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IA: INSTRUCTIONAL REQUIREMENTS

Students will be primarily responsible to classroom teachers. The instructional and non-instructional services which are provided by special personnel in each school will be brought into the educational program in a manner determined by the classroom teachers and the principal of each school in consultation with special education personnel in accordance with any applicable IEP's or 504 accommodation plans.

All classroom teachers, all special instructional personnel and all special non-instructional personnel in each school will be primarily responsible to the principal of the school. Special personnel who work in more than one school will be responsible to the principal of the school in which they are working at a particular time. Appropriate central office personnel will be available to discuss any problems which may arise with persons who work in more than one school.

Principals will be primarily responsible to the Superintendent in the overall administration of the schools. Principals will also work directly with the Superintendent or his/her designee in selecting and evaluating professional personnel and in administering personnel policies.

Each employee in the District shall be responsible to the School Committee through the superintendent. Matters requiring administrative action are to be referred as a matter of course to the person immediately in charge of that area of function in which a problem arises.

Replaces Policy 5.55

Recoded: April 25, 2017

Adopted: June 13, 2006

ID: School Day

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

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

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

SOURCE: MASC – Reviewed 2023

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

603 CMR 27.00

Revised 1st Read: March 19, 2024
Revised 2nd Read & Adopted: April 23, 2024

1st Reading: November 1, 2011
2nd Reading: December 5, 2011
ADOPTED: December 5, 2011

IE: ORGANIZATION OF INSTRUCTION

Pembroke Public Schools offers a diversified educational program compatible with the needs of the community and state standards. The Pembroke School Committee is responsible for education pre-school through Grade 12. Courses in Pembroke Public Schools are offered at various levels of challenge to present a program appropriate for students at all levels of ability. The students' selection of courses is exceptionally important in providing all students with the most appropriate level of challenge for each student to achieve at their highest level.

The currently approved organization of instruction provides for the schools to be organized into elementary, middle and senior high levels. Exceptions to this general rule may only be made with the approval of the School committee.

M.G.L. Chapter 71, Section 16A and Section 37

Revised 1st Read: March 19, 2024

Revised 2nd Read & Adopted: April 23, 2024

REPLACES POLICY 5.30

Revised and Adopted: March 28, 2017

Adopted June 13, 2006

IGA/IGD: Curriculum Development and Adoption

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

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

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

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

SOURCE: MASC – Updated 2023

LEGAL REFS: M.G.L. 15:1G; 71:1; 69:1E

603 CMR 26.05

Revised 1st Read: March 19, 2024
Revised 2nd Read & Adopted: April 23, 2024

IHAI: VOCATIONAL-TECHNICAL EDUCATION

The Pembroke Public Schools recognizes that there are students who prefer a technical/vocation high school program. In accordance with M.G.L. Chapter 74, Section 7, the Pembroke Public Schools designates the Silver Lake Regional School District as its preferred Chapter 74 technical/vocational school. Accordingly, the district may direct students to apply to the technical/vocational program at Silver Lake Regional High School before applying to any other technical/vocational school. All accepted 9th grade students must attend Silver Lake Regional High School for their 9th grade exploratory year. If a student does not apply to Silver Lake Regional High School the superintendent may disapprove the application for nonresident tuition.

This policy is not applicable to students enrolled in a vocational program as of 10/1/2017.

This policy will be published in the Pembroke Public Schools Student Middle and High School Handbooks and will be published on the Pembroke Public Schools website.

Ref: M.G.L. c. 74, § 7
603 CMR 4.00

1st Reading: 11/21/17
2nd Reading & Approval: 12/5/17
Updated: 1/15/19

IHAMA: TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

In accordance with state and federal law, the Pembroke Public Schools 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 School Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

Objectives of instruction about drugs, alcohol and tobacco shall be as follow:

- 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 acts and to develop the ability 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.

We may conduct a verbal screening of students for substance use and abuse. The selected screening tool could be a survey, questionnaire or something similar. The selected screening tool will be conducted at two different grade levels at the middle/secondary levels on an annual basis. The screening tool shall be approved by the Department of Elementary and Secondary Education. Information regarding this tool will be made available to parents, and an opt out option will be permitted.

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

LEGAL REF.: M.G.L. 71:1 & 71:96
Revised & Adopted: November 15, 2016
Adopted: May 11, 2004

IHAMB: TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

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

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LEGAL REF.: M.G.L. 71:1 & 71:96

Revised 1st Read: March 19, 2024
Revised 2nd Read & Adopted: April 23, 2024

Revised & Adopted: November 15, 2016
Adopted: May 11, 2004

IHBEA: ENGLISH LANGUAGE LEARNER PROGRAMS

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

The Pembroke Public Schools (PPS) shall identify students whose dominant language may not be English through

- Home language surveys that identify a primary home language is other than English
- Observations
- Intake assessments
- Recommendations of parents/guardians, teachers and other persons.

