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SECTION I INSTRUCTION

I 1. Educational Programming: (Voted 10/9/69, #69-424; 6/5/14, #14-44)

The Brookline School Committee intends to provide a program of equal and high quality for all Public Schools of Brookline.

I 1 a. Access and Eligibility: (Voted 6/9/92, #92-201; 6/5/14, #14-44)

i. Regular School Hours

Any student who is a resident of Brookline or otherwise enrolled in the PSB is entitled to be considered for all services of the PSB that receive federal funding including, but not limited to, Special Education and Title I, and in compliance with their eligibility guidelines. The Public Schools of Brookline seek to include such students in accordance with the rules of governing agencies.

ii. After School and Out of School Time (ASOST)

No student enrolled in the PSB may be excluded from any ASOST program or service provided in public school facilities and serving students of the PSB on the basis of a recognized protected class including, but not limited to, race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, or genetic information.

a. Massachusetts Interscholastic Athletic Association (MIAA) Participation: Consistent with MIAA guidelines, the Brookline School Committee affirms that Brookline resident students who are home educated may participate in MIAA activities.

I 1 b. School Calendar: (Voted 4/27/89, #89-198)

The Superintendent of Schools shall present a school calendar to the School Committee for formal adoption no later than the last meeting before the February vacation of the preceding academic year. The Superintendent may recommend a single calendar, or may present several alternative models for consideration. It is the intent of the School Committee that:

1. the calendar be presented to the Brookline Educators Association by the dates specified in the BEA contract, and that the terms of the calendar conform to any terms previously negotiated between the BEA and the Brookline School Committee;
2. the calendar conform to state law and to valid regulations promulgated by the Commissioner of Education, unless, in the judgment of the Superintendent of Schools, the educational needs of Brookline's children would be best served by a calendar not in conformance with state law or regulations, and for which the Superintendent has sought and obtained a waiver from the Commissioner of Education;
3. the calendar conforms to any policy votes of the School Committee, and
4. the proposed calendar be printed in the docket one meeting prior to that at which a vote is to be taken, in order to allow parent comment.

I 1 c. School Closing/Delayed Opening Due to Inclement Weather (Revised Policy)

The Administration is responsible for establishing a detailed set of procedures for a School Closing/Delayed Opening Plan in connection with inclement weather. This plan should be reviewed and updated periodically. The plan should also be communicated to all parents/guardians at the beginning of each school year, highlighting any important changes. The safety of the children will always be our primary concern.

The decision to close or delay the opening of schools is made by the Superintendent on the basis of the best information available on the street and weather conditions in the Town as assessed by the Police Department, Public Works Department and the U.S. Weather Bureaus at the time the decision is made. The intent is to determine that it is reasonably safe for students and staff to attend school.

If school is held, but conditions are still dangerous on any particular street or area of the Town, parents may use their own judgment in determining whether or not to send a student to school. Students staying home under this circumstance will not be marked absent.

If a storm occurs during a school day, school will ordinarily remain in session.

Originally Approved: 10/3/94, #93-272

Revised Policy Adopted by Brookline School Committee: 10/20/05, #05-114

I 1 d. Home Instruction: (Voted 9/24/91, #91-353; 12/17/91, #91-441; 11/29/18, #102; 1/17/19, #19-10)

I. INTRODUCTORY PHILOSOPHY STATEMENT

The Brookline School Committee recognizes that parents/guardians are their children's first teachers. When children reach school age, parents/guardians continue to play a vital and crucial role in their children's formal education.

The School Committee recognizes that parent(s)/guardian(s) have the right, subject to applicable law, to educate their children at home. The Massachusetts General Laws require the School Committee to determine that a home-based education program satisfies the minimum standards established for public schools in the Commonwealth prior to approving such a program.

Brookline children aged 6-15 are subject to this policy. Parents/Guardians of a student aged 16 or older are encouraged (but not required) to submit home-based education program plans (as described below) until their student has completed her/his education, as such plans can be helpful for students who wish to obtain college credit as part of certain dual enrollment programs or participate in certain extracurricular activities.

II. APPLICATION PROCEDURE

Parent(s)/guardian(s) intending to educate their children using a home-based education program must register their children with the Office of Student Affairs. Registration will require the presentation of a birth certificate, evidence of prior school achievement, if any, proof of residency (consistent with the requirements for residency set forth in Section J.).

Prior to a student commencing a home-based education program, the Superintendent, or her/his designee, must approve a home-based education program plan (a "Home Instruction Plan") for the student. If a student is continuing a home-based education program approved in another school district, the Home Instruction Plan for such program must be approved by the Superintendent, or her/his designee, once the student becomes a Brookline resident, and the parent(s)/guardian(s) should submit the Home Instruction Plan for such program together with the previous school district's approval upon registering the student with the Office of Student Affairs. Once a home-based education program is approved, a parent/guardian must submit a new Home Instruction Plan for approval each academic year of the home-based education program thereafter (prior to the anniversary of the commencement date of such home-based education program) in order for the student to continue the home-based education program.

Parents/Guardians may request approval of a Home Instruction Plan by submitting the Home Instruction Plan to the office of the Deputy Superintendent of Teaching and Learning together with any application form or documentation reasonably required by the Superintendent, or her/his designee. To ensure prompt approval of a Home Instruction Plan, parent(s)/guardian(s) are encouraged to submit a Home Instruction Plan as soon as possible, but, in any event, at least 14 days before the intended commencement date of the home-based education program

or, in the case of the continuance of an established home-based education program, the commencement of the next academic year. The Superintendent, or her/his designee, shall use reasonable efforts to complete her/his review of any Home Instruction Plan that complies with this policy prior to the intended commencement date of the home-based education program.

In the event that a student participates in a home-based education program for which a Home Instruction Plan has not been approved by the Superintendent, or her/his designee, pursuant to this policy, may have grounds to initiate a truancy proceeding or a care and protection action which may include a home visit.

III. HOME INSTRUCTION PLAN REQUIREMENTS

A Home Instruction Plan must demonstrate that the home-based education program will provide (a) an education that meets or exceeds the education provided in the Public Schools of Brookline with respect to thoroughness and efficiency, and (b) establishes the home-based education program's expectations for academic progress. Individual Home Instruction Plans must be submitted for each child in a family. A Home Instruction Plan must include the following information:

- 1.) The number of hours per day or per week to be spent in each subject area which, in total, must meet minimum state requirements which are, as of the date of this policy, 900 hours per school year for elementary school students (i.e., K-8 students) and 990 hours per year for secondary school students;
- 2.) The names of the student's parent(s)/guardian(s);
- 3.) An outline of the course content for each subject area covered by the Home Instruction Plan sufficient to determine the type of subjects to be taught and the grade level of the instruction for comparison purposes with the curriculum of the Public Schools of Brookline; 4.) A list of text books, materials, resources and/or academic programs to be used for instruction in each subject area; and
- 5.) Plans for periodic and regular assessment of the student's progress in each subject area to ensure educational progress and the attainment of minimum standards.

The development of a Home Instruction Plan is the sole responsibility of a student's parent(s)/guardian(s). Access to those educational materials in general use in the Public Schools of Brookline will be provided to assist in Home Instruction Plan development at a parent's/guardian's request.

