skills
- Stress the benefits of abstinence from sexual activity, alcohol and other drug use
- Include accurate information on reducing risk of HIV infection
- Address students' own concerns

Be an integral part of a coordinated school health program School staff members shall assist parents or guardians who ask for help in discussing HIV infection with their children. If a parent or guardian submits a written request to a Principal that a child not receive instruction in specific HIV prevention topics at school, and assures that the topics will be discussed at home or elsewhere, the child shall be excused without penalty.

7. Related Services: Students will have access to voluntary, confidential age and developmentally appropriate counseling about matters related to HIV infection. School

administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs, and to other HIV related services as needed. Public information about resources in the community will be kept available for voluntary student use.

8. Staff Development: All school staff members will participate in a planned HIV education program that provides guidance on infection control procedures and information about current school policies concerning HIV. The Health Coordinator / School Nurses will provide employees at each building with HIV/AIDS education information relating to universal precautions, gloves, and a copy of the HIV/ AIDS policy. As new employees enter the system, the involved Principal will inform the School Nurse, who will present the educational packet.

9. General Provisions: (Implementation date removed) This policy has been reviewed by the following:

- Health Advisory Committee, March 14, 2001
- Athletic Director, March 15, 2001
- Bartlett High School Nurse, March 15, 2001
- Former BHS Athletic Trainer, March 15, 2001
- Health Education Coordinator, March 14th and 15, 2001

Policy modified from the National Association of State Boards of Education: Someone at School Has AIDS.

**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/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 three through 21 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 from all sources.

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

BILINGUAL INSTRUCTION

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

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

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

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

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

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

ENGLISH AS A SECOND LANGUAGE

Policy

The Webster School Committee recognizes there are a growing number of children in the Commonwealth of Massachusetts and in the Community of Webster that come from environments where the primary language is other than English. Therefore, pursuant to the policy of the commonwealth, and to insure equal educational opportunity to every child, the Webster School Committee is committed to establishing quality programs and procedures in the public schools.

Once a student enters the Webster Public Schools and it is determined that the primary home language is not English from the Home Language Survey, then an assessment should be done in five to ten school days.

The student will be given the BVAT Test if their home language is Spanish or Polish. The student will be given the IPT Test if the primary language is other than Spanish or Polish.

The student must have an annual assessment 45 days before the final school calendar day. This assessment must have an oral component in grades kindergarten and one. Oral, reading and writing components must be administered additionally for grades two through twelve.

We will maintain a data base on each student that has been determined to be in ESL. This data base will include the following:

- Student Name
 - Date entered
 - Grade
 - Initial testing date
 - Determination of category
 - Test used for initial test
 - Final assessment
 - Test used for final assessment

Chain of Command and Inquiry of ESL Issues:

1. ESL Teachers
2. School Principals
3. Director of Special Education Services
4. Superintendent

- All correspondence that goes home to parents/guardians will contain contact information in Spanish/Polish to call for further clarification of content

Procedure

Each public school in the Community of Webster shall ascertain, upon enrollment in the district, the primary home language via the Home Language Survey. Every school-age child of limited English-speaking ability shall be assessed in five to ten school days. The assessment shall examine at a minimum: oral comprehension, reading and writing of English, and shall be administered twice a year utilizing two separate instruments. The last assessment in the school calendar year shall take place forty-five days before the final school calendar day.

The data base shall have at a minimum: student name, date of entry, grade level, initial testing date, determination of category, identification of the initial assessment tool, identification of the final assessment tool.

Hierarchy of inquiries for English as a second language issues include: (1) Teacher, (2) Principal, (3) Director of Special Education Services, (4) and the Superintendent of Schools.

HOME SCHOOLING

File: IHBG

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

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

Prior to removing the child from public school:

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

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

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

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

LEGAL REFS.: M.G.L. 69: 1 D; 76: 1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399
Mass. 324 (1987)

HOME SCHOOLING

In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled *Care and Protection of Charles*, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for children of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supersedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.

There are four main components to the decision, which may be summarized as follows:

I. The School Committee may enforce the compulsory school attendance law through a care and protection proceeding.

The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age children whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section 1) states that "the School Committee of each town shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the School Committee to do so is a petition to find the children in need of care and protection with respect to their educational care.

II. The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.

The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:

Every child between the minimum and maximum ages established for school attendance by the board of education (6-16)... shall ... attend a public day school ... or some other day school approved by the School Committee... unless the child attends school in another town ... **but such attendance shall not be required of a child ... who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee.** (Emphasis added.)

The court concluded that this grant of authority to the Superintendent or School Committee to

approve an alternative manner of instruction for a child (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:

For the purposes of this section, School Committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching.

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

III. Parents have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct children's education must be reconciled. The court agreed with the parents that "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section I "is necessary to promote effectively the state's substantial interest," and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

IV. Guidelines for approval of home education plans.

Having concluded that the approval process under General Laws Chapter 76, Section I is constitutionally permissible the court set forth guidelines for parents and school officials to follow in considering home education plans. They may be summarized as follows:

A. Procedures.

1. Parents must obtain approval **prior** to removing the children from the public school and beginning the home education program.
2. The Superintendent or School Committee must provide the parents with an

opportunity to explain their proposed plan and present witnesses on their behalf A hearing during a School Committee meeting is sufficient to meet this requirement.

3. In obtaining approval from the Superintendent or School Committee, the parents must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."
4. If the home education plan is rejected, the Superintendent or School Committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.

B. Approval factors.

The court listed the following factors that may be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal:

1. **The proposed curriculum and the number of hours of instruction in each of the proposed subjects.**

General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the School Committee also to require such other subjects as it may deem expedient. In addition, the Superintendent or School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.

2. **The competency of the parents to teach the children.**

General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However,, "the Superintendent or School Committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children."

3. **The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.**

The Superintendent or School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."

4. **Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.**

The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."

V. Conclusion.

The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. We recommend that Superintendents and School Committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision. As long as the school officials making the decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.

LEGAL REF.: M.G.L. 69:1D; 76:1

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.

LEGAL REFS.: M.G.L. 71:371; 71:37J
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

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 materials both print and non-print, found in school libraries, which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

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.

1
of 2
File: IIAC

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 which 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.

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

INSTRUCTIONAL MATERIALS

The Webster 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, physical disabilities or sexual preference.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

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

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

TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

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

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

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

The needs of all learners must be provided for.

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

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

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

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

603 CMR 26:05

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Webster School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

LEGAL REF.: 603 CMR 26:05

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

LEGAL REF.: 603 CMR 26:05

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

LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

Materials contain information which is no longer accurate or current.

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

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

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

LEGAL REF.: 603 CMR 26:05

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The 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 REF.: 603 CMR 26:05

ACCEPTABLE USE POLICY - TECHNOLOGY

Purpose

The Webster Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

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

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

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

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Webster Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

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

**USER AGREEMENT FOR PARTICIPATION IN AN
ELECTRONIC COMMUNICATIONS SYSTEM**

This user agreement must be renewed each academic year.

Users Name: _____

Grade level: _____

School: _____

I have read the district's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment, and criminal prosecution.

Signature: _____

Parent/Guardian Sponsor:

I have read the district's Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the district's system/network, and in consideration for having access to the public networks, I hereby release the district, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the district's policy and administrative procedures.

_____ I give permission for my child to participate in the district's system/network.

_____ I do not give permission for my child to participate in the district's system/network.

_____ I give permission for my child's name to appear on their student web page should one be developed.

_____ I give permission for my child's photo to appear on their student web page should one be developed.

Signature of parent/guardian: _____

This space reserved for system administrator.

Assigned Username: _____ Assigned password: _____

POLICY FOR TELECOMPUTING

Webster Public Schools are now offering Internet access for student use. The policy is located in the offices, as well as the Library at Bartlett. Students who will be involved with Internet access should read the policy and will be required to sign, with their parents, a copy of the "Guidelines for Access to the Internet Account Agreement."