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

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

The Pembroke Public Schools (PPS) shall provide additional information as required be DESE to comply with federal law.

SOURCE: MASC April 2019

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

Revised 1st Reading: November 5, 2019
Revised 2nd Reading and Adopted: December 17, 2019

1st Reading: March 2, 2010
2nd Reading: March 16, 2010
ADOPTED: March 16, 2010

IHBF: HOMEBOUND INSTRUCTION

The Pembroke Public Schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or hospitalization. To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instructions, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Student Services. Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers.

CROSS REF: School Handbooks

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

Revised 1st Read: March 19, 2024

Revised 2nd Read & Adopted: April 23, 2024

REPLACES POLICY 5.53

Revised and Adopted: April 11, 2017

Adopted June 13, 2006

IHBG: HOME SCHOOLING

The Massachusetts General Law requires the Pembroke School Committee (PSC) 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 between ages 6-16 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:

A. 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.*

B. The parent/guardian must certify in writing, on a form provided by the Pembroke Public Schools (PPS), the name, age, place of residence, and number of hours of attendance of each child in the program.

C. 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 his/her designee deciding whether or not to approve a home education proposal may be:

1. The number of hours of instruction of the proposed curriculum;
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 teaching manuals to be used by the parents;
4. Periodic assessment of the children to ensure educational progress and the attainment of minimum standards.

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

SOURCE: MASC
LEGAL REFS: M.G.L. 69:JD; 76:l, Care and Protection of Charles
Care and Protections of Charles — MASS. Supreme Judicial Court 399 Mass. 324 (1987)
Replaces and Recodes Policies 4.20 and 5.58

Revised: 1st Reading: November 5, 2019

2nd Reading: December 17, 2019

Adopted: December 17, 2019

1st Reading: March 2, 2010

2nd Reading: March 16, 2010

ADOPTED: March 16, 2010

IHBG-R: HOME SCHOOLING

1. Requirements to for approval of home school 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 Pembroke School Committee (PSC) delegates the approval of home instruction to the Superintendent. Any approval or rejection by the Superintendent is subject to review by the Pembroke School Committee (PSC).
    d. Annual performance/assessment data must be provided to the Superintendent's Office before request for subsequent years of home instruction will be approved.

2. A student being educated in a home-based program within Pembroke Public Schools (PPS) may have access to public school activities of either a curricular or extracurricular nature upon availability and approval of the Superintendent.

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. Home school families may access school administered annual achievement tests (example MCAS) by requesting access through our Department of Student Services.

4. Auditing functions of the Pembroke School Committee (PSC) for home instruction may include:
    a. The PSC 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 PSC 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 PSC and annual summary of the children included in home instruction.

5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the Pembroke Public Schools (PPS) will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the Superintendent's Office within 30 days. The summary form must be returned before annual approval of home instruction may be made in succeeding years.

6. If the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

SOURCE: MASC
LEGAL REFS: M.G.L. 69:JD; 76:l, Care and Protection of Charles
Care and Protections of Charles — MASS. Supreme Judicial Court 399 Mass. 324 (1987)

1st Reading: November 5, 2019

2nd Reading and Adopted: December 17, 2019

IHBJ: OBSERVATION POLICY FOR PLACEMENT OF STUDENTS WITHIN SPECIAL EDUCATION PROGRAMS

I. Introduction

The Pembroke Public Schools is committed to providing a positive learning environment for all students. It is important the learning environment is free from disruptions to the learning process and that the confidentiality of individual learners is maintained. To ensure that parents can participate fully and effectively with school personnel in the consideration and development of appropriate special education programming for their child, parents and parent-designated independent evaluators and educational consultants will be permitted to conduct observations of a child's current program and of any program proposed for the child. Such observations will be of sufficient duration to enable the observer to evaluate a child's performance in a current program and or the ability of a proposed program to enable such child to make effective progress.

II. Procedure

A. All requests to observe must be presented to the building principal or an administrative designee.
B. Requests for observation will only be considered for students registered in the Pembroke Public Schools.
C. The request will be responded to within 3 days of receipt and a mutually agreed to date and time will be set.
D. All observers must be accompanied by a building administrator or designee for the duration of the observation.
E. If the observation request is for an individual other than the parent to observe the student and or program, the educational basis for the observation must be stated, a release must be on file and written parent permission must be provided.
F. On the day of the observation the observer will be met by the accompanying administrator in the main office.
G. The administrator will review the guidelines for the observation and the observer will be required to sign the Confidentiality Statement. A copy of this Confidentiality Statement will be kept in the student's file.
H. The administrator will accompany the observer to the classroom for the length of time agreed to in advance. The timing and scheduling of the observation cannot be changed without advanced notice due to the requirement an administrator is present for the duration of the observation.
I. No conversations will be permitted to take place during the observation with the administrator, teacher or students to prevent disruption to the learning environment.
J. The observer will be provided seating with the accompanying administrator in a location that offers sufficient viewing of the educational setting without distracting from the educational environment.
K. Upon request by a parent clarifying questions may be asked to the accompanying administrator. This conversation will take place outside of the classroom and after the

observation has concluded. Clarifying questions must be specific to the program and or student observed, not other students in the classroom or staff.