IV. HOME INSTRUCTION PLAN REVIEW AND APPROVAL

The Superintendent, or her/his designee, shall approve any Home Instruction Plan that complies with Section III. of this policy and applicable law. In the event that the Superintendent, or her/his designee, rejects a proposed Home Instruction Plan, the reasons for the decision shall be set forth in writing, and the Superintendent, or her/his designee, shall suggest Home Instruction Plan revisions as necessary to cause such Home Instruction Plan to obtain approval pursuant to this policy.

Parents/Guardians have the right to an appeal hearing before the School Committee regarding a Home Instruction Plan rejection, which shall include the right to explain their proposed plan and present witnesses on their behalf. The School Committee shall review any request by Parents/Guardians that an appeal hearing be held in executive session for compliance with the Massachusetts Open Meeting Law.

V. STUDENT PROGRESS/ASSESSMENT

Parent(s)/guardian(s) will provide evidence of academic progress to the office of the Deputy Superintendent of Teaching and Learning annually. The evidence of progress should be provided either at the end of an academic year or prior to the beginning of the next academic year (and may be included with the submission of the Home Instruction Plan for the next academic year). Families will decide how to show student academic progress.

The Public Schools of Brookline will maintain permanent student record folders for students participating in a home-based education program which will contain work samples, assessments, and other records provided by parent(s)/guardian(s).

VI. DISCONTINUANCE OF HOME INSTRUCTION

Should parent(s)/guardian(s) wish to discontinue a home-based education program and return their child to the Public Schools of Brookline, the Superintendent, or her/his designee, will determine the grade level to which the student will be assigned.

VII. EXPECTATIONS AND ACCESS

Parent(s)/guardian(s) are required to maintain routine compliance with Massachusetts regulations governing student health established by the Massachusetts Department of Public Health.

School day activities and academic programming that take place as part of the Public Schools of Brookline school day instructional program are not accessible to students participating in a home-based education program. Furthermore, families cannot request to attend school for a portion of a day, week or month while participating in a home-based education program. Access to extracurricular activities for a student participating in a home-based education program shall be permitted in the school to which the student would be assigned if the student were not participating in a home-based education program on a space available basis, and must be approved, in each instance, by the Superintendent, or her/his designee. Such approval may be contingent upon the satisfaction of additional requirements as determined by the Superintendent, or her/his designee.

A student participating in a home-based education program shall not sit for any district or school assessments and are not entitled to a high school diploma from Brookline High School according to The Education Reform Act of 1993.

Nothing in this policy shall limit the Public Schools of Brookline's obligation to provide a student participating in a home-based education program with special education

services. If a student participating in home-based education program requires special education services, the student's parents/guardians should work directly with the Deputy Superintendent of Student Services.

LEGAL REFS: M.G.L. 69:1D; 76:1, Care and Protection of Charles – MASS. Supreme Judicial Court 399 Mass. 324 (1987), Brunelle v. Lynn Public Schools - MASS. Supreme Judicial Court 433 Mass. 479 (1998), The Education Reform Act of 1993

I 1 e. Parent Teacher Conferences: (Voted 1/19/70, #70-29; 3/16/70, #70-97)

The Brookline School Committee supports the concept of Parent Teacher Conferences in the elementary schools. In compliance with the terms of the contract between the Brookline Educator's Association and the Brookline School Committee, four early release day afternoons will be scheduled for parent teacher conferences twice per year: once in the fall and once in the spring for regular classroom teachers in grades 1-6.

Other early release days may be approved by the School Committee in order to facilitate parent teacher conferences at these grade levels, or in Grades 7 & 8. Students shall be dismissed after luncheons have been served to all students.

The dates of any early release days shall be approved by the School Committee, usually as part of the School Calendar, prior to the start of the next school year, and parents will be notified in writing of all the early release dates in advance of the first such day.

I 1 f. High School Graduation Requirements

(Voted 11/17/86, #86--536; 2/26/91, #91-52; 4/26/01, #1-40; 12/18/25, #25-165)

The mission of Brookline High School is to develop capable, confident, life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

In order to graduate from Brookline High, students must satisfy the Graduation Requirements described below. Students must also must meet the Competency Determination requirements found in Section *I 1 g* of the PSB Policy Manual.

Minimum Course Requirements

(22 total credits, including the following 19 required credits)

English: (4 credits) *	four years (some students will achieve some of these credits by studying English as a Second Language)
Foreign Language: (2 credits)	two years in one language
Mathematics: (3 credits)	three years
Science: (3 credits)	three years
Social Studies: (3 credits)	three years (World History I and II, US History*)
Career and Technology Education, Community Service, Performing Arts, and Visual Arts: (3 credits)	three years distributed across at least three of these program areas
Health and Fitness: (1 credit) *	Health and Fitness must be taken each year
The Achievement of the Technology Competencies, as defined by the BHS Technology Oversight Committee and approved by the School Committee.	
* These course requirements are mandated by the State and cannot be modified.	

Exceptions:

We have a responsibility to provide for every student a challenging program which must reflect the particular strengths and weaknesses of the student. Alternative programs and/or some modification of the Graduation Requirements should be available. The alternatives below offer

reasonable flexibility to satisfy Graduation Requirements and enable all students to experience academic success. In appropriate circumstances, the student's administrator may recommend a modification to the Graduation Requirements for approval by the Head of School and Superintendent of Schools.

1. A "pathway" of three progressively advanced credits in either Performing Arts, Visual Arts, or Career and Technology Education may substitute for:

a) the distribution requirement in electives

or

b) two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above.

2. Students enrolled in Learning Skills may substitute two Learning Skills credit for two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above. This exception may not be combined with 1 (b). However, students in Learning Skills are eligible for the "pathway" exception in 1 (a).

3. A "Waiver of Graduation Requirements" may also be recommended, in writing, by the Head of School for approval by the Superintendent of Schools. A waiver may be recommended for students who, because of extraordinary circumstances, have not satisfied all of the Graduation Requirements but, in the considered view of the Head of School, have achieved the learning expectations of The High School.

These Graduation Requirements become effective for the class entering Brookline High in September, 2001, and graduating in June, 2005.

I 1 g. Competency Determination (New Policy)

(Voted 12/18/25, #25-165)

Replaced MCAS Related Graduation Document Policy (5/22/03, #03-61)

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 have 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 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.

Per guidance from the Massachusetts Department of Elementary and Secondary Education (DESE), to show mastery, a student must successfully complete, in accordance with the district's grading policy or by any other appropriate methodology as may be determined by the School Committee:

1. The final assessment for a course; or
2. A capstone or portfolio project; or
3. An equivalent measure identified in the district's CD policy.

A student enrolled in the Public Schools of Brookline 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	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

	course sequence is determined by the district, but the equivalent length of the courses must still be met.	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 Public Schools of Brookline offers courses in alignment with the state curriculum frameworks that meet the above requirements. Specific BHS Courses that meet these requirements are tagged in the Annual Course Catalog with the symbol ★.