If the policy is broken, as stated, a written notice will be issued, with account privileges being removed and a hearing of the administration, system administrator, teacher(s) if appropriate and the parents and student will take place as soon as possible to hear all sides of the infraction. At the close of the hearing the student will be given a ruling of action by the Principal or his/her designee.

GUIDELINES FOR ACCESS TO THE INTERNET ACCOUNT AGREEMENT

The Webster Public School educators believe that as technology becomes more prevalent and accessible, they have a responsibility and an obligation to assist students to learn and understand the power and potential of technology. Students will be able to use technology in an independent manner, accessing information, literally, from all over the world. However, with that power also comes a responsibility on the student's part to use the technology maturely and appropriately. We are committed to making the technology available, in a controlled environment, and to teaching students proper use and application of technological tools.

This letter is to make you aware that your child(ren), acting independently, in and out of school, may access inappropriate information which may include hate mail, sexually explicit material and/or dialog with individuals on diverse topics. Using the Internet as a global network, it is impossible for anyone to control all materials or filter items posted on connecting computers. Thus, parent responsibility to monitor student use away from school is of paramount importance.

In the Webster Public Schools, any student wishing to use the Internet must read and sign this permission slip and obtain a parent or guardian signature. Students lacking this permission slip will not be allowed school access to the network.

For the Student

I understand that when I am using the Internet or any other telecommunication environment, I must adhere to all the rules of courtesy, etiquette and laws regarding access to and copying of information as prescribed by Federal, State, and/or Local governments, the host environment and all policies of the Webster Public Schools.

Deletion, examination, copying or modification of files and/or data belonging to others without their prior consent is prohibited. Use of Webster Public Schools equipment and/or facilities for outside commercial interests is also prohibited as is the installation/execution of games and/or downloading/installing of inappropriate graphics or materials.

I understand that failure to comply with these policies or failure to cooperate with teachers or assigned staff will result in loss of Internet access and other punishments which may be applicable.

Student Signature

Date

ACCEPTABLE USE POLICY - TECHNOLOGY

Administrative Procedures for Implementation

1. Commercial use of the system/network is prohibited.
2. The district will provide training to users in the proper use of the system/network.
3. The district will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the district system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file at the building level.
8. Initial passwords provided by the network administrator should be set to expire on login.
9. Passwords shall be changed every 15 days and all passwords shall be expired at the end of each school year.
10. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
11. Students completing required course work will have first priority for after hours use of equipment.
12. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
13. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to maintained at the building level.
14. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
15. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
16. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
17. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
18. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
19. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by district policy.

20. System users shall not use another user's account.
21. System users should purge electronic information according to district retention guidelines.
22. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, district policy, and administrative procedures.
23. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
24. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
25. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
26. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
27. Forgery or attempted forgery is prohibited.
28. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
29. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
30. Pretending to be someone else when sending/receiving message is prohibited.
31. Transmitting or viewing obscene material is prohibited.
32. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
33. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's system/network.

A user who violates district policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

FIELD TRIPS

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

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

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

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.

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.

FIELD TRIP REQUEST FORM

Grade / Organization Requesting Field Trip: _____

Supervising Teacher: _____

Field Trip Destination: _____

(Full Address) _____

Departure Date: _____

Return Date: _____

Time of Initial Departure: _____

Time Students Will Return to School: _____

Number of Students
Expected to Attend: _____

Number of Adults
Scheduled for Supervision? _____

School Days Away From Building: _____

Cost for Admission: _____

Substitutes Required: _____

Cost for Transportation: _____

Funds Offsetting Student Expenses: _____

Miscellaneous Costs: _____

Source of Offsetting Funds: _____

TOTAL COST PER STUDENT: _____

Transportation Vendor: _____

Written Confirmation from Bus Co? _____

Educational Justification for the Field Trip: _____

Teachers are reminded that all field trip requests must be submitted to the Superintendent at least one week prior to a regularly scheduled School Committee meeting. The supervising teacher whose name appears on this form shall be responsible for making all arrangements for the trip (including but not limited to: obtaining all necessary permission slips, pre-paying if necessary all admissions, permits, fees, transportation, etc.). Bus service arranged by the supervising teacher must be coordinated with the School Business Administrator. Overnight trips require the approval of the School Committee.

Signature of Requesting Teacher

Date of Request

Signature of Building Principal

Date Approved Date Denied

Signature of the Superintendent of Schools

Date Approved Date Denied

COMMUNITY RESOURCE PERSONS/SPEAKERS

Human 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.

SCHOOL VOLUNTEERS

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

ACADEMIC ACHIEVEMENT

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

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

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

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

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

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

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

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.

HOMework

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

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

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

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

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

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

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

PROMOTION AND RETENTION OF STUDENTS

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

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

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

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

Elements of this evaluation process may include:

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

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

DISTRICT PROGRAM ASSESSMENTS

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

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

DISTRICT PROGRAM ASSESSMENTS INTEGRATED LEARNING OUTCOMES ASSESSMENT PLAN

Roles and Responsibilities

DISTRICT

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report district progress using a qualitative and quantitative format
- Educate the district community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels
- Develop district assessment reporting format
- Monitor assessment process
- Encourage accountability
- Encourage the use of multiple assessment indicators
- Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge
- Review the assessment process and recommend changes

SCHOOL

- Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site
- Educate the school community about the Integrated Learning Outcomes and their assessments
- Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the district's "offerings" or other sources
- Bring about the internalization of the Integrated Learning Outcomes by the school community
- Report individual student progress
- Report school progress
- Provide opportunities for parents to be involved in ILO assessment
- Collect a variety of evidence, both qualitative and quantitative, regarding the Integrated Learning Outcomes

- Provide meaningful articulation between levels utilizing assessment information
- Review assessment progress and recommend appropriate changes

TEACHING ACTIVITIES/PRESENTATIONS

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

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

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

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

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

Requests from Groups or Individuals outside the Schools

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

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

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

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

LEGAL REF.: 603 CMR 26:05

SECTION J

STUDENTS

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JLCD	ADMINISTERING MEDICINES TO STUDENTS
JLD	GUIDANCE PROGRAM
JLD-E	GUIDANCE PROGRAM
JQ	STUDENT FEES, FINES, AND CHARGES
JRA	STUDENT RECORDS
JRA-R	STUDENT RECORDS
JRD	STUDENT PHOTOGRAPHS

STUDENT POLICIES GOALS

The student is the focal point of all operations of a school system. This top priority is shared with no one.

Consequently, the Webster School Committee can expect to spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Committee and staff will work together to establish an environment conducive to the very best learning achievements for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his/her specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide in every way possible for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

LEGAL REF.: 603 CMR 26:00

STUDENT POLICIES GOALS

Active Efforts

- (1) The School Committee of each school district shall establish policies, promote regulations and procedures, and implement monitoring and evaluation practices that support and promote affirmative action and stimulate necessary changes to endure that all obstacles to equal access to school programs for all persons regardless of race, sex, color, national origin, religion or limited English-speaking ability, no matter how subtle or unintended are removed. Such policies shall include a requirement for an annual evaluation of all aspect of the K through 12 school program to insure that all students regardless of race, color, sex, religion or national origin are given an opportunity to develop skills, competence, and experience, and to receive appropriate guidance so that they may be able to participate in all programs offered by the school including athletics and other extracurricular activities. Special attention shall be given in this examination to schools and programs in which students of either sex or of racial or national origin groups present in the community are markedly under represented.
- (2) If participation in any school sponsored program or activity has previously been limited to students based on race, color, sex, nationality origin, or religion, then the School Committee shall make active efforts to insure that equal access to all school sponsored programs or activities be provided within the system.
- (3) It shall be the responsibility of the School Committee and the Superintendent to provide necessary information and in-service training for all school personnel in order to:
 - (a) advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion or national origin.
 - (b) enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior which may occur in the public schools.
- (4) The Superintendent, as an agent of the School Committee, shall promote and direct effective procedures for the full implementation of 603 CMR 26.00, and shall make recommendations to the Committee for the necessary policies, program changes, and budget resource allocations needed to achieve adherence to 603 CMR 26.00/
- (5) At the beginning of the school year, the Superintendent of each school system shall be responsible for sending to the parents of all school age children, in their primary language, a notice of the existence of S. 1971 c.622 and its implications. Such notice shall include the information that all courses of study, extra-curricular activities, and services offered by the school are available without regard to race, color, sex, religion or national origin. This notice may be included with other communications sent to parents by the school system. Upon request, the Department of Education shall provide a translation in requested languages to assist Superintendents in complying with this section. The Superintendent shall inform the community of the existence of the law and of its implications through newspaper releases or radio or television announcements.
- (6) The Superintendent shall ensure that all students are annually informed in a manner certain to reach them of the existence of St. 1971, c.622 and its implications. Students shall be informed that all courses of study, extracurricular activities, services, and facilities offered by the school are available without regard to race, color, sex, religion or national origin.