III. Restrictions

A. Observations may only be requested in a special education program the child is currently attending or has been proposed to participate in.
B. The building principal may impose restrictions or conditions on observations that are necessary to ensure the safety of children in the program, to protect the integrity of the program while under observation or to protect children in the program from disclosure by an observer of confidential and personally identifiable information.
C. The principal or administrative designee may exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or program being observed.

Legal Reference: Chapter 363 of the Acts of 2008

Cross Reference: Policy 4.17

1ST Reading: December 5, 2011
2nd Reading: February 13, 2012

ADOPTED: February 13, 2012

IHCA: SUMMER SCHOOL ELIGIBILITY AND ENROLLMENT

The Pembroke Public Schools may make available summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial.

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

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

Summer school is one of the options for credit recovery.

For additional information, refer to the respective Student Handbooks.

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

Replaces Policy 5.57

Revised and Adopted: April 25, 2017

Adopted: June 13, 2006

IJ: INSTRUCTIONAL MATERIALS

The Pembroke School Committee believes that instructional 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 which meet the following criteria will be approved by the committee:

1. All materials must present balanced views of international, national and local issues and problems of the past, present and future.

2. All materials provided must stimulate growth in factual knowledge, literary appreciation aesthetic and ethical values.

3. Instructional material will help students develop their abilities in critical reading and thinking.

4. Instructional materials will help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

5. Instructional materials must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity physical disabilities or sexual orientation.

6. Instructional materials must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REF: M.G.L. 30B:7; 71:48; 71:49; 71:50.
BESE regulations 603 CMR 26.00

Replaces Policy 5.59

Revised and Adopted: April 25, 2017

Adopted: June 13, 2006

IJLA: LIBRARY RESOURCES

The primary objective of the library/media center is to provide resources which will enrich and support the educational programs of the school. The Pembroke School Committee is committed to providing its school libraries with a wide range of materials at all levels of difficulty, with diversity of appeal and the presentation of different points of view.

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, film strips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Selection of Library Resources:

The School Committee expects that librarians will place personal opinion and reason above prejudice in the selection of materials of the highest quality so as to assure a comprehensive library collection appropriate to the needs of the users of the Library Media Center. The responsibility for the selection of library materials is delegated to the licensed Library teacher or the building administrator. Although selection of materials may involve other members of the school community, such as professional staff input and requests, the ultimate responsibility for selection rests with the school librarian or the school administration.

The guidelines for selection of library resources in the Pembroke District are as follows:

1. Provision of materials to support and enrich the Pembroke Curriculum, the Massachusetts Curriculum Frameworks, and the personal needs, abilities and interests of its users.
2. Provision of materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provision of information to enable students to make intelligent judgments in their daily lives.
4. Provision of materials on opposing sides of controversial issues so that students may become critical evaluators and users of information.
5. Provision of materials which realistically represent our diverse society and reflect the contributions made by groups and individuals to our American culture.

Materials to be considered for purchase are to be judged on the basis of the following:

1. Overall purpose and direct relationship to instructional objectives and/or district curriculum
2. Accuracy, reliability and authenticity
3. Quality of writing I works of merit

4. Developmental appropriateness
5. Fairness and clarity of treatment of subjects without bias
6. Durability and visually attractiveness
7. Accessibility of format and text
8. Special features and usefulness of illustrations, maps, charts, graphs, etc.
9. Potential use by school community members

In accordance with the District's policy of providing instructional materials on differing 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 Jaw.

All materials circulated from the Library Media Centers are the property of Pembroke Schools. It is the responsibility of the borrower to return items in good condition. The borrower must reimburse the Pembroke Schools for the replacement of any material which is lost or badly damaged. Determination o f the condition of the item will be the responsibility of the Library Teacher or building administrator in charge of the Library Media Center from which the item was borrowed. Non-payment oflost/damaged material charges may result in the suspension of borrowing privileges or withholding of participation in the school graduation ceremony.

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.

