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INSTRUCTIONAL GOALS

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

There are three critical components in carrying out and maintaining a strong instructional program:

- High quality classroom instruction and program management, including special student services;
- Monitoring of curriculum development and professional development;
- Evaluation and assessment of effectiveness, including data collection and establishing future direction, goals, and objectives for the instructional program.

LEGAL REFS.: 603 CMR 26:00

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

Policy adopted: 9-8-08

ACADEMIC FREEDOM

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

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

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

Policy adopted: 3-24-08

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the Foxborough School Committee for approval by June 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

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

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

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

Policy adopted: 3-24-08

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 Foxborough School 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 Foxborough School Committee approval.

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

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

Policy adopted: 3-24-08

ORGANIZATION OF INSTRUCTION

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

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

The structure will consist of three levels -- Primary/Elementary, Middle and Secondary levels.

The Primary/Elementary level includes schools with kindergarten through grade four. The Middle level consists of schools for grades five through eight. The Secondary level consists of schools with grades nine through twelve.

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

The organization is designed to meet the standards established within the Massachusetts Curriculum Frameworks as required by the State Department of Education and to serve the needs of all students.

Policy adopted: 3-24-08

CURRICULUM DEVELOPMENT

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

The Foxborough School Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program in accordance with the Curriculum Cycle. The Foxborough School Committee will vote to adopt the Curriculum Cycle on an annual basis.

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

Policy adopted: 3-24-08

SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the Foxborough Public Schools, various educational services as listed shall be provided. The Support Services staff will work in cooperation with building staff and the administration of the Foxborough Public Schools in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

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

Support Services

The Director of Special Education shall be responsible for all programs for educationally handicapped and students' psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned to the Support Services.

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

Policy adopted: 3-24-08

INTERNAL ALTERNATIVE EDUCATION PROGRAMS

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

Definition

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

Development

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

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the Foxborough Public Schools unless specifically waived by the Foxborough School Committee.

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

Approval

Prior to implementation, the Foxborough School Committee shall approve alternative programs.

Policy adopted: 3-24-08

Policy revised: 4-4-11

CURRICULUM ADOPTION

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

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

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

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

Policy adopted: 3-24-08

BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

The Fundamental Skills

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

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

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

Policy adopted: 3-24-08

BASIC INSTRUCTIONAL PROGRAM

Curricula

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

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

Policy adopted: 3-24-08

PHYSICAL EDUCATION

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

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

CROSS REFS.: ADF Wellness

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

Policy adopted: 3-24-08

Policy revised: 4-4-11

HEALTH AND WELLNESS EDUCATION

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

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

The Foxborough School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 4 and as a separate class in grades 5, 6, 7 and 8.

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

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

CROSS REFS.: ADF Wellness
IHAMA Teaching About Alcohol, Drugs and Tobacco

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

Policy adopted: 3-24-08
Policy revised: 4-4-11

PARENTAL/GUARDIAN NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

REF.: Department of Education

Policy adopted: 3-24-08

**HEALTH AND WELLNESS EDUCATION
(Exemption Procedure)**

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

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

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

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

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

Policy adopted: 3-24-08

TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO

In accordance with state and federal law, the Foxborough Public Schools shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades 1-12.

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 physical, emotional, psychological and social dangers of such use with emphasis on nonuse by school age students and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use of alcohol, drugs, or tobacco.

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

To create an awareness alcohol, drug, and tobacco use--prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

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

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

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

To develop an interest in preventing illegal use of alcohol, drugs, and tobacco in the community.

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

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

Policy adopted: 3-24-08

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR CHILDREN WITH SPECIAL NEEDS

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

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

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

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

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

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

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

Policy adopted: 3-24-08

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the Foxborough Public Schools shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

Policy adopted: 3-24-08

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parents(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.
12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting.

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education
Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

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

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

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

- the safety of children in the program during the observation;
- the integrity of the program during the observation
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.”

Policy adopted: 4-26-10

**COMPENSATORY EDUCATION
(Title 1)**

Where appropriate and required by law, Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for Foxborough Public Schools students. By adoption of this policy, the Foxborough School Committee ensures equivalence in the provision of curriculum materials and supplies.

Policy adopted: 3-24-08

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for at least ten consecutive days 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 the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Building Principal.

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. Certified teachers are assigned to homebound instruction by the Director of Special Education with the approval of the Superintendent.

Policy adopted: 3-24-08

HOME SCHOOLING

The Massachusetts General Law requires the Foxborough School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the student from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the students are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the Foxborough Public Schools, the name, age, place of residence, and number of hours of attendance and proposed curriculum of each student in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or Foxborough School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the students,
3. The textbooks, workbooks and other instructional aids to be used by the students and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the students to ensure educational progress and the attainment of minimum standards.

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

A student, with the approval of the Foxborough School Committee, may be awarded a high school diploma if he/she or she has satisfied the Department of Education's competency requirements and has met the Foxborough Public Schools educational standards for graduation, as well as the requirements established in the Department of Education regulations.