- (7) The Superintendent of each school system shall make certain that employers who recruit new employees in and through the schools of that district, do not discriminate on account of race, color, sex, religion or national origin in their hiring and recruitment practices within the schools. Before any employer is allowed to recruit at or through any school, the employer shall be required to sign a statement that he/she does not discriminate in hiring or employment practices on account of race, color, sex, religion or national origin.
- (8) Since adults serve as role models for students, school authorities shall utilize adults in a variety of jobs, and as members of policy making committees, to the extent consistent with their contractual obligations, without regard to race, color, sex, religion or national origin.
- (9) Adults serving on athletic regulatory boards shall fairly represent the interest of both male and female students.
- (10) Because selective secondary schools have had atypical student bodies in the past, such selective secondary schools, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, shall admit qualified applicants of each sex and racial and ethnic groups in numbers proportionate to the existence of members of such class in the secondary school population of the geographic area served by that school. After the period for application to the school has closed, if it is found that qualified applicants of one of the above classes have not applied in numbers sufficient to maintain this proportion, qualified students of the other categories may be selected to fill the remaining openings.
- (11) Any contributions to a school for activities and monetary awards within or sponsored by the school or for scholarships administered by the school made after the effective date of 603 CMR 26.00 by any person, group or organization shall be free from any restrictions based upon race, color, sex, religion or national origin.
- (12) The opportunity to receive guidance and counseling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the Webster School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, religion, nationality, and physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
 Opportunity Act of 1972
 Executive Order 11246, as amended by E. O. 11375
 Title IX, Education Amendments of 1972
 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
 Board of Education Chapter 622 Regulations Pertaining to Access to
 Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78
 Board of Education, Chapter 766 Regulations 10/74 - amended
 through 3/28/78
 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

STUDENT TO STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Webster Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses or attending or engaging in school activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The district will promptly investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student because a student has filed a harassment complaint, or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

LEGAL REFS: M.G.L. 151B:3A
Title VII, Section 703, Civil Rights Act of 1964 as amended
Board of Education 603 CMR 26:00

ENTRANCE AGE

Effective August 31, 1998, the mandatory minimum age for entry into kindergarten will be (5) five years on or before August 31 of the first day of the school calendar year.

Transfer pupils entering the district for the first time and seeking admission into kindergarten must meet the mandatory minimum age through the month of December. Thereafter, transfer pupils, after successfully completing four months of kindergarten in the sending district, will be placed on grade level in the Webster Public Schools pending approval of the Principal and the Superintendent. During a period of adjustment, the child's work will be evaluated to determine whether the interest of the child will be best served by remaining in that grade level, or placement in another.

SCHOOL ADMISSIONS

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under Webster School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal, proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

LEGAL REFS.: M.G.L. 15: I G; 76: I; 76:5; 76:15; 76:15A
 603 CMR 26:01; 26:02; 26:03

CROSS REFS.: JFBB, School Choice
 JLCA, Physical Examination of Students
 JLCB, Inoculations of Students

SCHOOL ADMISSIONS

Purpose and Construction of 6-3 CMR 26.00

- (1) 603 CMR 26.00 is promulgated to insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion or national origin. 603 CMR 26.00 shall be liberally construed for these purposes.
- (2) The obligation to comply with 603 CMR 26.00 is not obviated or alleviated by any local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, sex, religion or national origin.

School Admissions

- (1) All public schools in the Commonwealth shall admit students without regard to race, color sex, religion or national origin. This includes, but is not limited to regional vocational-technical schools, elementary, secondary, trade, and selective academic high schools.
- (2) No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, religion or national origin. Written materials used by a school to recruit students shall not contain references suggesting the predominant sex of the students presently enrolled or the anticipated sex of the students to be recruited. Pictorial representation, in the agreed, in such material shall depict students of both sexes and of minority groups. Reference to only one sex in the name of schools, programs or activities shall not be retained.
- (3) The national citizenship of any applicant shall not be a criterion for admission to any public school nor shall national citizenship be a factor in the assignment or availability of courses of study or extra-curricular activities.
- (4) Any standards used as part of the admissions process, including but not limited to testing, the use of recommendations and interviewing, to any public school (as referred to in 603 CMR 26.02 (1)) shall not discriminate on the basis of race, color, sex, religion, or national origin. Limited English-speaking ability (as defined by M.G.L.c.71A) shall not be used as a deterrent to or limitation on admissions.
- (5) If admission to any school, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, is dependent upon the participation or completion of courses or programs which were previously limited to students of one sex or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any racial, ethnic or religious group of students to participate in such programs, then such criteria must be abolished.

- (6) Nothing in 603 CMR 26.00 shall be construed as to control the interpretation of or interfere with the implementation of St. 1965, c. 641, as amended by St, 1974, c. 636, providing for the elimination of racial imbalance in public schools, all rules and regulations promulgated in respect thereto and all court and administrative decisions construing or relating thereto.

LEGAL REFS.: M.G.L. 15:IG; 76:1; 76:5; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03

SCHOOL ADMISSIONS

Admission to Course of Study

- (1) Each and every course of study offered by a public school shall be open and available to students regardless of race, color, sex, religion or national origin. Nothing herein shall be construed to prohibit the use of prerequisite requirements that have been demonstrated to be essential to success in a given program. However, if participation in a course or program is dependent upon completion of a prerequisite which was previously limited to students of one sex, or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any class of students to participate in such prerequisites, then all members of the previously excluded group shall be given the opportunity to acquire the prerequisites or be allowed to enter the program without such prerequisites. If it cannot be shown that a prerequisite is essential for success in a given program, the prerequisite shall be abolished.
- (2) The determination of what courses or units of study are to be required of any student shall also be made without regard to the race, color, sex, national origin or religion of that student.
- (3) The scheduling of students into courses or units of study shall not be done on the basis of sex, color, race, religion or national origin.
- (4) Each student, regardless of race, color, sex, national origin, religion, or limited English-speaking ability, shall have equal rights of access to courses of study and other opportunities available through the school system of the city or town in which he/she resides, along with appropriate bilingual instruction and programs or other curriculum offerings of a supportive nature such as appropriate remedial programs.
- (5) Nothing in 603 CMR 26.03 shall be construed to prevent particular segments of a program of instruction from being offered separately to each sex when necessary in order to respect personal privacy.

LEGAL REFS.: M.G.L. 15:IG; 76:1; 76:5; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03

SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

CROSS REF.: JF, School Admissions

Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title 1, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence including:

- Sharing the housing of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Being abandoned in hospitals
- Awaiting foster care placement
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
- Living in cars, parks, public spaces abandoned buildings, substandard housing, transportation stations or similar settings
- Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Adopted by the Webster School Committee on Tuesday, February 10, 2004 following three separate readings.