Reasons for withdrawing an item from the library media center collection are the following:

1. Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
2. Materials contain factual information which is no longer accurate nor current.
3. 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).
4. Materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
5. 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. They may be made available to be used as resources or supplementary material by teachers. They

may be 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. Such materials can also be contributed to appropriate charitable or educational agencies or discarded, as approved by a vote of the School Committee, 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.

Replaces Policy 4.22

IJLA-R: RECONSIDERATION OF LIBRARY RESOURCES AND MATERIALS

The Pembroke School Committee supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and the School Library Bill of Rights of the American Association of School Librarians.

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.

Procedures for Complaint:

If a complaint is made regarding a specific book or materials in the school library the

Librarian together with the principal will initiate the following procedures:

1. Inform the complainant of the library selection procedures and make no commitments.

2. Request the complainant to submit a formal written Citizens Request for Reconsideration of Instructional Materials.

3. Inform the Superintendent who will inform the Pembroke School Committee.

4. Keep the challenged materials on the shelves during the reconsideration process.

5. Upon receipt of the completed request form, the principal will notify the Superintendent that the review process is underway and request a review of the challenged material by a materials review committee within fifteen (15) days. The review committee will be appointed by the principal.

6. The review committee will review the challenged material in its entirety, consult with recommended lists, determine the extent to which the material supports the curriculum and evaluate the material for its strength and value as a whole and make a written recommendation to the Superintendent and School Committee.

The School Committee shall make the final determination as to whether or not challenged materials will be retained or withdrawn from the library media center.

The following form shall be used by citizens to request reconsideration of instructional materials.

CITIZENS REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name: _____ Date: _____

Address: _____ Phone: _____

Organization Represented: _____

1. Material being questioned for re-consideration (Be specific; cite pages, video, etc.)

2. Have you completely read the book or examined the audio-visual material?

3. Specifically describe your objection to this material.

4. What you believe will be the impact of this material on the user?

5. For what age group do you feel this material would be suited?

6. What do you believe is the general purpose or value for using this material?

7. What do you believe the author's purpose is in this material?

8. What would you like your library/ school to do about this work?

9. Have you examined any professional reviews of this material, and can you provide copies of them to the materials review committee?

10. In its place, what material would you recommend which could convey as valuable a picture or perspective of the subject of this material?

Signature: _____ Date: _____

Replaces Policy JI-R

Replaces Policy 4.23

Revised 1st Read: March 19, 2024

Revised 2nd Read & Adopted: June 17, 2024

IJND: ACCESS TO DIGITAL RESOURCES

The School Committee supports access by students, employees and community members to digital resources and believes it is incumbent upon the users to utilize this privilege responsibly.

Safety Procedures and Guidelines
The Superintendent, in conjunction with the Director of Technology, shall implement the District's Acceptable Use Policy to provide guidance for access to digital resources. Guidelines should address the expectations and supervision of faculty and student computer and tablet use., ethical use of digital resources, and issues related to privacy. In addition, guidelines shall prohibit use of digital resources for illegal activities, including when use may damage or destroy programs or data.
Internet safety measures shall be implemented that effectively address the following:

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

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Acceptable Use
All students and faculty must agree to and sign and Acceptable Use form prior to the student of faculty member being granted independent access to digital resources and District networks. The required form, which specifies guidelines for using digital networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/caretaker (or the student wo is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use
Employees shall use District email, District devices, and District networks only for educational and instructional purposes.

Disregard of Rules and Responsibility for Damages
Individuals who refuse to sign the Acceptable Use policy or who violate District rules governing the use of District technology or networks may lose the privilege of using equipment, software information access systems and the network.
Individuals shall reimburse the District for repair or replacement of District property lost, stolen, damaged or vandalized while under their care.

LEGAL REFS: 47USC S. 254

1ST Reading: 10/4/22
2nd Reading: 10/18/22

ADOPTED: 10/18/22

IJNDD - POLICY ON SOCIAL MEDIA

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

1) Improper fraternization with students using social media or other electronic means.

    a. Teachers may not friend or follow current students on social media.

    b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
    c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.

    d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.

    e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.

    f. Inappropriate contact via phone or electronic device is prohibited.

2) Inappropriateness of posting items with sexual content

3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol

4) Examples of inappropriate behavior from other districts, as behavior to avoid

5) Monitoring and penalties for improper use of district computers and technology

6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

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

1st Read: March 19, 2024
2nd Read & Adopted: April 23, 2024

IJNDB: ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Pembroke Public Schools (PPS) shall provide access for "users" to the system/network including access to external networks (Internet and web sites) for "educational purposes" and/or for the sole purpose to complete assigned tasks. "Users" shall be defined as Pembroke Public school employees, students, and/or other users authorized by the Superintendent or his/her designee. "Educational purposes" shall be defined as classroom activities, career and professional development and appropriate activities of an educational nature for students. The system/network will be used to increase communication, enhance productivity, and assist users to improve existing skills and acquire new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, government agencies, and other partners necessary in the execution of PPS district business.