Demonstration of Mastery:

A student will show mastery in English Language Arts, Mathematics, Science, and US History by successfully completing coursework certified by the District as reflecting the skills, competencies, and knowledge outlined in the Massachusetts academic standards and curriculum frameworks. In doing so, the student must earn full credit for the courses listed above, or by completing a subject matter portfolio aligned with the state frameworks and approved by the relevant department Curriculum Coordinator.

Additional Considerations

Students with Disabilities

The Public Schools of Brookline 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 Public Schools of Brookline 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 a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Public Schools of Brookline in one or more of the following ways:

- Transcript review by BHS Guidance Counselor and Registrar with approval by BHS Guidance Coordinator.
- Additional course requirements as determined by BHS Guidance Counselor and Registrar with final approval of program of study required by BHS Head of School or their designee.

Appeals Process:

Current students and/or parents/guardians may appeal the determination of competency in accordance with the following district procedures:

1. Contact the student's Administrator/Dean in writing.
2. The Dean will coordinate a review meeting with the BHS Head of School or their designee and relevant department coordinators to evaluate available evidence of mastery.
3. The BHS Head of School or their designee will issue a decision regarding whether the PSB competency Determination Requirements have been met. The decision will provide a full report of which credits satisfied the requirements and, if short, where credits are needed. In such instances, the report will also include a suggested route to attaining the necessary credits.

Those enrolled in the Public Schools of Brookline in the classes of 2003 through 2024 that did not earn a diploma may also appeal for a review of their standing toward CD. The district will continue outreach where possible to such students. Transcript review by Registrar and BHS Assistant Head of School to determine if credits earned match with CD guidelines in this policy.

1. Such appeals can be initiated by a written request to the BHS Head of School or their designee.
2. A panel comprised of the BHS Head of School or their designee, appropriate Department Curriculum Coordinator, and any additional relevant curriculum experts employed by the Public Schools of Brookline will review coursework, transcripts, or equivalent demonstrations of competency and their alignment to the DESE MA Curriculum Frameworks in ELA, Mathematics, Science and or United States History.
3. The BHS Head of School or their designee will issue a decision regarding whether the PSB competency Determination Requirements have been met. The decision will provide a full report of which credits satisfied the requirements and, if short, where credits are needed. In such instances, the report will also include a suggested route to attaining the necessary credits.

LEGAL REFS: DESE Graduation Requirements and Related Guidance
 DESE Graduation and Transition Planning for Students with IEPs
 DESE Competency Determination Guidance and Policy Submission
 Process
 603 CMR 30.00
 M.G.L. c. 69, § 1D

I 1 h. High School Class Size: (Voted 1/24/77, #77-36)

In most instances, courses at Brookline High School will not be offered when there are less than 10 students registered. The Head of School will recommend exceptions to the Superintendent when the elimination of a course would:

1. interrupt a sequential course (e.g., the second year of a language sequence, Medical Careers III);
2. affect specific courses which are a vital part of an academic high school program, e.g., Latin IV or advanced placement courses;
3. affect courses for seniors which are an integral part of career pursuits or post-secondary educational plan, or
4. for other good cause.

I 1 i. Alternative High School Programs: (Voted 6/15/70, #70-296, 9/10/98, #98-81)

Recognizing the need for alternative programs which allow students to become more responsible for their own learning experiences, the School Committee endorses the concept of a School Within A School (SWS) at Brookline High School. SWS shall serve a maximum of 100 sophomores, juniors, and seniors and shall give students a voice in directing their educational experiences through a town meeting format.

Although it is understood that SWS courses may vary in content and instructional methodology from those taught in the regular curriculum, it is the intent of the Committee that SWS courses shall provide students with learning experiences equal to those available within the regular high school program. Students in SWS may take advantage of courses in both SWS and in the regular High School.

The School Committee also endorses two other alternative programs: Opportunity for Change (OFC) and Winthrop House. Opportunity for Change, currently serving 48 students, is committed to the idea that changed behavior is valid proof of learning. In a compact, structured, nurturing environment, students experience a change from the mainstream daily schedule by reaching beyond the walls of the classroom for opportunities in cultural enrichment field trips. Without compromising academic standards, the program helps those who need to make adjustments in all phases of daily life to succeed and move on.

Winthrop House, currently serving 20 students, provides a special education alternative for students in grades 9-12 whose educational, social, emotional, and/or behavioral problems hinder success in a traditional educational setting. An individualized, supportive, therapeutic-educational approach to learning is employed. A high professional/low student ratio provides the optimum learning environment for student success.

I 1 j. Cooperative Work/Study Program Opportunities: (Voted 11/8/76, #76-389)

The Brookline School Committee accepts the provisions of Section 95A of the Department of Labor and Industries to permit certain minors over 16 and under 18 years of age, who are attending school in the Town of Brookline, to be employed in industry without the certificate required by Section 95 of said regulations, pursuant to a cooperative Work/Study Program operated by the Public Schools of Brookline and the Brookline Human Relations/Youth Resources Commission, and subject to the approval of the Department of Education.

Further, the Superintendent of Schools requests the Board of Education to approve a Cooperative Work/Study Program as proposed by the School Committee of the Town of Brookline in order to permit minors over 15 and under 18 attending the Public Schools of Brookline to be employed in industry as required by Section 95A of the Regulations of the Department of Labor and Industries.

I 1 k. Brookline High School Summer School: (Voted 5/17/71, #71-238)

It is the policy of the Brookline School Committee that:

1. Full credit shall be granted for any course which was pursued for a full year and failed in the day school, and subsequently elected and successfully completed in the Brookline High School Summer School. Exceptions to this rule will be made with the advice and consent of the Head of School on an individual basis.
2. New courses may be elected for the first time in the Summer School, and if completed successfully, the maximum of 1/2 of the credit per course will be allowed for diploma purposes. This applies only for courses NOT OFFERED in the regular day school. The Brookline High School transcript will record the completion of these Summer School courses.
3. The School Committee is prepared to recommend that independent study projects, properly supervised and with stringent requirements and contracts, be included in future Summer School Programs, to be accorded the same credit as a student would earn by completing the same project in the day school.

I 1 l. Miscellaneous Adult Education Policies:

(Voted 3/18/71, #71-237; 5/17/71, #71-238; 2/3/75, #75-32; 4/28/75, #75-153)

I. Attendance of Resident High School Students in Adult Education Programs

1. High School students who are Brookline residents enrolled in any secondary school, public or private, are permitted to enroll in any of the courses offered in the Brookline Adult Education Program or the Brookline High School day school, subject to space and teacher availability.
2. If the course is to be taken for high school credit towards a Brookline High School diploma, it is further recommended that credit will be granted only with the approval of the Head of School and subject to the recommendation of the Director of Adult Education Program and the Director of the discipline concerned. Upon satisfactory completion of the course, as well as a 75% attendance record, such credit will be granted.
3. If a student enrolls in a full-year academic course in the Adult Education Program which meets at least 4 hours weekly, and which requires homework and outside preparation, this course may be granted the equivalent credit of the day school. The Head of School reserves the right to approve this credit subject to the recommendation of the Director of Adult Education and the Director of the discipline concerned, under the same conditions described in #2 above.
4. If a student completes a full-year academic course in the Adult Education Program in a course which meets less than four hours per week and which does not require homework or outside preparation, and which satisfies the requirements listed in No. 2 above, this course may be accorded .5 credit toward a Brookline High School diploma, subject to the conditions described above.