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Webster School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day to day school work is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the Webster School District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Having been expelled during the same school year from this district or any district in the Commonwealth;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B 603 CM 26:00

STUDENT RIGHTS AND RESPONSIBILITIES

The Webster School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class, or school organizations and school government organizations, such as student councils may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The Chairman of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

STUDENT CONDUCT

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his/her own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not suspend a student, or recommend a student for suspension or expulsion, unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.

LEGAL REF.: M.G.L. 71:37H

File: JICC (also EEAECE)

STUDENT CONDUCT ON SCHOOL BUSES

The Webster School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. He/she will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent/guardian to report at once with the child to the Superintendent's office.
3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent/guardian.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct aboard the Bus

3. School buses are considered an extension of the classroom and are subject to discipline established in each school handbook.
4. The following disturbances are prohibited:

Pushing or wrestling
Annoying other passengers or disturbing their possessions
Talking to the driver
Throwing objects within the bus or out of windows
Climbing over seats
Opening or closing windows
Leaning out of windows

Littering the bus

And any other disturbance that may interfere with safe passage of students

1 of 2

File: JICC-R (also EEAEC-R)

3. Parents will be held responsible for any defacing or damaging of the bus.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The Webster School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except that the Principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The Principal may require that no literature be distributed unless a copy is submitted to in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. 71:82

GANG ACTIVITY/SECRET SOCIETIES

The goal of the Webster School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

HAZING

The Webster Public Schools is committed to uphold the Massachusetts General Laws against hazing and would pursue disciplinary action against those that either commit an act of hazing or who do not report such an act.

CH. 269, S17. Crime of Hazing: Definition; Penalty

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH 269, S18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonable practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S 19, Hazing Statutes to be provided; Statement of Compliance and Discipline Policy Required

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or-private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing.

The Board of Regents and in the case of secondary schools, the Board of Education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith

report to the attorney general any such institution which fails to make a report.

CROSS REF.: JICFB, Bullying

BULLYING

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

As a rule, bullying behavior starts in elementary school and peaks in the middle school years. However, it attracts more attention from adults when it appears in high school. There students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate. Also, sexual harassment is, in fact, often a form of bullying.

Most bullying by students starts out verbally - teasing and put downs - and may become progressively worse assuming physical dimensions.

Bullying of any type has no place in a school setting. The Webster Public Schools will endeavor to maintain a learning and working environment free of bullying.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental or written interactions. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities or riding on the bus to and from school each day.

Examples of bullying include but are not exclusive to:

1. Intimidation, either physical or psychological.
2. Threats of any kind, stated or implied.
3. Assaults on students, including those that are verbal, physical, psychological and emotional.
4. Attacks on student property.

The School Committee expects administrators and supervisors to make clear to students and staff that bullying in the school building, on school grounds, on the bus or school sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

The district will promptly investigate allegations of harassment, including bullying. The Principal of each building will be responsible for handling all complaints by students alleging harassment, including bullying.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

REFS: National School Safety Center
 Maine Project against Bullying
 The Wellesley College Center for Research on Women

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulations 74676 issued by the EEO Commission
Title IX of the Education Amendments of 197
Board of Education 603 CMR 26:00

CROSS REFS: AC, Nondiscrimination
ACAB, Sexual Harassment
JICFA-E, Hazing

TOBACCO USE BY STUDENTS

Effective June 18, 1993, smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all district buildings. All forms of tobacco use shall be prohibited on all district property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

LEGAL REF: M.G.L 71:37H

POSSESSION OF WEAPONS

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school-related situation.
2. In order to protect the students of the Webster Public Schools, the School Committee will expel for a minimum of one calendar year any student found in possession of a gun or a knife on school premises or at a school-sponsored situation.
3. In addition, the School Committee will expel any student who uses or is found in possession of any other weapon on school premises or at a school-sponsored situation:

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

This Policy will be implemented according to the due process provisions of the Webster Public School Discipline Code applicable to Regular and Special Education students.

LEGAL REF.: M.G.L. 76:16-17

PREGNANT STUDENTS

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant students will be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school. The student and her physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

LEGAL REF.: M.G.L. 71:84

INTERROGATIONS AND SEARCHES

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest is involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

STUDENT COMPLAINTS AND GRIEVANCES

The Webster School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians-- who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee, which possesses the ultimate authority for discipline in the school system.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the Principal, staff members, or School Committee members who may be involved.

LEGAL REF.: M.G.L. 76:17

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Webster School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complimentary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

LEGAL REF.: M.G.L. 71:47
 603 CMR 26:06

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extra-curricular activities conducted as such school which restrict students participation on the basis of race, color, sex, religion or national origin. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, religion or national origin of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to insure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and sex.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extracurricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one sex of any racial, religious, or ethnic group represented in the school from participation in specific athletic or other extra-curricular activities cannot be permitted.
- (9) A faculty member or coach must attend every meeting of the student organization whether conducted on school premises or at another location.

LEGAL REFS.: M.G.L. 71:47 603 CMR 26.06

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the Webster Public Schools shall be encouraged when they met the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, Board policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see also Policy JICF).

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organization desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.

LEGAL REF.: 603 CMR 26.06

FUND-RAISING POLICY

There are many educational values to be gained by students participating in school-sponsored clubs and activities on a voluntary basis. For many, this provides leadership and group experiences which are not possible within the formal classroom. Ideally, the School Committee should underwrite the expenses for these educational experiences, but limitation of funds seldom allows this to happen. However, it is important that all fund-raising activities supplement, not supplant district money. Accordingly, the following guidelines are set forth to govern the fundraising activities of student groups:

1. All fund-raising groups and a statement of their intended activities must be approved annually by the School Committee. Information would also be provided to the School Committee of the group's previous year's fundraising efforts, monies raised and expended as well as student participation information.
2. The faculty sponsor, or parent sponsor, working under the direction of the school Principal, is responsible for seeing that a fund-raising drive is planned and carried out in a responsible manner and that multiple fund-raisers conducted by different organizations are not conducted at the same time. Adequate provisions must be made for the safety and security of students participating. The drive must be conducted in accordance with city legal regulations and should take into account the sensitivities of the adult citizens of the community.
3. Fund-raising drives may be conducted only by duly authorized clubs and groups of the school according to the following provisions:
 - a. The planning of fund-raising activities shall take place during the meeting time of the student group -not during regular class time.
 - b. All donations whether they be for materials, equipment, student subsidies, services or activities must be donated to the district, requiring a majority vote of the School Committee to accept the donation.
 - c. Among the variety of ways students may raise money are: selling of tickets for concerts or plays; providing services for the adults of the community such as washing of cars, shoveling of snow or raking of leaves; providing media publicity for individuals and businesses by listing of the names of sponsors of a publication or activity; and the selling of a modestly priced product.
 - d. The selling of "lottery" types of tickets such as chances, money calendars, etc. is forbidden by students and, if held, must be conducted by parents / adults of the

community.

- e. As a matter of general practice, any fundraising group that wishes to put forth a citizens' petition that may result in an eventual gift to the school district should first be presented to the School Committee.
- f. Fund raising shall not be approved which involves a private vendor directly soliciting parents, students, residents, local businesses, or local civic organizations. This includes private vendors, professional fund raising companies and private suppliers. As a general rule, the use of professional fund raising organizations is strongly discouraged among all school and district related fund raising groups.

File: JJF

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the district and are subject to policies established by the Webster School Committee and the office of the Superintendent. The funds shall be managed in accordance with sound business practices which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations which currently exist or as from time-to-time may be revised.
2. Authorizes the Town Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committee policy.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established for each school by School Committee policy.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.

For accounts with limits that exceed \$25,000, the Massachusetts Department of Education recommends districts to consider an audit conducted by an outside accounting firm every two to three years.

INTERSCHOLASTIC ATHLETICS

The Webster School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

LEGAL REFS.: M.G.L. 71:47; 71:54A 603 CMR 26.06

CROSS REFS.: AC, Nondiscrimination (and subcodes)

STUDENT DISCIPLINE

Discipline is the dual responsibility of the home and school.