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399
Mass. 324 (1987)

Policy adopted: 3-24-08

HOME SCHOOLING

1. Requirements for approval of home instruction will include:
 - a. The parent or legal guardian must request permission to hold home instruction on an annual basis.
 - b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
 - c. The Foxborough School Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Foxborough School Committee.
2. Students in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught student to attend specialized classes in the public school.
3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught students in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each student or the results of the achievement test that is administered through the School District.
4. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the Superintendent's office before annual approval of home instruction can be made for any succeeding years.
5. The Foxborough School Committee will act in a responsible, cooperative manner to ensure that all students in the School District receive competent, adequate instruction. This concern includes students in home education. If the Principal determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.
6. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

Policy adopted: 3-24-08

HOME SCHOOLING

In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled Care and Protection of Charles, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for students of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supersedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.

There are four main components to the decision, which may be summarized as follows:

I. The Foxborough School Committee may enforce the compulsory school attendance law through a care and protection proceeding.

The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age students whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section I) states that "the School Committee of each town shall provide for and enforce the school attendance of all students (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the School Committee to do so is a petition to find the students in need of care and protection with respect to their educational care.

II. The compulsory school attendance law provides adequate standards to determine a School Committee's need for educational care and to withstand constitutional challenge.

The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a School Committee is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:

Every student between the minimum and maximum ages established for school attendance by the board of education (6-16) . . . shall . . . attend a public day school . . . or some other day school approved by the School Committee . . . unless the School Committee attends school in another town . . . but such attendance shall not be required of a student . . . who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee. (Emphasis added.)

The court concluded that this grant of authority to the Superintendent or School Committee to approve an alternative manner of instruction for a student (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:

“For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching.... “

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

III. Parents have a basic right to direct their students' education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct students education must be reconciled. The court agreed with the parents: "the state interest in this regard lies in ensuring that the students residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the Foxborough School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

IV. Guidelines for approval of home education plans.

Having concluded that the approval process under General Laws Chapter 76, Section 1 is constitutionally permissible the court set forth guidelines for parents and school officials to follow in considering home education plans. They may be summarized as follows:

A. Procedures.

1. Parents must obtain approval prior to removing the students from the public school and beginning the home education program.
2. The Superintendent must provide the parents with an opportunity to explain their proposed plan and present witnesses on their behalf.
3. In obtaining approval from the Superintendent, the parents must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."

4. If the home education plan is rejected, the Superintendent or Foxborough School Committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the Superintendent may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.

B. Approval factors.

The court listed the following factors that may be considered by the Superintendent or Foxborough School Committee in deciding whether or not to approve a home education proposal:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.

General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the Foxborough School Committee also to require such other subjects, as it may deem expedient. In addition, the Superintendent or Foxborough School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.

2. The competency of the parents to teach the students.

General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the Superintendent or Foxborough School Committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the students."

3. The textbooks, workbooks and other instructional aids to be used by the students and the lesson plans and teaching manuals to be used by the parents.

The Superintendent or Foxborough School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."

4. Periodic standardized testing of the students to ensure educational progress and the attainment of minimum standards.

The Superintendent or Foxborough School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test" and that the school authorities and parents may agree to other means of measuring the students progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."

V. Conclusion.

The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. The Superintendent and Foxborough School Committee have reviewed their procedures and approval criteria for home education plans, and they are consistent with the court's decision. As long as the school officials making the decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.

LEGAL REFS.: M.G.L. 69:1D; 76:1

Policy adopted: 3-24-08

EXTERNAL ALTERNATIVE EDUCATION PROGRAMS

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

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

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

LEGAL REFS.: M.G.L. 71:37I; 71:37J
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

Policy adopted: 9-8-08
Policy revised: 4-4-11

SUMMER SCHOOLS

The school system may conduct summer sessions as a supplement to the instruction offered during the school year. The focus of the program will be remedial work in reading and mathematics.

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 of the School District.

All summer programs will be subject to annual approval by the Foxborough School Committee.

SOURCE: MASC

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

Policy adopted: 9-8-08

INSTRUCTIONAL MATERIALS

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

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

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

LEGAL REFS.: M.G.L. 71:48; 71:49; 71:50

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

Policy adopted: 3-24-08

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using Foxborough Public Schools 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 Foxborough School Committee is that the questioned instructional resource be retained, the Foxborough Public Schools 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 Foxborough 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.

A parent, guardian or citizen who is dissatisfied with instructional materials shall present their complaint in writing to the appropriate Principal who will review the issue and give the complainant a timely written response. If the complainant is not satisfied with the response, they may send the written complaint to the Superintendent.

Policy adopted: 3-24-08

TEXTBOOK SELECTION AND ADOPTION

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

The selection criteria of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
- To contribute toward continuity, integration, and articulation of the curriculum; and
- To establish a general framework for the particular course or program.