II. Minimum Registration and Enrollment for Adult Education Classes

The Brookline School Committee adopts the following policy regarding the minimum number of students to be registered in the Adult Education Program in order to begin a class, and the minimum number to be enrolled in order to continue a class in that program:

Category	Min. Registration	Min. Enrollment
1	10	6
2	16	10
3	24	15

III. Registration Fee Waivers and Textbooks

- a. The Adult Education registration fee shall be waived for all Brookline residents who are 65 years of age or older.
- b. All students in the Adult Education Program shall be required to buy and retain their textbooks.

IV. Length of Term and Course Credit

- a. Academic and business courses which are part of the Adult Education Program shall be offered for credit towards a Brookline High School diploma, and these courses shall be offered for 28 weeks at no additional cost. Approval for High School students to enroll must be given jointly by the Head of School of the High School and the Director of the Adult Education Program.
- b. The majority of Adult Education Programs work on a standard 10-week term for two terms. The Brookline Adult Education Program shall also operate on two ten-week terms.

V. Payment to Adult Education Teachers for Non School Days.

Adult Education teachers shall be paid for non school days.

I 1 m. Policy on Remote Learning (Voted 9/14/20; #20-113)

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

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

The remote learning plan will, to the extent possible:

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

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the School Committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula

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

SECTION I INSTRUCTION

I 2. Curriculum and Instructional Materials

(Voted 4/16/26, #26-50; replaced I 2 Instructional Materials/Workbooks Policy, 6/2/94)

I 2 a. Curriculum Development and Adoption

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of its students. The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that reflect PSB's educational goals and priorities. These efforts will be aligned with state curriculum frameworks and informed by research-based practices.

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

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

The Superintendent will establish procedures governing curriculum development and adoption, including guidelines for community participation.

I 2 b. Selection of Instructional Materials

The task of selecting instructional materials for programs is delegated to the District's professional staff. The Superintendent should ensure that the materials selected meet the following criteria whenever applicable:

- They must provide for all students an effective education that does not discriminate on the basis of race, color, age, physical or mental disability, pregnancy, homelessness, sex/gender, gender identity/expression, religion, national origin, ancestry, sexual orientation, genetics, natural or protective hairstyle, or any other category protected by state or federal law.
- They must provide sufficient flexibility to meet the diverse needs of individual students and groups of students.
- They should help students develop abilities in critical reading and thinking, and promote reasoning, analysis, and problem-solving.

- They should stimulate growth in factual knowledge, literary appreciation, and aesthetic and ethical values.
- They should foster an appreciation of cultural diversity and development in the United States and throughout the world.
- They should present multifaceted treatments of international, national, and local issues, so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments.

The Superintendent will establish procedures governing the selection of instructional materials.

Procedures for responding to community inquiries and requests regarding instructional materials will be developed and made accessible to the public.

SECTION I INSTRUCTION

3. INSTRUCTIONAL PHILOSOPHY

a. Field Trips

The Public Schools of Brookline (the “PSB”) recognizes that first-hand experiences provided by school-sponsored trips (“Field Trips”) are an effective and worthwhile means of learning. Therefore, the PSB encourages Field Trips that are related to the total school program and curriculum, or otherwise provide meaningful experiences for students. Field Trips shall be organized, planned and approved in accordance with this policy.

I. Purpose of Field Trips

All Field Trips shall be designed to supplement the educational program or provide meaningful enrichment opportunities for students.

II. Approval

Field Trips shall be organized and approved in accordance with this policy. Each Field Trip must be approved in advance by the Superintendent and the applicable school leader provided that the Superintendent and/or the applicable school leader may designate one or more persons to approve Field Trips on her/his/their behalf. Any such designation may apply to all or a certain subset of Field Trips as determined by the Superintendent or the applicable school leader. In addition to the foregoing, all Field Trips involving overnight, out-of-state or international travel must be approved by the School Committee. Neither the Superintendent nor any school leader (nor any respective designee thereof) shall approve a Field Trip unless and until the following information regarding the Field Trip has been provided to the Superintendent, the applicable school leader, or their respective designee(s), as applicable:

- Purpose
- Date(s)
- Itinerary
- Estimated number of students
- Costs per student
- Designation of PSB staff leader(s)
- Anticipated ratio of chaperones to students
- Transportation arrangements
- Meal and lodging arrangements
- Means of financing/funding
- Drafts of contracts associated with the Field Trip
- Description of process to determine student eligibility
- Emergency crisis plan
- Travel Insurance (if and to the extent required by the Superintendent or her/his/their designee).

All requests for the approval of a Field Trip must be submitted in accordance with the following schedule:

Field Trip Type	Deadline for Request
In-State Trips	30 days prior to Field Trip
Out-of-State Trips	60 days prior to Field Trip
International Trips	May 15 th of the academic year preceding the academic year in which the Field Trip will take place ¹

III. Access

The right of a student to participate in any Field Trip shall not be infringed upon or impaired because of gender, race, ethnicity, color, national origin, ancestry, religion, sexual orientation, sexual identity or disability.

Files for all students participating in a Field Trip shall be reviewed to determine if any accommodations, supports or modifications are required in order for a student to participate in and have equal access to such Field Trip.

The Field Trip proponent(s) shall ensure that no student is denied participation in a Field Trip because of financial inability to pay the fee or costs associated with the Field Trip. A student's ability to pay shall be determined pursuant to the Public Schools of Brookline's Student Financial Assistance Policy. School leaders, students and groups may engage in reasonable fundraising efforts to defray the cost of a Field Trip provided that all such fundraising is conducted in accordance with all PSB policies including, without limitation, any policy relative to student activity accounts.

No student shall be denied participation in a Field Trip as a form of punishment for previous behavior for which he/she/they have been disciplined. A student may only be excluded from a Field Trip if the date or dates of his/her/their suspension or expulsion from school coincides with the scheduled date or dates of the Field Trip, or if, in the reasonable judgment of the Principal/Head of School in consultation with school-based staff, a student's previous or current behavior poses a substantial risk to the health, safety and welfare of the student, other students and/or staff participating in the Field Trip.

IV. Non-Participating Students on Curriculum-Based Field Trips

Students who do not participate in a curriculum-based Field Trip that takes place during the regularly scheduled school day shall be provided with alternate instructional activities that have related academic and intellectual value.

¹ Provided that such requirement may be waived by the Superintendent in her/his/their discretion
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V. Cancellation/Rescheduling

Approval of all Field Trips shall be conditional. Such approval may be revoked or a Field Trip may be rescheduled due to an exigency or other circumstances that warrant cancellation or rescheduling of a Field Trip. The PSB and the Brookline School Committee will not be responsible for any financial obligations incurred, any monies that are non-refundable or any monies that are otherwise lost due to the cancellation or rescheduling of a Field Trip, or due to a student's exclusion from participation and access to a Field Trip as a result of the student's suspension or expulsion from school, or safety-based exclusion on the date or dates of the Field Trip.