The Massachusetts General Laws require the Webster School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules, not inconsistent with the law nor in conflict with District policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.: M.G.L. Chapter 71, S. 37H and 37L;
 M.G.L. Chapter 76, S. 16 and 17;
 Chapter 380 of the Acts of 1993
 Chapter 766 Regulations, S. 338.0
 Mass. Dept. of Education, Advisory Opinion on Student Discipline,
 January 27, 1994

DISCIPLINE OF SPECIAL NEEDS STUDENTS

1. The Individualized Education Plan (I.E.P.) for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the I.E.P.
2. The Principal (or designee) will notify the Special Education Director of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that the suspension of a special needs student will accumulate to more than ten days in a school year, a review of the I.E.P. as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of the student's placement or program. The Team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition.
 - a. If the student's conduct is related to his/her special needs or the plan is inappropriate, the student's I.E.P. will be amended or steps will be taken to fully implement the current I.E.P. Any new program will be immediately implemented with parental consent. Any dispute regarding the I.E.P. will be resolved through the special education mediation and hearing process. If a hearing is requested, the student must stay in his/her current program, unless, a court determines otherwise.
 - b. If the student's conduct is not related to his/her special needs or to an inappropriate I.E.P., a suspension may be imposed and a plan for alternative service will be developed. Parents will be notified of the suspension, the reasons therefore, and the alternative plan. If a hearing is requested, the student will remain in his/her current placement, unless, a court determines otherwise.
 - c. If a student carries a weapon to school or to a school function, or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the Principal may order a change of placement for 45 days. The placement will be determined by the Special Education Team.
 - d. In cases where a special needs student's conduct presents a danger to other students, staff, or the student himself/herself, the Webster School Committee will immediately seek court approval to suspend or exclude the student from the School premises.

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures which the District requires shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity;

Fire Drills

The District shall cooperate with appropriate fire departments in the conduct of fire drills.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The Webster Public Schools recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;

Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57

CROSS REF.: EBB, First Aid

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

COMMUNICABLE DISEASES

The Webster School District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The Educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

LEGAL REF.: M.G.L. 71:55

AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME) RESOLUTION

Whereas, there is a great deal of concern in the community about the history, symptoms, and transmissibility of Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC); and

Whereas, misinformation or lack of knowledge regarding the scope of the disease could result in improper decisions about children's attendance at school; and

Whereas, a comprehensive policy on AIDS and ARC has been developed by the Massachusetts Department of Public Health, which has been adopted by the Massachusetts Department of Education as policy; therefore be it

RESOLVED, that the Massachusetts Medical Society strongly recommends at this time that school systems in the Commonwealth appropriately implement an official policy governing school attendance by children and teachers with Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC) using the guidelines currently developed by the Massachusetts Department of Public Health.

**AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME)
SCHOOL ATTENDANCE POLICY***

***NOT INTENDED FOR DAY CARE**

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus, Human Immunodeficiency virus, (HIV), and receiving medical attention are able to attend regular classes.
 - A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
 - B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.
 - C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
 - D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.
2. The child's personal physician is the primary manager the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV). Management includes acting as the "gate keeper" for the child's attendance at school in accordance with the policy outlined above.
 - A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school Superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents with an absolute need to know.
 - B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the Superintendent might notify one or more of the following:

- Principal
- School Nurse
- Teacher

- C. Notification should be by a process that would maximally assist patient confidentiality. Ideally, this process should be direct person to person contact.
 - D. If school authorities believe that a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has evidence of conditions described in #I, then the school authorities can dismiss the child from the class and request authorization from the child's personal physician so that class attendance is within compliance with the school policy.
 - E. If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.
3. Since the child diagnosed as having AIDS or with clinical evidence of infection with the Aids associated virus (HIV) has a somewhat greater risk of encountering infections in the school setting, the child should be excluded from school if there is an out-break of a threatening communicable disease such as chicken pox or measles until he/she is properly treated (possibly with hyperimmune gamma globulin) and/or the outbreak has no longer become a threat to the child.
 4. HIV screening is a blood test for detecting the presence of antibody to the HIV virus. Antibodies are substances produced by white blood cells that help fight infection caused by viruses or bacteria. Testing for HIV antibody is not recommended for any purposes other than to assist the child's personal physicians in a highly selected set of clinical decisions. Results of HIV antibody tests are confidential and should not be reported to schools.
 5. Blood or any other body fluids including vomit and fecal or urinary incontinence in any child should be treated cautiously. It is recommended that gloves be worn when cleaning up any body fluids.
 - A. These spills should be disinfected with bleach (one part bleach to ten parts water), or another disinfectant, by pouring the solution around the perimeter of the spill.
 - B. All disposable materials, including gloves, should be discarded into a plastic bag. The mop should be disinfected with the bleach solution described in 5A.
 - C. Persons involved in the clean-up should wash their hands afterward.
 6. In-service education of appropriate school personnel should ensure that proper medical and current information about AIDS is available.

NOTE: These are the guidelines, revised September 1986, from the
Massachusetts
Department of Public Health.

PEDICULOSIS (LICE/NITS)

The Webster Public School System has adopted a NO NIT POLICY. PEDICULOSIS (lice/nits) is highly communicable and all children are vulnerable to outbreaks. The negative effects they suffer range from the discomfort and social stigma of lice, to the loss of valuable class time, to repeated exposure to pesticidal shampoos.

What this means to you is that if your child is found to have head nits or lice, he/she will be dismissed from school and will continue to be excluded from school until nit free. Families become upset by the frustration, anger and confusion that is often caused by pediculosis outbreaks. To reduce--AND HOPEFULLY ELIMINATE--such outbreaks, the Webster Public School System has adopted this NO NIT POLICY. The school nurse is available to answer any questions you may have and can provide you with accurate information.

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The school system's guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
603 CMR 26.04

GUIDANCE PROGRAM

Guidance Counselors and other personnel shall represent to the students a broad spectrum of education and career opportunities. Race, color, sex, national origin, sexual orientation and religion shall not be considered as limiting factors in career determination.

“Career Day” programs and other occupational information shall include representatives of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials including pictorial representations to be used to recruit students for employment, including training, that contain a preference of individuals of particular race, color, sex, religion, sexual orientation or national origin. Any pictorial representation in such materials, in the aggregate, shall depict members of both sexes and of minority groups.

No material or tests shall be employed for guidance purposes which discriminate and/or limit choices on the basis of race, color, sex, religion, sexual orientation or national origin.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
 603 CMR 26.04

STUDENT FEES, FINES, AND CHARGES

The Webster School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements. The temporary record of each student will be destroyed five years after the student transfers, graduates or withdraws from the school district. Former students desiring information from their records may obtain it by requesting such information from the Principal before the date of destruction.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
 Amended P.L. 103-382, 1994
 M.G.L. 66:10 71:34 A,B,D,E
 Board of Education Student Record Regulations adopted 2/10/77 and June
 1995
 603 CMR: Dept. Of Education 23:00 through 23:12
 Mass. Dept. of Education publication Student Records; Questions,
 Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Public's Right to Know

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,&34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 & 34F which directs that " the board of education shall adopt regulations relative to the retention, duplication and storage or records under the control of School Committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June, 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent/guardian.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent/guardian, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent/guardian, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, & 34E, the parent/guardian of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The Evaluation Team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. The term as used in 603 CMR 23.00 shall include a divorced or separated parent/guardian, subject to any written agreement between parents or court in order governing the rights of such a parents that is brought to the attention of the school Principal.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School Committee: shall include a School Committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis

of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent/guardian, or authorized school personnel.