The Pembroke Public Schools (PPS) is equipped with wireless Internet access in various locations. Students and staff may bring their own personal wireless technology devices for use consistent with this Acceptable Use Policy. **The PPS is not responsible for any loss, theft or damage to personal technology devices.** Students must comply with any staff request to shut down their device at any time;

AVAILABILITY

The Superintendent or his/her designee shall implement, monitor, and evaluate the PPS district's system/network for instructional and administrative purposes and implement changes as necessary.

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 guidelines governing the use of the system and shall agree in writing on an annual basis to comply with such regulations and guidelines. Noncompliance with applicable regulations and guidelines may result in suspension or termination of user privileges and/or other disciplinary actions consistent with the policies of the Pembroke Public Schools. Violations of law may result in criminal prosecution and disciplinary action by the Pembroke Public Schools.

ACCEPTABLE USE

The Superintendent or his/her designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purpose and mission of the Pembroke Public Schools and policy governing copyright.

MONITORED USE

Electronic mail transmissions and other use of electronic resources by users shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

FILTERED ACCESS

The Pembroke Public Schools will use available technology to protect users from inappropriate materials. Although this filtering technology is useful and, in most cases effective, staff will need to provide on-site supervision of students using the Internet. The technology is not a substitute for on-site supervision.

LIABILITY

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

Recoded policy 3.15

Policy Cross References: IJNDB-R Acceptable Use and Internet Safety Regulations

ADOPTED: March 26, 2013

REVISION 1ST READING: March 12, 2013

REVISION 2nd READING: March 26, 2013

ADOPTED: December 17, 2008

First Reading: November 18, 2008

IJNDB-R: ACCEPTABLE USE AND INTERNET SAFETY REGULATIONS

The Pembroke Public Schools (PPS) shall provide access for "users" to the system/network including access to external networks (Internet and web sites) for "educational purposes" and/or for the sole purpose to complete assigned tasks. "Users" shall be defined as Pembroke Public school employees, students, and/or other users authorized by the Superintendent or his/her designee. "Educational purposes" shall be defined as classroom activities, career and professional development and appropriate activities of an educational nature for students. The system/network will be used to increase communication, enhance productivity, and assist users to improve existing skills and acquire new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, government agencies, and other partners necessary in the execution of PPS district business.

The Pembroke Public Schools (PPS) is equipped with wireless Internet access in various locations. Students and staff may bring their own personal wireless technology devices for use consistent with this Acceptable Use Policy. **The PPS is not responsible for any loss, theft or damage to personal technology devices.** Students must comply with any staff request to shut down their device at any time;

A user who violates PPS policy or administrative guidelines will be subject to suspension of and/or termination of the system network privileges and will be subject to disciplinary action and/or prosecution. The PPS will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the PPS's system/network.

The following are PROHIBITED:

1. Commercial use of the system/network.
2. Use of the system/network for illegal purposes, in support of illegal activities or any activity prohibited by PPS policy.
3. Downloading and/or streaming for non-educational or non-work related purposes.
4. Use of inappropriate language, swearing, vulgarity; ethnic or racial slurs, and other inflammatory language.
5. Non-authorized 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.
6. Pretending to be someone else when sending / receiving messages.
7. Harassment of others.
8. Transmitting or viewing obscene material.
9. Any malicious attempt to harm or destroy equipment, materials, data, or programs.
10. Forgery or attempted forgery.
11. Attempting to bypass the PPS network filters that are applied to all Internet connections.
12. Knowingly infecting the PPS network with a virus, or program designed to damage, alter, destroy, or provide access to unauthorized data. This is a violation of the AUP policy and will result in disciplinary action, up to and including legal prosecution.

13. Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies. This is a violation of the AUP policy and will result in disciplinary action, up to and including legal prosecution.

For all Users:

Users are NOT permitted to configure their own computing devices (iPhone, iPad, Droids, etc.) as a networked access point for other users to access the Internet. Users should only connect to the Internet through the access points provided by the PPS or through their personal mobile service provider