VI. Conflicts of Interest

All PSB staff members involved in organizing and/or attending a Field Trip shall comply with all applicable ethics law(s) including, without limitation, such laws relative to conflicts of interest.

PSB staff members who privately conduct educational tours or trips, or are employed by any other person or company that privately conducts trips (a) may not solicit students for any such trips through the school system and (b) must clearly state that these trips are not school-sponsored and that the School Committee and the PSB do not sanction the trip nor assume any responsibility or liability for the trip.

VII. Student Conduct

All rules and policies of the Public Schools of Brookline and the applicable school community shall apply on all Field Trips.

VIII. Procedures

The Superintendent, or her/his/their designee, shall develop procedures for the review and approval of Field Trips. The procedures must include provisions that ensure, without limitation, that (i) all students have parental/guardian permission for Field Trips; (ii) all Field Trips are properly supervised by PSB staff or qualified chaperones that have undergone adequate background checks, (iii) all safety precautions are observed, (iv) students participating in Field Trips will have access to adequate transportation, lodging and meals, and (v) all Field Trips allow for equal access and reasonable accommodations by all interested students. All such procedures shall comply with this policy, and all applicable state and federal laws.

Originally Adopted: 11/20/84, #84-497; Revised and Approved: 5/21/91, #91-173; 2/7/02, #02-19; 2/2/06, #06-14; 5/13/10, #10-41; 4/30/20, #20-39

I 3 b. Homework Guidelines:

(Voted 6/18/73, #73-147; 9/23/80, #80-346; 5/7/87, #87-189, 190; 2/28/89, #89-89)

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

In accordance with this policy, the staff shall promulgate Homework Guidelines, listed below, which will be made available to staff, parents, and students, through such mechanisms as PTO Handbooks, the BHS Student Handbook, and other appropriate communication channels.

HOMEWORK GUIDELINES

What is Homework?

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

Purposes of Homework

Homework fulfills many purposes, both academic and non-academic. It should meet the needs of the individual student and the discipline involved. It provides an opportunity for interrelating home and school experiences by:

1. Supplementing and reinforcing skills and work done in class;
2. Enriching the totality of the student's school experience;
3. Improving research skills and student awareness of out of school learning resources (library, museum, townspeople, etc.);
4. Providing opportunities to use knowledge and skills learned in schools in creative ways outside of school;
5. Promoting individual responsibility, initiative and motivation;
6. Teaching the ability to recognize and establish priorities, to budget time accordingly and to organize one's materials.
7. Creating opportunities for independent study;
8. Developing leisure interests in learning that will enhance later experiences in life.

Some examples of possible homework assignments might be: a reinforcement of skills learned in class, and a review of these skills; long-term projects; a sharing of outside experiences; the participation in family experiences (trips, outings, etc.); the viewing of various media (TV, movies, plays, etc.); the use of a variety of resources such as human resources or community resources (museums, aquariums, zoos, symphonies, governmental processes, etc.).

Participating Roles

Teacher, parent and child should work together to meet common goals and to ensure a successful educational experience. For a homework policy to be successful, all participants must understand each other's roles.

Student

- a. To be sure s/he understands a specific assignment before leaving school;
- b. To plan when she will complete the assignment. S/he should confer with the teacher if other obligations prevent her/him from doing the work;
- c. To know that s/he, alone, is responsible for the completion of assignments.
- d. To confer with parents and/or teachers if assignments are consistently too difficult or lengthy.

Teacher

At the beginning of each year, the classroom teacher will correspond with parents outlining his/her intention regarding homework, and in that correspondence, set up a mechanism to ensure communication with the parents regarding completion of assignments. Additionally, it is the teacher's role:

- a. To encourage the child to pursue classroom-related activities outside of school;
- b. To assign specific homework appropriate to the individual capabilities of each child. The purpose of each assignment must be stated clearly. The teacher must make clear the need for and relevance of an assignment;
- c. To evaluate the results of the homework;
- d. To ascertain why a child does not complete an assignment and, where necessary, to confer with both child and parent to solve problems;
- e. To vary types of assignments so as to hold the child's interests and to meet differing needs;
- f. Where appropriate, to confer with parents about the student's needs and about how parents can help;
- g. To take into consideration the student's out-of-school responsibilities when making assignments.

Parent (or Guardian)

- a. To encourage the child to accept the responsibility for completing home assignments;
- b. To provide a quiet study environment, free from distraction;
- c. To assist the child when the teacher and parent have conferred and agreed that this assistance would be helpful;
- d. To keep aware of the time spent on homework and to confer with the teacher if the amount of time appears to be excessive or too little;
- e. To confer with the teacher if assignments appear consistently to be too difficult or unclear;
- f. To notify the teacher if an unforeseen occurrence prevents the child from completing an assignment.

Supervisor

- a. To understand and interpret this policy;
- b. To confer individually with teachers;
- c. To help teachers to vary their assignments;
- d. To help the faculty to apply the principles enunciated herein.

Time and Frequency

We accept the belief that school children at all grade levels will profit from some time on home study. Homework should be assigned depending on the grade level and the teacher's judgment of the academic needs, the ability and the interests of the student. This policy rejects the idea of specific time allotments by credit or by subject. This policy is intended to allow the teacher flexibility without limiting or discouraging individual student interest.

Supervision

In the elementary schools, supervision of these policies is the responsibility of the building principals for grades K-6, and the joint responsibility of building principals and coordinators for grades 7 and 8. At the High School, it shall be the responsibility of the Department Chairpersons, or the Directors functioning as Department Chairpersons, to see that these policies are followed. Home study should be assigned from grades K-12. The amount and type of such assignments are the responsibility of the supervisors working with teachers under their direction. If a parent feels that his/her child's home assignments are not in keeping with these policies, s/he should feel free to contact the child's teacher.

Assignments over Vacations, Low Attendance Holidays, and Holy Days of Religious Observance

If a homework assignment requiring a substantial amount of reading or writing is made over a vacation period, adequate time must be provided to the student, either before or after the vacation to complete the assignment. Exceptions to this policy may be made at the discretion of a teacher, as long as the assignment is not extensive, or is an unanticipated result of classroom work immediately prior to a vacation period. Students at Brookline High School who feel that the spirit of this rule has been violated are urged to take their grievances to the Fairness Committee.

No homework shall be assigned on the last day of school before a low attendance holiday that is not immediately preceded or followed by a weekend.

Any student who is unable to complete a homework assignment due to religious observances shall inform the teacher, who will arrange with the student an alternative time for completion of the work, without loss of credit.

I 3 c. Flag Protocol and Pledge of Allegiance (Voted 4/28/11, #11-30; Note: this policy was moved from Section K School/Community Relations to Section I Instruction, 6/5/14, #14-43)

Definitions

Flag: The Flag of the United States of America.

Pledge of Allegiance: “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.” (Public Law 829, Chapter 806, Section 7, as amended June 14, 1954).

Recitation: Aloud, verbatim repetition of the Pledge of Allegiance.

Opportunity: A regular, planned time when all members of a school community present in school have equal chance to participate in saying the Pledge.