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
 Amended P.L. 113-382, 1994
 M.G.L. 66:10 71:34 A,B,D,E
 Board of Education Student Record Regulations adopted 2/10/75 and June
 1995

STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Where appropriate, awarding of the photographic services shall be conducted through bidding procedures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

SECTION K
COMMUNITY RELATIONS

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COMMUNITY RELATIONS

The Webster School Committee and all employees of the school district should be aware of the importance of securing and maintaining the confidence and respect of the public in the educational programs of the schools. Here are some principles on which a sound program of community relations can be based:

- Schools are established for the purpose of helping children and youth learn and grow in desirable directions. Schools (as a top priority) should do well the job they are set up to do-- this ought to be the main cornerstone in any program of community relations.
- All citizens, whether or not they are parents of the young, have a stake in the education of the next generation. They should be considered as being potentially supportive of the goals of education, even if, at times, some would question the means being used to accomplish these goals.
- Communications with citizens should be courteous, honest, straightforward, and direct. Quite naturally, School Committee members and educators like to communicate about the strengths and successes of educational programs. However, equally full communication is often necessary with reference to the problems, needs, and weaknesses of the school system. Citizens do not expect schools to be perfect--they do have the right to have an honest picture of the schools as they really are.
- The community should be viewed as a rich pool of educational resources for field trips, speakers, work-study projects, opportunities for pupils to observe people in a large number of diverse occupations, and as a source for volunteer and paid aides. Pupils should be taught that their community has a "history," a "geography," and current events" all of its own. Wise use of the community as an educational resource is an effective way of building understanding and support for schools at a genuine "grass roots" level.
- More and more, education is becoming a lifelong activity. While schools have been established primarily to serve children and youth, the School Committee and the professional educators ought to be in the forefront of efforts to provide educational programs for adults and to promote the widest possible use of school facilities for educational and cultural programs for adults during non-school hours.

SCHOOL/PARENT RELATIONS GOALS

It is the general goal of the Webster Public Schools to foster relationships with parents which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of child care for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

RELATIONS WITH PARENT ORGANIZATIONS

To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.
2. Help parents understand the educational process and their role in promoting it.
3. Provide for parent understanding of school programs and services.
4. Provide opportunities for parents to be informed of their child's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents and school officials, the Committee encourages the maintenance of formal parent organizations at each school building. For this purpose the Committee will officially recognize a parent organization at each building. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of children enrolled, will designate the organization to be recognized if more than one organization makes the request.

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The Webster School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

CROSS REF.: BDF, Advisory Committees to the School Committee

PUBLIC GIFTS TO THE SCHOOLS

The Webster School Committee will have authority to accept gifts and offers of equipment for the schools when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.

The Committee will assure that an appropriate expression of thanks is given all donors.

LEGAL REF.: M.G.L. 71:37A

PUBLIC'S RIGHT TO KNOW

The Webster School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

The official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

LEGAL REFS.: M.G.L. 4:7; 66: 1 0; 39:23B

CROSS REFS.: BEDG, Minutes
 GBJ, Personnel Records
 JRA, Student Records

NEWS MEDIA RELATIONS/NEWS RELEASES

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school system.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee chairman will be the official spokesman for the Committee, except as this duty is delegated to the Superintendent.
2. News releases that are of a system-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the principal.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

PUBLIC COMPLAINTS

Complaint Procedure

The Webster School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students, parents, teachers, and general citizenry should have some means by which their concerns may be effectively expressed, considered and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the school, students, parents, teachers and community members.

Every attempt will be made to seek a satisfactory solution to any legitimate concern in a friendly and informal manner. The Webster School Committee believes that complaints are best handled and resolved as close to their origin as possible; therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teachers
2. School Building Administrator
3. Superintendent
4. School Committee

A standardization of procedure is necessary:

- I. Place issues of concern in writing.
 - A. Writing prevents misinterpretation of information from occurring
 - B. Writing formalizes the complaint process
- II. The writing procedure should identify the date of the concern, the names of significant people involved, a description of the substance of the complaint, it should cite an acceptable remedy, and it should authenticate the concern with a signature.
- III. The object of the complaint must be informed promptly and be afforded the opportunity to present the facts from their own perspective.
- IV. If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing or decision. Statutory restrictions on executive sessions will be observed.

LEGAL REF.: 603 CMR 26.09 and 26.10

PUBLIC COMPLAINTS

Complaint Procedure

- (1) A parent, guardian, or other person or group who believes that M.G.L. c. 76, &5 or 603 CMR 26.00 has been or is being violated, may request a written statement of the reasons therefore from the responsible School Committee through the Superintendent and may submit a copy of such request to the Bureau of Equal Educational Opportunity of the Department of Education. If such request is made, a copy of such request shall be sent by the School Committee to the Bureau of Equal Educational Opportunity.
- (2) The School Committee shall respond promptly, but no later than 30 days, in writing to the complaining party. The School Committee shall also send a copy of its response to the Bureau of Equal Educational Opportunity.
- (3) The Bureau of Equal Educational Opportunity shall act as the representative of the Board of Education for the purpose of receiving complaints to pursuant to 603 CMR 26.00.
- (4) The Bureau of Equal Educational Opportunity shall, pursuant to a complaint received under 603 CMR 26.09 (1) or on its own initiative, conduct reviews to insure compliance with M.G.L. c. 76 &5 and 603 CMR 26.00. The School Committee and the specific school(s) involved shall cooperate to the fullest extent with such review.
- (5) In the event of non-compliance with M.G.L. c. 76 &5 or 603 CMR 26.00 the Board of Education may take such action as it sees fit, including, but not limited to, withholding of funds or referral of the matter to the Office of the Attorney General for appropriate legal action.

Private Right of Enforcement

Nothing in 603 CMR 26.00 shall abridge or in any way limit the right of a parent, guardian, or person affected to seek enforcement of St. 1971, c.622 in any court or administrative agency of competent jurisdiction.

LEGAL REFS.: 603 CMR 26:09 and 26:10

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his/her complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the Webster School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

LEGAL REF.: 603 CMR 26.09 and 26.10

CROSS REF.: BEC, Executive Sessions

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the school district which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his/her complaint in writing and offer to send him/her the appropriate form regarding a school employee's behavior, character or qualifications.

3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his/her immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervision or the person criticized feels could contribute resolution of the problem.

6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

1 of 2

File: KEB-R

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

LEGAL REF.: 603 CMR 26.09 and 26. 1 0

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Webster School Committee, though it is ultimately responsible for all curriculum and instructional materials (including library books), recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the school system's educational philosophy and goals.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply however, to basic program texts and materials that the Committee has adopted.
2. The Committee will not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:
 - a. The person who objects to the book or other material will be asked to sign a complaint on a standard form on which he/she will document his/her criticism.
 - b. Following receipt of the formal complaint, the Superintendent will provide for a reevaluation of the material in question. He/she will arrange for the appointment of a review committee from among the faculty to consider the complaint.
- c. **The Superintendent will review the complaint and the committee's reevaluation and will render a decision in the matter. Should the decision be unsatisfactory to the complainant, he/she may appeal it to the Committee.**

In summary, the Committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.

LEGAL REF.: 603 CMR 26.09 and 26.10

CROSS REFS.: IJ, Instructional Materials
IJJ, Selection and Adoption of Textbooks
IJL, Selection and Adoption of Library Materials

COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Citizen's Request for Reconsideration of a Book or Instructional Material

Title of book or material _____

Author _____ Publisher _____ Publication date _____

Type of instructional material _____ Hardcover book _____ Paperback

_____ Pamphlet _____ Electronic media _____ Film

Name of person making request for reconsideration _____

Address _____ Phone _____

Organization or group represented _____

1. To what do you specifically object? _____

—

2. Did you read the entire book or view entire material? _____ If not, what parts: _____

.

3. What do you feel might be the result of a student reading this book or viewing this material:

_____ .

4. Is there another age group for which this material would be better suited? _____

.

5. Are you aware of the judgments of this book or material by literary critics: _____

.