1. Incidental and personal use of the Internet is allowed as long as it does not interfere with job responsibilities.
2. The PPS will provide each user with copies of the Acceptable Use Policy (AUP) and guidelines on an annual basis.
3. Access will be granted only with a current dated and signed access agreement.
4. Where applicable, the PPS will provide training to users in the proper use of the system/network.
5. Account names will be recorded and kept on file.
6. Passwords are confidential and shall be protected by the user. User identifications and passwords should not be shared or displayed.
7. Individual users shall at all times, be responsible for the proper use of accounts issued in their name.
8. Electronic mail use will be confined to services provided and/or approved by the PPS.
9. Users will not knowingly or recklessly post false or defamatory information about a person or organization.
10. Revealing personal information (addresses, phone numbers, etc.) by users on others is prohibited except with express their written consent.
11. System users should purge electronic information according to legal or regulatory requirements where applicable. When there is no presiding law or regulation, the PPS guidelines should be followed.
12. Personal technology equipment (equipment not owned and issued by the PPS, to include but not be limited to personal computers, laptops, switches, wireless devices and portable storage devices) shall not be placed on the PPS Wired network without permission from the system administrator.
13. Copyrighted software or data shall not be placed on the PPS network systems or individual computers without permission from the holder of the copyright and the system administrator.
14. System users may redistribute copyrighted materials only with the permission of the copyrighted holder or designee. Such permission must be specified in the document or in accordance with applicable copyrighted laws, PPS policy and administrative guidelines.
15. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of PPS district policy and /or criminal activity under applicable state and federal law.
16. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
17. The PPS has the right to collect and examine any student device that is suspected of causing network problems, or was the source of an attack or virus infection.
18. Technology devices must be muted when appropriate to the school environment.

For Students:

Students' use of the Internet will be supervised by teachers and designated staff in a manner that is appropriate for students.

Cyber bullying is repeated, electronic based bullying via computers or personal devices such as iPad, iPhone, Droids, among students. Cyber bullying usually involves abusive or cruel message or comments posted on social network sites, in chat rooms or on websites.

Students found to be cyber bullying will face consequences consistent with the anti-bullying plan of the PSD, and all applicable sections of the respective school student handbooks.

Oversight:

1. Principals or their designee will be responsible for the following:
a. Disseminating and enforcing policies and guidelines in the building(s) under their control.
b. Ensuring that all users complete and sign an agreement to abide by polices and guidelines regarding use of the system/network.
c. Ensuring that training is provided to users on appropriate use of electronic resources.

2. Principals or their designee are authorized to monitor or examine all system activities related to the building under their control, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.

3. 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.

This guideline is representative of the permitted Internet uses in the PPS and provides a description of prohibitive practices which is as complete as possible as of the date of adoption. The PPS reserves the right to modify supervision, permitted uses and prohibited conduct in the event that circumstances arise which warrant modification and may not be included in the policy. The principles set forth in the opening two paragraphs govern the usage of our Internet resources, and any such modifications will be designed to further the principles set forth in said paragraphs.

Recoded policy 3.15

CROSS REFERENCE: IJNDB
CROSS REFERENCE: Elementary Handbooks, PCMS Handbook and PHS Handbook

ADOPTED: March 26, 2013

REVISION 1ST READING: March 12, 2013

REVISION 2ND READING: March 26, 2013

ADOPTED: September 4, 2012

REVISION 1st READING: August 21, 2012

REVISION 2nd READING: September 4, 2012

ADOPTED: December 17, 2008

1st READING: November 18, 2008

IKA: GRADING AND PROGRESS REPORTS

The Pembroke School Committee affirms that report cards and progress reports are an important and valuable vehicle for communication of student progress to parents and caregivers.

All secondary students will receive a progress report on a quarterly basis throughout the school year. This report will contain information on the student's behavior, grades, and progress. Parents and Caregivers who have not received a copy from their son/daughter school contact the school Guidance Office.

Report cards are issued four times during the school year at the secondary level and students are graded in each subject. Students who fail courses during the school year may be permitted to attend an approved Summer School Program for make-up in accordance with guidelines established in the respective student handbooks, and programs of study.
At the elementary level, report cards will be issued three times during school year and are followed by scheduled parent conferences to discuss individual student progress. Progress reports are issued, as well, mid-term through each report card period at the elementary level.

REPLACES POLICY 5.31

Revised and Adopted: March 28, 2017

Adopted June 13, 2006

IKF: CREDIT STATUS AND GRADUATION REQUIREMENTS

Graduation Requirements

In order to receive a Pembroke High School diploma, students must meet all graduation requirements and successfully meet the Competency Determination. All students must successfully complete 88 credits in order to become eligible to earn a diploma. For each year-long course passed, a student will earn 4 credits; for each semester course passed, a student will earn 2 credits, and for each quarter course, a student will earn 1 credit.

Minimum required credits are as follows:

Courses:	Credits:
Four Years of English credits	16
Four Years of Mathematics	16
Three Years of Social Studies	12*
Three Years of Science	12**
Four Years of Wellness Education	8
Two Years of World Language	8***
One Semester of Visual & Performing Arts	2

Students must enroll in English and Math each year

* Students must pass three years of history, including one year of USII or Advanced Placement US History.