Active acknowledgment: Co-recitation, standing, and/or use of hand gestures (e.g., a salute or placement of hand over heart) that accompanies recitation of the Pledge.

Flag Protocol²

Display of the Flag of the United States

The Flag must be displayed, weather permitting, on school buildings or grounds on every school day and on every legal holiday or day proclaimed by the Governor of the Commonwealth of Massachusetts or the President of the United States for special observance.

Display Inside the Building

A Flag must be displayed in the assembly hall or other room where opening exercises/announcements on each school day are held as well as in every classroom.

Flag Code for Buildings

The Public Schools of Brookline (PSB) shall observe the flag protocols for raising and lowering the flag, including designation of full mast or half mast, pursuant to MGL Chapter 71, Section 69 and/or as followed by other public buildings in the Town of Brookline.

Amendment Passed by the Board of Selectmen on May 18, 1970

“Flags are to be flown on such other occasions of local, state or national significance as may from time to time be determined by the Executive Secretary to the Board of Selectmen upon receipt of a specific request and recommendation from a Board, Committee or Commission, or from its duly authorized representative(s).”

² Flag protocol based on 1966 Manual of Administration.

I 3 c.1. Lowering the Flag: (Voted 6/4/73, #73-174; amended 4/28/11, #11-30)

It is the policy of the Brookline School Committee (BSC) that the American Flag at all PSB buildings shall be lowered to half mast in the event of a death of a presently enrolled student.

Pledge of Allegiance to the Flag

While Massachusetts General Laws c. 71, s. 69 requires teachers to lead their classes in a daily recital of the Pledge of Allegiance to the Flag, the Courts have determined that it is unconstitutional for any student or staff to be compelled to participate in the Pledge. Therefore, we believe that no member of the school community can be compelled by policy to recite or lead a recitation of the Pledge of Allegiance.

The BSC is committed, however, to honoring longstanding civic tradition and practice, which is for Brookline students to learn and have an opportunity to recite the Pledge of Allegiance in school. The following, therefore, will guide all PSB schools regarding recitation of the Pledge of Allegiance.

Learning/Recitation of the Pledge in Schools

A PSB Principal/Head of School (or his/her designee) shall allow a member of the school community an opportunity to recite the Pledge of Allegiance once a week as a part of school-wide morning announcements.

Non-Coercive Environment

Respect for Human Differences, a Core Value of the PSB, will be observed. Public recitation of the Pledge will be received with respectful silence, as would be the norm for all school-wide announcements. Any individual in the school may choose to recite the Pledge along with the public recitation.

No staff member or student shall cause or encourage any other individual in a school to recite the Pledge of Allegiance or establish in any way a norm of active acknowledgment.

No staff member or student may prevent, prohibit, or demean active acknowledgment (or absence of acknowledgment) of the Pledge by another student or staff member.

Pedagogical Context and Learning

The BSC believes the most important lessons to be drawn from the Pledge of Allegiance are best learned in the context of the regular curriculum and therefore supports Brookline Learning Expectations that promote age- and grade-appropriate discussion of the Pledge, its historical practice and significance, and the debates around compulsory recitation in schools.

Nothing in this policy shall be construed as requiring recitation of the Pledge of Allegiance in the Public Schools of Brookline.

I 3 d. Teaching About Religion: (Voted 10/17/66, #66-337)

The Brookline School Committee, recognizing the part that religion plays in the history and culture of mankind, and yet mindful of the need for the State to remain neutral with respect to matters of religion, hereby adopts the following policy regarding religious holy day observance in the Brookline Public Schools:

1. Any religious holy day programs developed by the Brookline Public Schools should expose children to the historical, cultural, and ethical values of the world's great religions.
2. The Brookline Public Schools should leave to the churches and synagogues the development of religious holy day programs of a devotional nature. The use of any religious symbols should be avoided, as should any program which might teach the nature of a particular religion.
3. The Brookline Public Schools may select art, music, poetry, and literature appropriate to the holy days, but not as part of any program leading to religious observance.

I 3 e. Substance Use Prevention and Education (Voted 12/1/16, #16-76; 2/8/24, #24-16)
[Replaced Teaching about Drugs, Alcohol, and Tobacco Voted 3/16/70, #70-92]

Purpose:

Mass. Gen Laws c. 71, s.96 requires each public school:

- to have policies regarding substance abuse prevention and the education of its students about the dangers of drugs, alcohol, and tobacco;
- to notify students' parents or guardians about the related policies and procedures, professional development support of staff; and
- to post the policies on the school district website. And requires schools to file these policies with the Department of Elementary and Secondary Education (DESE).

In accordance with state and federal law, and this policy, the PSB shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, cannabis, e-cigarette/vaping devices, tobacco, and drug prevention education programs in grades 5-12.

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

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

- to prevent, delay, and/or reduce use of alcohol, cannabis (in all its forms, including edibles, vapes, candles, and candies, such as gummy bears), e-cigarettes/vaping devices, tobacco, and other drugs among children and youth;
- to increase students' understanding of the legal, social, and health consequences of using alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and other drugs;
- to teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid the use of alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and other drugs; and
- to teach students to respect all members of their school community by refraining from the use of alcohol, cannabis, e-cigarettes/vaping devices, tobacco, and other drugs in a manner that could expose and thus adversely impact the health of others who abstain from such use. Specifically, students shall be instructed not to smoke anywhere on school grounds, including bathrooms.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or his/her designee.

In addition to providing the foregoing education on substance use, the district shall remind students that, per M.G.L. c. 71 37H, it is unlawful for any student to use tobacco products of any type, including e-cigarettes or vaping devices, in school facilities, on school grounds, or on school buses, during normal school hours.

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. Pursuant to G.L. c. 94C, s. 32J and 21 U.S.C. s. 860, the possession of drugs, including marijuana, with the intent to distribute or sell said drugs will result, if convicted, in a mandatory sentence of not less than two years if the possession occurs within 300 feet of a school within the hours of 5 AM and midnight, regardless of whether the possessor is aware of the school's proximity. Pursuant to G.L. 272, s. 40A, anyone who gives, sells, or has in their possession any alcoholic beverage in any public school building can be punished by imprisonment up to thirty days or a fine of not more than one hundred dollars.

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

I 3 f. Handwriting Instruction Guidelines: (Voted 5/14/73, #73-152)

The School Committee accepts and adopts the following guidelines developed by the Handwriting Committee, which revises the curriculum for manuscript writing for grades K-3.

1. As in the past, manuscript writing will be taught in grades K-3.
2. The introduction of cursive writing for purposes of initial instruction will be taught in grades 4-6 beginning October 15, 1973. 15 minutes per day of instructional time will be set aside for handwriting.

The Handwriting Committee is recommending this policy because of the great concern of parents, and the interest children have shown, in learning cursive. Although research suggests that there are some advantages to manuscript writing, the results are rather inconclusive. The data is not clear enough, nor persuasive enough, to suggest that we ignore the expressed wishes of parents and the desires of students.