6. What would you like your school to do about this book or material?

_____ Do not assign it to my child

_____ Withdraw it from all students as well as from my child

____ Send it back to the appropriate department or library for reevaluation

Other recommendation: _____

.

Date Submitted to Superintendent _____ Signature _____

Disposition of request: _____

USE OF SCHOOL FACILITIES

The Webster School Committee is authorized to grant or deny permission to use any school facility or grounds. All school property shall be available under such terms and conditions as the School Committee may set: however, first priority for the use of school facilities or grounds will be given to school activities.

Only Webster, non-profit, and for profit organizations that pay taxes to the Town of Webster, may be granted permission to use school facilities. Use of Athletic Facilities must be approved by the Director of Athletics and the Building Principal prior to approval submission to the School Committee. The School Committee, in its absolute discretion, has the authority to grant permission, or reject any facility request, as it deems appropriate.

Payment for custodial services in connection with the use of school facilities for non-school sponsored activities, with the exception of athletic events by profit-making organizations, will be at the rate of double-time with a minimum of four hours guaranteed. Use of school facilities by non-profit groups will be charged custodial fees at the rate of time and a half, with a minimum of four hours guaranteed. Custodial staff will arrive at a minimum of 30 minutes prior to, and stay a minimum of 30 minutes after, an event. The contractual agreement between Custodial Union, Council 93 and the Webster School Committee will determine the fee for custodial services, as well as school sponsored activities.

A refundable deposit fee shall be assessed prior to any event to cover any and all damages that may occur during usage. This fee may be waived for school-sponsored activities. For groups renting the Bartlett High School Auditorium, a set hourly fee will be assessed for audiovisual services. In addition the Building Principal will select the authorized person to operate said equipment.

The use of the dining facilities may be rented with custodial arrangements. The use of kitchen facilities must have a member of the Food Services Department on site. Arrangements must be made with the Director of Food Services prior to rental.

It is MANDATORY that every group requesting the usage of facilities provides the school department with a Certificate of Insurance evidencing general liability coverage. Exceptions may be granted only when the School Committee deems it appropriate. Neither the Webster School Committee, nor the town of Webster, will be responsible for injury to persons or property while the building or grounds are being used.

School equipment may not be moved, or made available to groups, without the direct authorization of the Building Principal or his/her representative.

File: KF

The Custodian on duty is not responsible for supervisory issues, but will have the authority for decisions with regard to building use and equipment.

Smoking, use of alcohol, illegal drugs (except prescription), are not permitted under any circumstances on school property.

Parking will only be permitted in designated parking lots. In groups where attendance will exceed 200, a parking attendant may be hired to supervise parking and grounds use.

Damage to school facilities or grounds, is prime cause for denial of use of building whether or not the using group makes restitution for such damage.

REQUEST FOR PERMISSION TO RENT SCHOOL FACILITIES

The Webster School Committee encourages the use of school facilities for educational, charitable, recreational and civic purposes sponsored by recognized, responsible local organizations. To request permission to rent school facilities, an authorized agent of the requesting organization must supply the information requested below. PLEASE BE CERTAIN THAT ALL ITEMS ON THE FORM ARE FILLED OUT COMPLETELY BEFORE SUBMITTING IT FOR APPROVAL.

Organization Requesting Use of Facilities: _____

Authorized Agent: _____ Daytime Phone: _____

Address of Authorized Agent: _____

School Requested: _____ Facility Requested: _____

Date(s) of Rental: _____ Hour(s) of Rental: _____

Other Rental Dates: _____ Hour(s) of Rental: _____

Purpose of the Rental: _____

Number of Individuals
expected to use the facility: _____

Number of Individuals
scheduled for supervision: _____

Has Police supervision
been secured: _____

Have arrangements been reviewed
by the Fire Dept: _____

Has Liability Insurance been secured?
(required for groups larger than 199) _____

Amount of Insurance
Bond secured: _____

Insurer: _____

Charges for Rental of Facilities and Personnel

Nonprofit groups will be charged the minimum amount required for custodial or cafeteria personnel services that are mandated by contract. Any personnel charges will be billed to the organization following the event.

Organizations that operate on a "for profit" basis will be charged the personnel rates quoted on the back of this sheet. These charges will be billed to the organization following the event. Rental charges for the actual use of the facility will be billed to the organization prior to the scheduled event.

I have read the rules and procedures mandated by the Webster School Committee for renting school facilities (reverse side). I have confirmed the availability of the facilities with school authorities and am also aware of, and agree to, the various charges and personnel rates applicable to this rental.

Signature of Authorized Agent

Date of Request

STUDENTS AND COMMUNICATIONS AND SOLICITATIONS

The public school has direct, daily, "live," contact with more homes in the community than any other institution or organization. Because of this unique position, there is a tendency to look to the school organization as a means of communication to students and other members of the families of the community. In addition, teachers, administrators, and other school employees are often tempted to send students on errands off the school grounds. To prevent any misuse of the school organization, the following guidelines have been established:

- Students and the school organization shall not be used as a means of collecting information not directly pertinent to the conduct of the school program.
- Except for distribution of information relative to the schools, students and the school organization shall not be used as a means of disseminating advertising or promotional materials.
- There shall be no solicitation or canvassing of students by outside organizations within or through the schools unless by specific sanction of the School Committee.
- No employee may release name and address lists of students to persons outside the school, except that the Superintendent may authorize the release of names and addresses of high school juniors and seniors to colleges, military services, and other organizations if, in his/her judgement, such institutions or organizations offer worthwhile opportunities in which numbers of future high school graduates would have an interest.
- Students will not be sent off the school grounds on personal or school related errands for any school system employee.

PUBLIC SOLICITATIONS IN THE SCHOOLS

The Webster School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

LEGAL REF.: M.G.L. 44:53A

CROSS REFS.: GBEBC, Staff Gifts and Solicitations
 JJE, Student Fund-Raising Activities
 JP, Student Gifts and Solicitations
 KHB, Advertising in the Schools

ADVERTISING IN THE SCHOOLS

Commercial Organizations - Advertising & Promotion. Materials of an advertising nature are not allowed to be distributed in the Webster Public Schools.

The school staff is permitted to use commercial calendars if they desire, and if they are in good taste.

CROSS REF.: JP, Student Gifts and Solicitations
KHA, Public Solicitations in the Schools

VISITORS TO THE SCHOOLS

The Webster School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to classrooms will be limited to the class to which their child is assigned.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

RELATIONS WITH BOOSTER ORGANIZATIONS

The Webster School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

Generally, actions initiated by boosters provide the atmosphere and climate to foster and encourage community-school relationships.

Booster-proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the School Committee.

RELATIONS WITH POLICE AUTHORITIES

Cooperation with law enforcement agencies is essential for the protection of students, for maintaining a safe environment in the District schools, and for safeguarding all school property.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

The School Committee also recognizes the potential enrichment that law enforcement agencies can make in the educational program.

Efforts should be made to develop and maintain a healthy attitude toward law enforcement agencies and personnel to promote better understanding and communication.

MEMORANDUM OF UNDERSTANDING

The Webster School System and the Webster Police Department agree to coordinate their efforts to prevent and control drug abuse, including the use of alcohol, by students and to respond effectively to all incidents of criminal or delinquent behavior on school grounds, in school buildings, or at school sponsored events. This agreement sets out formal procedures for communication and cooperation between the parties.

We agree to the following procedures for the handling of incidents involving the use of drugs, alcohol or weapons on school property or at school functions, including but not limited to, those incidents constituting criminal or delinquent behavior.