** Students must pass Biology and either Chemistry or Physics

*** Two years of World Language in the same language is highly recommended

World Language and Fine Arts requirements begin for the Class of 2029

Service Learning: 40 hours over four years. Students who have fulfilled the academic requirement by the end of their senior year may participate in the graduation ceremony. If a student does not fulfill the academic requirement by the end of the final examination period of their senior year, a plan to

satisfy the requirements may be developed in consultation with the guidance counselor and principal or his/her designee. If a student does not earn a diploma by the end of the academic year, then all requirements need to be completed by December 31st of that calendar year in order to be considered a member of the graduating class of that previous academic year.

Revised 1st Read and Approval: October 7, 2025

Revised 1st Read: February 4, 2025
Revised 2nd Read & Approval: February 25. 2025

Revised 1st Read and Approval: 1/24/23

Replaces 5.45 and 5.46

1st Read: March 24, 2009
2nd Read: April 7, 2009
ADOPTED: April 7, 2009

IKFB-R: GRADUATION CEREMONY POLICY DRESS REGULATIONS

Each student at the graduation ceremony is required to wear the school-issued cap and gown, which beginning with the class of 2023 shall be blue. The Pembroke High School Principal reserves the right to prohibit any apparel that does not meet the requirements below. Their decision is final, and not subject to appeal.

Cap and Gown
Students are permitted to decorate the top side of their caps in a manner that is consistent with the spirit of the ceremony, and the expectations for student dress and behavior that are outlined in the PHS student handbook. The school-issued gown is to remain unadorned.

Cords
All cords will be school issued and given to graduating seniors with their cap and gown. School issued cords will be those that represent academic achievement.

The below cords will be allowed to be worn over the gown at graduation:

- The top 10% of the graduating class, recognizing this achievement.
- Nationally recognized academic Honors Societies approved by PHS administration.

In order for PHS Honor Societies cords to be worn at graduation, the following minimum criteria must be met:

- The Honors Society must be a nationally recognized Honors Society approved by the PHS administration.
- The PHS Chapter of National Honors Society requires a GPA of 3.7.
- All other approved PHS Honors Society may only give cords to those students who earn a minimum GPA of 3.5.

Sashes
School issued sashes will be those given to student council officers. Military sashes may be worn over the gown by graduating students who have provided written confirmation of their enlistment in any branch of the United States military to PHS administration. The sash must be provided directly from the respective service branch and be standard military issue.

First Read: April 26, 2022
Second Read and Adoption: August 22, 2022

Revised 1st Read: September 19, 2023
2nd Read and Adoption: October 3, 2023

IKFE: COMPETENCY DETERMINATION

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Competency Determination Requirements

A determination of competency shall include: Demonstrating a mastery of skills in English language arts, mathematics, and science; and the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

An additional requirement for mastery in US History will apply to the graduating class of 2027, and beyond.

To show mastery, a student must receive a passing final course grade, in accordance with the district's grading policy.

A student enrolled in the Pembroke Public Schools will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	**Coursework Requirements**	**Notes**
English Language Arts	The equivalent of two years of high school English language arts courses.	To satisfy this course requirement, the English Language Arts courses must be taken in grades 9-12.
Mathematics	The equivalent of one year of both Algebra I and Geometry courses, or the equivalent of one year of both Integrated Math I and Integrated Math II. Whether to follow an Algebra/Geometry or Integrated Math I/II course sequence is determined by the district, but the equivalent length of the courses must still be met.	Middle school math courses may be certified by the district as meeting the coursework requirement for the mathematics component of the CD. Districts must confirm that the course aligns to the **high school** Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum Framework.

Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry, or Technology/Engineering.	To satisfy this course requirement, the science course must be taken in grades 9-12.
U.S. History (Beginning with the graduating class of 2027)	The equivalent of a one-year United States history course.	To satisfy this course requirement, the U.S. History course must be taken in grades 9-12.

Aligned Courses: The Pembroke Public Schools offers the following courses in alignment with the state curriculum frameworks that meet the above requirements:

· Grade 9 Genre Studies and Grade 10 World Literature or Grade 10 Advanced Placement Seminar.
· Algebra I and Geometry or Applied Integrated Math I and Applied Integrated Math II.
· One of the following: Biology, Chemistry, Physics
· US History beginning with the graduating class of 2027.

Students with Disabilities: The Pembroke Public Schools must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be a part of the IEP Team's transition planning.
English Language Learners: The Pembroke Public Schools shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

Late-Enrolling Students: Students who enroll in Pembroke High School after their ninth-grade year may be granted a determination of competency by the Pembroke Public Schools in one or more of the following ways:

· Transcript review by the Pembroke High School principal
· Additional course requirements as determined by the Pembroke High School principal
· A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

This would include students who transfer and both homeschooled and out of district special education students seeking to earn a Pembroke diploma.