3. Each school will continue to give instruction in cursive writing upon written request by the parents to students in grades 7 & 8. This practice will be discontinued in 1975 because pupils in the grades 5 & 6 in 1973 already will have had cursive writing instruction. In 1975, there will no longer be an optional handwriting course for grades 7 & 8.
4. If necessary, the Superintendent of Schools will be authorized to transfer funds from different accounts to cover the cost of implementing the cursive writing program.

SECTION I INSTRUCTION

4. *Philosophy Statements*

b. Student School Technology Use Policy

The Public Schools of Brookline (PSB) views technology as an important tool for advancing educational excellence. In keeping with the system's educational mission, teachers may use and introduce to students a variety of technologies in order to help students learn more effectively. This policy and its related administrative procedures and school technology use contract are designed to ensure that students utilize school technology responsibly and safely.

I 4 b.1. Definitions

For purposes of this Policy, the following words and terms shall have the meanings set forth below:

School Technology: A range of digital or electronic tools provided to students by the PSB to enhance learning and/or facilitate communications.

Inappropriate: Unsuitable, illegal or destructive, including, but not limited to, spreading computer viruses, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, or otherwise objectionable or criminal language in a public or private message, bullying or retaliation. Attempting to gain unauthorized access to breach, and/or override, school technology security.

Academic: Related to scholarly performance in school, or any other school-related work.

I 4 b.2. Student Use of School Technology

The purpose of student use of school technology is academic. When students use school technology, they are expected to use such technology in an ethical, respectful, and responsible manner. Therefore, students are prohibited from using school technology for:

- Inappropriate communications;
- Intentionally viewing and/or downloading inappropriate material;
- The unauthorized duplication, distribution or use of software, also known as "pirating"; and
- Any other unauthorized or illegal use.

To promote internet safety, the PSB will implement safety measures to reduce the risk that student users of school technology will encounter inappropriate subject matter and materials while using such technology. These measures will include:

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- Installing appropriate firewall security protection;
- Providing all students and their parents/guardians with a copy of this Policy at the beginning of each school year, with the related student technology use contract;
- Educating all students, in age-appropriate language, of the content of this Policy and of appropriate safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet; and
- Ensuring that students' school technology use contracts are signed, collected and retained in the student record.

The PSB reserves the right to monitor all student use of school technology for the purpose of ensuring compliance with this Policy and shall not be liable for any unauthorized student use of school technology.

(Originally voted 6/29/92, #92-308-Technology Education and 4/25/96, #96-47-Internet Use and Contract Guidelines; Revised 4/6/06, #06-38 and 6/22/06, #06-74; Revised 4/28/11; #11-29)

School Technology Use Contract

I, _____ (“Student”) and _____ (Parent(s)) of Student, hereby acknowledge that I/we have read and fully understand the terms of the foregoing Student School Technology Use Policy. In consideration of the benefit of using School Technology, Student hereby agrees to abide by the terms of this Policy when using any and all School Technology. Student and Student’s Parent(s)/Guardian(s) further acknowledge that Student’s use of School Technology in violation of this policy may result in termination of the right to use such School Technology.

Student (Grade 4 and above)

Student’s Parent/Guardian

Student’s Parent/Guardian

Date: _____, 20____

Libraries

I 4 e. 1. Selection of Books and AV Equipment: (Voted 9/22/81, #81-431)

I. Responsibility for Selection

The purchase of library materials is legally vested in the School Committee. The Committee delegates to the library staff the responsibility to develop final recommendations for purchase. The actual selection of materials is the responsibility of professionally-trained personnel on the library staff who know the courses of study, methods of teaching, and the individual needs of the pupils. The librarians will choose materials as determined by the interests and needs of the students and faculty. In this task, the librarians will be aided by suggestions from administrators, faculty, students, and parents. The widest participation is encouraged by acquainting the faculty with materials available through book examination collections and preview services. The school librarians are responsible for the final evaluation and selection of materials for their respective library.

II. Criteria for Selection

Criteria for the selection of materials are consistent with the guidelines for materials and selection noted above and are based on the needs of the individual school. These are derived from a thorough knowledge of the curriculum, suggestions of administrators and teachers, known needs of the individual student and requests of parents and students.

Materials are selected which present subject matter suitable for the grade and the interest level at which they are intended.

A wide range of materials is provided on all levels of difficulty, with a diversity of appeal and representing differing points of view.

Factual accuracy, authoritativeness, balance and integrity are required in the materials provided. Materials of high artistic quality and superior format are sought, with consideration given to stimulating presentation, including imagination, vision, creativeness, and style appropriate to the idea.

Selection is an on-going process which includes the replacement of lost and worn resources of substantial educational value and removing materials deemed no longer appropriate.

III. Gift Books

Gift materials are judged by the criteria established in the selection policy and are accepted or rejected on these bases. Materials which fail to meet established criteria will be (a) returned to the donor, or (b) disposed of. The donor may stipulate a choice.

IV. Procedure for Handling Objections

A. The suitability of particular print or audiovisual resources may be questioned by any parent, student or citizen of the town. A request form is available from the Supervisor of Libraries to anyone seeking formal consideration of his criticism. This form should be completed by the complainant and presented to the Assistant Superintendent for Curriculum and Instruction, who

will forward copies to the Principal, appropriate Director/Supervisor and Librarian of the school involved.

B. The material in question shall be reviewed by a committee of seven composed of: Assistant Superintendent for Curriculum and Instruction; Building Principal; Teacher from the building involved in the subject field of the questioned material; PTO representative appointed by the building organization; Lay person interested in school affairs appointed by the Assistant Superintendent for Curriculum and Instruction; and Director/Supervisor Librarian

The review committee shall function at the call of the Assistant Superintendent upon receipt of a complaint. The material shall be considered with the specific objections in mind. The complainant or the group questioning the school materials shall have the opportunity to meet with the review committee and to present opinions and evidence. The school Librarian, the Director/Supervisor and any other persons involved in the selection or use of the questioned material shall have the same opportunity. The review committee shall use its best efforts to arrive at a decision as rapidly as possible and shall transmit its decision, including minority reports, if any, to all the interested parties. If the complainant is not satisfied with the decision of the review committee, s/he may ask for School Committee consideration of the matter.

C. The library staff shall have no obligation to remove material from use during the review process.

D. The review of questioned materials shall be treated objectively and as an important matter. The best interests of the students, the curriculum, the school, and the community shall be of paramount consideration.

V. Instructions to Evaluating Committee

"...free men and free inquiry are inseparable."

--President Lyndon B. Johnson.

Bear in mind the principles of the freedom to learn and to read and base your decisions on these broad principles rather than on defense of individual material. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked to consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole.

A report, presenting both majority and minority opinions, will be presented to the Superintendent who will forward it to the School Committee for action.

SECTION I INSTRUCTION

5. *Parental Notification regarding Sex Education* (Voted 6/5/97, #97-56)

In accordance with General Laws, Chapter 71, Section 32A, the Brookline School Committee has adopted the following policy on the rights of parents and guardians of our students relative 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 curricula 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 practical, parents/guardians will be notified of this fact in a timely manner before implementation.

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

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

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

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

SAMPLE NOTIFICATION LETTER

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 8 comprehensive health education curriculum, developed by our professional staff. 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 grade 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 in an age-appropriate manner. Each student's 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 matters concerning your child's education, please call me at [phone number].