1 of 2

BEHAVIOR	SCHOOL RESPONSE	INTERACTION WITH POLICE
Student voluntarily confides a drug or alcohol problem to a teacher.	Teacher will consult with the school nurse or guidance counselor for assistance in deciding appropriate action or referral. Guidance office notifies Administration so they are aware of action.	None
School officials have reasonable cause to <u>suspect</u> that student is under the influence of drugs or alcohol, but no contraband is found.	Principal or designee will notify parent(s) and the student will be removed from class until parent conference is held. If student refuses to leave class, request police assistance.	Informal notification by the school. The responding officer will decide on the level of police involvement, if any.
School officials have reasonable cause to <u>suspect</u> that student is in possession of a weapon.	Principal or designee will notify police immediately and proceed under police direction. Parent(s) will be contacted and the student will be removed from class until parent conference is held.	Immediate notification by the school. The responding officer will decide on the level of police involvement, if any.
Student is <u>found to be</u> or <u>admits</u> to being under the influence of drugs or alcohol, but no contraband is found.	In accordance with the Disciplinary Code, principal will make <u>immediate</u> notification to the police and the parent and hold a conference with the parent, the student and appropriate others before the student returns to school. Students will be required to complete a Family Education Workshop, with either the Webster Project, Bancroft Human Services or a like program.	Formal, written notification by the school to the Police Department. The responding officer will decide if criminal or juvenile complaints are to be taken out or if a child in need of services (CHINS) is to be sought.
Student found to be in possession of a weapon, drug or alcohol.	(Same as above). Contraband is turned over to the Police Department.	Formal, written notification by the school to the Police Department. The Police Department will take out the appropriate criminal or juvenile complaints.
Student found to be selling or distributing drugs or alcohol.	In addition to the parent and police notification, the principal may suspend or expel the student from the school system in accordance with the Disciplinary Code. The contraband is turned over to the Police Department.	Formal, written notification by the school to the Police Department. The Police Department will take out the appropriate criminal or juvenile complaints.

File: KLG-E

The Webster Police Department and the Webster School Department will identify specific persons as designated liaisons in order to implement the terms of this agreement. The School Department will name one (1) such person from each school building, and the Police Department will designate at least one (1) police officer to serve in such a capacity. The people so designated should work to bring about a mutual trust and understanding between the two departments.

Superintendent of Schools

Chief of Police

RELATIONS WITH PLANNING AUTHORITIES

The Webster School Committee will participate in local and state planning functions that could directly affect District schools and their immediate environment.

The Superintendent or designee will keep the School Committee informed of planning matters bearing directly on the operation of District schools or school-sponsored programs, and will undertake action on behalf of the School Committee to influence matters in the best interests of the students, the schools and the District.

SECTION L

EDUCATION AGENCY RELATIONS

- LA** **EDUCATION AGENCY RELATIONS GOALS**
- LB** **RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS**
- LBC** **RELATIONS WITH HOME SCHOOLS**
- LBC-E** **RELATIONS WITH HOME SCHOOLS**
APPLICATION FOR HOME INSTRUCTION
- LBC-R** **REGULATIONS PERTAINING TO HOME SCHOOLING**

EDUCATION AGENCY RELATIONS GOALS

The Webster School Committee appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school system and to other educational agencies, the Committee establishes these broad goals:

1. To encourage liaison with other educational and social service agencies.
2. To supply educational services to and/or share with other educational agencies.

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The Webster School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

RELATIONS WITH HOME SCHOOLS

Several procedures that must be followed prior to the Superintendent approving a home study plan.

1. All of the requirements recommended by the Massachusetts Department of Education must be met.
2. Parent or guardian must provide information indicating his/her competency to teach.
3. Approval of the program must be obtained in advance prior to the removal of the children from school and to the commencement of the home schooling program.
4. Parent or guardian must be provided, by the Superintendent or the School Committee with an opportunity to explain this proposed plan and present witnesses on their behalf.
5. Parents must demonstrate that the home school proposal fulfills the requirements of M.G.L. 71:1, in that the instruction will equal in thoroughness and efficiency and in the progress made therein of that in the school district.
6. Parent or guardian must provide a curriculum outline indicating the length of the proposed home school year, a list of subjects to be taught and the hours of instruction in each subject.
7. The Superintendent or School Committee must have access to the textbooks, workbooks and other instructional aids to be used by the children and to the lesson plans and teaching manuals to be used by the parents. The Superintendent or School Committee will not use this access to dictate the manner in which the subjects will be taught.
8. Periodic standardized testing of the children will be required in order to ensure educational progress and attainment of minimum standards. Other means of evaluating the progress of the children may be substituted for the formal testing process.
9. If the student is to continue in the program for more than one school year, the study plan must be approved annually.
10. All requirements of the Department of Public Health regarding immunization

have been completed.

Parents have the right to a hearing before the school authorities to allow them an opportunity to explain their plan and answer questions about it. They may be represented by counsel and will be provided reasonable notice of the time and place of such a hearing.

If a plan is approved, there will be a periodic evaluation and monitoring of the child's progress under guidelines and standards set by the School Committee to assess whether adequate educational progress has been made.

LEGAL REFS.: M.G.L. 71: 1; 71:2; 71:3; 71:4; 76: 1; 76:2; 76:3; 119
 603 Code Mass. Regulations Section 27.01 (1980)
 S.J.C. Care and Protection of Charles, 399 Mass. 324 (1987)

NOTE: For additional information please refer to the following: MASC Legal File, dated 3/5/87 and 3/27/87, School Committees and Home Education. Commonwealth of Massachusetts Department of Education Memorandum from Harold Raynolds, Jr., Commissioner of Education, dated 4/17/87, Supreme Judicial Court Decision on Home Education.

**RELATIONS WITH HOME SCHOOLS
APPLICATION FOR HOME INSTRUCTION**

Directions:

1. Please read the Webster School Committee policy on Home Education.
2. Complete this form; attach any supportive documents; and forward it to the Superintendent of schools at least 20 days prior to the planned start of a home education program.

1. Parents' name(s) and address: _____

Telephone: _____

2. Name(s) of student(s) who will be taught at above designated home and current comparable public school grade level(s):

Name _____ Grade _____
Name _____ Grade _____

3. Period of time for which approval is sought:

_____ through _____
month/year month/year

4. Teachers: Attach a statement providing the following information about any persons who will serve as teachers in this program.

5. Subjects to be taught: Attach a description of each subject to be taught including the scope, major goals and objectives for the child, the major materials and methods to be used in each area.

6. Scheduling of instruction: Attach a description of the schedule you plan for instruction during the period for which approval is requested. Include the number of hours and days planned.

7. Materials and Methods: Attach a listing and description of the texts, materials, methods and programs to be used. A sample of these materials would be extremely helpful and will be returned to you.
8. Evaluation: Attach a statement describing the tests or measurements that you plan to use to evaluate your child's educational growth during this period. If this home education plan is approved, the school department will expect to implement a periodic evaluation of the child's progress similar to the school attending students and may set guidelines and standards for this purpose to ensure the evaluation of reasonable educational progress.
9. Response by Superintendent of Schools: Ordinarily, you will receive a response to your proposal plan within 20 days from receipt of your application.
10. Hearing: As parents, you have the right to a hearing before the Superintendent of schools, if you wish, to allow you an opportunity to explain your plan further and answer questions about it. You maybe represented by counsel. If you wish to take this option, please so state your wish below by providing two possible times when this would be convenient for you.

Yes, a hearing is requested. The following two possible dates and times are suggested:

_____	_____
date	time

_____	_____
date	time

Date of Application

Signature of Person Completing Application

REGULATIONS PERTAINING TO HOME SCHOOLING

1. Requirements for approval of home instruction will include:
 - a. The parent or legal guardian must request permission to hold home instruction on an annual basis.
 - b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
 - c. The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.
2. Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught child to attend specialized classes in the public school.
3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the school district will make provision for inclusion of home-taught children in the annual achievement test battery which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the school district.
4. Auditing functions of the Committee for the home instruction will include:
 - a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
 - b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.
 - c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.

5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the school district will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the school district within 30 days. This summary form must be returned to the school district office before annual approval of home instruction can be made for any succeeding years.
6. The Committee will act in a responsible, cooperative manner to ensure that all children in the school district receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.
7. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