Appeals Process

Current students and/or parents/guardians of students who have been denied CD and graduation status may appeal decisions to the Assistant Superintendent. Such appeals must be in writing and allow for up to ten (10) business days in which supporting documentation can be reviewed. Appeals can be sent to:

Assistant Superintendent
Pembroke Public Schools
72 Pilgrim Rd.
Pembroke, MA 02359

Those enrolled in the Pembroke Public Schools in the classes of 2003 through 2024 that did not earn a diploma may also appeal the decision through the appeals process noted above.

LEGAL REFS:

DESE Graduation Requirements and Related Guidance

DESE Graduation and Transition Planning for Students with IEP

DESE Competency Determination Guidance and Policy Submission Process
603 CMR 30.00
M.G.L. c. 69, § 1D

CROSS REFS: Student Handbook
IKF Graduation Requirements

SOURCE: MASC - 2025

1st Reading: October 7, 2025
2nd Reading & Approval: November 6, 2025

ILD: STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

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

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

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

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

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

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy.

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

Parents/guardians or eligible students who believe their rights have been violated may file

a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

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

CROSS REF.: JRA, Student Records

1st Read: March 19, 2024
2nd Read & Adopted: April 23, 2024

IMB: CONTROVERSIAL ISSUES AND SPEAKERS

The Pembroke Public Schools shall help to 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 which may be controversial. The School Committee further recognizes that visiting speakers, a valuable supplement to the regular instructional program, may be of a specific persuasion and that their presentation topics may be considered to be controversial. To ensure that these issues are examined in an atmosphere as free from emotion and prejudice as possible, the school department encourages the examination of controversial issues so as to permit students to engage in careful problem analysis, discriminate between fact and opinion, and to discuss different viewpoints on issues where there may be serious disagreement with adult guidance.

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.

The discussion of a controversial issue should be preceded by parental notification as deemed necessary by the administration. Additionally, in the event that a topic arises unexpectedly in the course of instruction which would typically be viewed as controversial or causing concern to students in the class, the teacher is expected to notify the school administration in a timely manner.

Below are the guidelines to be followed:

Teacher Planned Classroom Discussions:

1. Controversial issues selected by teachers for classroom discussion must relate directly to the content and objectives of courses that have been approved by the School Committee.

2. The teacher's right to introduce controversial issues in the classroom does not include the right of advocacy. Teachers are to refrain from using their position to express partisan points of view.

3. The approach to discussions must be objective and scholarly and teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in the discussion. Students should be prepared and follow up activities which are appropriate to the presentation should be provided.

4. Teachers may invite visitors from outside the school to give presentations on controversial issues when the speaker offers qualifications and resources not Available in the school. All

visitors will be guided by the rules standards of language, usage, dress and behavior that prevail in the school.

5. All materials and or literature to be distributed by an invited speaker shall be approved in advance by the administrator in charge.

6. In all cases, teachers must obtain permission from the principal or direct supervisor in-charge at least forty-eight hours before the scheduled 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 or cause the cancellation of any class.

2. Adequate planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least two (2) weeks before the scheduled date of the presentation by the student group and the adult advisor of that group.

3. The guidelines established for teacher - planned discussions as described above shall be followed for student-initiated forums as well.

Schools Requests from Groups or Individuals outside the School: No permission will be granted to non-school groups 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 school committee's policy on community use of school facilities.

No permission will be granted to outside groups for distribution of literature on controversial issues to students in general or to class groups. Permission to post one notice of a public meeting for discussion of controversial issues may be granted by the principal if the notice conforms to the standards of the community as identified above.

Cross Reference – Policy KE – Public Complaints

Revised 1st Read: March 19, 2024

Revised 2nd Read & Adopted: June 17, 2024

REPACES POLICY 5.37

Revised and Adopted: March 28, 2017

Adopted June 13, 2006

IMG: ANIMALS IN SCHOOLS

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

The Pembroke Public Schools (PPS) are committed to providing a high quality educational program to all students in a safe and healthy environment.

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

I. Educational Program

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

II. Student Health

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

III. Animals Prohibited from School

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

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

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

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

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and

lizards are prohibited for safety reasons.

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

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

Revised 1st Read: March 19, 2024
Revised 2nd Read & Adopted: April 23, 2024

1st Reading: November 1, 2011
2nd Reading: December 5, 2011
ADOPTED: December 5, 2011

IMGA - SERVICE ANIMALS IN SCHOOLS

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

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

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

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

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

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

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

When a student will be accompanied by a service animal at school or in other District

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

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

LEGAL REF.: 28 CFR, Part 35

1st Read: March 19, 2024
2nd Read & Adopted: April 23, 2024