Sincerely,

Principal

SECTION I INSTRUCTION

6. *Approval of Private Schools*

The Massachusetts Compulsory Attendance Law, G.L. c. 76, §1, states, in relevant part:

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...

Private schools in Brookline shall be evaluated and approved in accordance with the following:

a.) Programs Seeking Initial Approval to Operate in Brookline

Private schools shall apply for initial approval from the School Committee prior to opening and enrolling students. PSB staff shall engage such schools in a full review and shall advise the School Committee whether the program is recommended for “provisional” approval. Such “provisional” approval shall not exceed a period of three years.

At least sixty (60) days prior to the expiration of a school’s “provisional” approval, the school shall seek approval as an “ongoing” program. If upon review, PSB staff does not recommend approval as an “ongoing” program, PSB staff may recommend to the School Committee that the school be granted continued “provisional” approval for a period of time not to exceed three additional years.

b.) Provisional Programs Seeking “Ongoing” Approval to Operate in Brookline

1. Private Schools that are Accredited by a PSB Recognized Accreditation Agency

PSB staff shall maintain a list of PSB recognized accreditation agencies, which may be amended from time to time by PSB staff. The list shall not constitute an endorsement of such agencies by the PSB and/or the School Committee. Private schools that are accredited by a PSB recognized accreditation agency and are seeking “ongoing” approval to operate in Brookline shall provide PSB staff with documentation of their accreditation process. PSB staff may recommend to the School Committee that “ongoing” approval be granted based on the school’s accreditation alone, or may recommend further investigation.

2.) Non-accredited Programs Seeking “Ongoing” Approval to Operate in Brookline

Private schools that are not accredited by a PSB recognized accreditation agency and are seeking “ongoing” approval to operate in Brookline are strongly encouraged to seek accreditation by a PSB recognized accreditation agency. In the absence of such accreditation, PSB staff may require such evidence and information as they deem necessary to ensure conformity with General Law.

c.) Substantial Changes to Previously Approved Programs

Should there be substantial changes to the instructional program of a school that has been granted either “provisional” or “ongoing” approval by the School Committee, the school shall seek approval

of the instructional program prior to implementing such changes pursuant to General Law. The School Committee may grant “provisional” approval of such instructional program changes for a period of time not to exceed three years, in accordance with Paragraph 6.a herein.

d.) Criteria for the Approval of Private Schools

PSB staff shall maintain guidelines that shall be followed and a list of the criteria that shall be considered for recommending the approval of private schools under this Policy. Such guidelines and criteria may be amended from time to time by PSB staff. The criteria shall include, but will not be limited to, the following areas: philosophy and objectives, physical plant and safety, curriculum and assessment, educational materials, school staff, administration, records, student services, and financial support.

e.) Fee

A school applying for approval under this policy shall be charged a reasonable fee for the services provided hereunder.

Policy Adopted by the Brookline School Committee: 5/1/03, # 03-33. Adopted as amended, 12/17/09, #09-109.

SECTION I INSTRUCTION

7. *Middle School Career Technical Education (CTE) Pathway Exploration* (New Policy voted 3/26/26, #26-40)

General Statement of Policy

Massachusetts regulations (603 CMR 4.00) require all sending districts to maintain a Middle School Pathway Exploration Policy that ensures students are aware of, and have opportunities to explore, career technical education (CTE) pathways available to them in district, regional, and agricultural high schools. The Public Schools of Brookline has a relationship with Norfolk County Agricultural High School.

The Public Schools of Brookline (PSB) is committed to ensuring that all middle school students have equitable access to exploration of high school options, including CTE programs, and that this exploration is integrated into each student's academic and career planning.

This policy details how PSB will:

1. Collaborate with Norfolk County Agricultural High School to provide informational opportunities to PSB middle school students.
2. Ensure all students have the opportunity to tour Norfolk County Agricultural High School or other approved CTE schools during school hours.
3. Maintain a systematic process for providing records and documentation to Norfolk County Agricultural High School or approved CTE schools during admissions.
4. Maintain documentation of policy implementation.

I. District Goals for Career Exploration

The Public Schools of Brookline strives to:

- Ensure that every middle school student gains awareness of multiple career pathways, including CTE, college preparatory, and other secondary school options.
- Provide equitable, bias-free exposure to CTE programs for all students, including students with disabilities, English Learners, and students experiencing homelessness.
- Reduce barriers to accessing CTE information by providing multiple modalities of communication (in-person, online, virtual sessions, print materials).

During middle school, students explore career options, high school options (including courses and programs available to them), and post-secondary pathways. PSB provides exploration activities in grades 6 to 8 to support students in identifying their interests, strengths, and goals.

Students who are interested in CTE programs will be provided the opportunity to participate in the DESE CTE Awareness Module.

II. Communication of CTE Opportunities

By October 15 of each school year, PSB will:

- Offer Norfolk County Agricultural High School the opportunity to provide on-site information sessions at each PSB school.
- Share information about Norfolk County Agricultural High School with families via mail, email, and digital communications.
- Maintain a public-facing webpage that lists admissions timelines, information sessions, and contact information for Norfolk County Agricultural High School

III. Collaboration with Norfolk County Agricultural High School

PSB will collaborate with Norfolk County Agricultural High School by:

- Coordinating annual information sessions to occur at PSB schools.
- Participating in annual planning meetings with Norfolk County Agricultural High School to align schedules for tours and recruiting events.

IV. Middle School CTE Tour Policies

PSB will ensure that all students in grades 6 to 8, at least once, are offered an opportunity to tour Norfolk County Agricultural High School or another participating CTE program during regular school hours.

Per regulation:

- Transportation costs for the tours will be covered by the hosting CTE school.
- PSB will coordinate with Norfolk County Agricultural High School to schedule group tours for middle school students.
- Students participating in approved CTE tours will not receive an unexcused absence. Absences will be coded as excused upon confirmation of participation from the CTE school.

V. Providing Records to CTE Schools During Admissions

Upon receiving a request from Norfolk County Agricultural High School or another CTE school for admissions purposes, PSB will provide allowable student information consistent with CTE regulations and privacy requirements.

This includes:

- Attendance records (limited to 7th grade and above, and only unexcused absences)
- Applicable disciplinary information aligned with 603 CMR 4.00
- Confirmation of student participation in tours or information sessions, when relevant

PSB will **not** share prohibited documents during the admissions process (e.g., IEPs, health records, home language surveys, immigration status).

In accordance with 603 CMR 4.03(6), PSB will also provide the names and addresses of all 7th and 8th-grade students to Norfolk County Agricultural High School no later than October 15 of each school year, unless a parent or guardian has opted out of directory information release under FERPA.

VI. Maintenance of Documentation

PSB will maintain records documenting:

- Student participation in CTE tours
- Dates and evidence of communications sent to students and families (mail, email, website)
- Contact information shared with CTE schools per regulation
- Annual implementation required for DESE attestation

VII. Policy Review and Publication

This policy will be:

- Reviewed annually and updated as needed
- Posted on the Public Schools of Brookline website
- Provided to families upon request