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

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

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.
- The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
- If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
- Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

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

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

Policy adopted: 3-24-08

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The Foxborough School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

The Foxborough School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

LEGAL REF.: 603 CMR 26:05

Policy adopted: 3-24-08

LIBRARY MATERIALS SELECTION AND ADOPTION

The Foxborough School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

LEGAL REF.: 603 CMR 26:05

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

Policy adopted: 3-24-08

LIBRARY RESOURCES

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

Definition of Library Resources

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the Foxborough Public Schools are:

- Needs of the individual student
Based on knowledge of students
Based on requests of parents and students
- Needs of the individual school
Based on knowledge of the curriculum of the school
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

Policy adopted: 3-24-08

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

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

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

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

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

The source of all material should be clearly identifiable.

LEGAL REF.: 603 CMR 26:05

Policy adopted: 3-24-08

INTERNET COMPUTER USAGE **Access to Electronic Media**

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other Foxborough Public Schools technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors regarding student use of electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The Foxborough Public Schools shall provide reasonable public notice of at least one (1) public hearing, or meeting, or written letter to address and communicate its Internet safety measures.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving Foxborough Public Schools technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities. Employees shall not use a code, access a file, or retrieve any stored communication unless they have

been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the Superintendent or designee, the Committee shall determine when and which computer equipment, software, and information access systems will be available to the community. Upon request to the Principal or designee, community members may have access to the Internet and other electronic information sources and programs available through the Foxborough Public Schools technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent or designee.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate Foxborough Public Schools rules governing the use of Foxborough Public Schools technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Responsibility for Damages

Individuals shall reimburse the Committee for repair or replacement of Foxborough Public Schools property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Audit of Use

Users with network access shall not utilize Foxborough Public Schools resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the Foxborough Public Schools education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

INTERNET ACCEPATABLE USE POLICY (AUP) (STUDENTS)

It is the goal of the Foxborough Public Schools to provide a world-class education to all students. The Internet is one of the many information resources available to students as part of that process. Through the Internet, students can access data from colleges and universities, scientific research facilities, government resources and many other informative sites throughout the world. While there is an enormous amount of useful and valuable information available, due to the global nature of the Internet and the lack of effective control over its content, access brings with it the potential for misuse and abuse. The Foxborough Public Schools will make every reasonable effort to ensure the Internet is used responsibly and will take every reasonable step to control access to inappropriate material. The Foxborough Public Schools expect all students to use the Internet in an appropriate and responsible manner for educational purposes only.

Access to the Internet is a privilege offered to the students at the discretion of the administrators and staff at each school. While at school, students may only log on using the school account, and may not use personal or home accounts. The Foxborough Public School account is to be used for educational purposes only, including research for school projects and intellectual inquiry.

Students are expected to use the Internet in a responsible manner. Students are not to transmit, receive, submit, publish or otherwise access information deemed inappropriate, including, but not limited to, material that is defamatory, inaccurate, abusive, obscene, profane, racially or gender offensive, unethical, sexually oriented, or illegal.

Students may not use the school account to conduct private, commercial, personal or illegal business. No activity promoting a political or religious point of view will be permitted. Game playing is prohibited. Hacking [any attempt to gain prohibited access to or malicious attempt to harm or destroy data or to upload, download or otherwise create computer viruses] will not be tolerated.

Students are expected to conform to accepted social behavior in their use of the Internet ("netiquette"). Users shall refrain from plagiarizing the works of others obtained over the Internet and are to respect copyrighted material and to properly credit all works cited from Internet resources. Students must immediately notify the system administrator if a security problem is discovered.

Inappropriate behavior on the part of any student while using a Foxborough Public School computer account may result in the loss of Internet access privileges. Under appropriate circumstances, law enforcement officials may be notified. The Foxborough Public School system, along with any other persons or organizations associated with the school Internet connectivity, will not be liable for the actions of anyone connecting to the Internet through the school. All users shall assume full liability, legal, financial or otherwise, for their actions while connected to the Internet. In addition, the Foxborough Public Schools takes no responsibility for any information or materials accessed or transferred from the Internet. Parents or guardians agree to accept financial responsibility for any damages or expenses incurred as a result of inappropriate or illegal student activity while using a Foxborough Public School provided computer account.

The Foxborough Public School system makes no guarantee, implied or otherwise, regarding the validity of information accessed on the Internet, nor does it guarantee protection against corruption of electronic files when information is downloaded. The Foxborough Public School system reserves the right to log network use, monitor files and file space, thus students should not expect their use to remain private. The Foxborough Public School system reserves the right to modify these guidelines at any time.

SOURCE: Foxborough High School Handbook

Policy adopted: 11-3-08

ACCEPTABLE USE POLICY - TECHNOLOGY
Administrative Procedures for Implementation

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file.
8. Initial passwords provided by the network administrator should be set to expire on login.
9. Passwords shall be changed every 90 days and all passwords shall be expired at the end of each school year.
10. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
11. Students completing required course work will have first priority for after hours use of equipment.
12. The Superintendent or designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
13. The Superintendent or designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are kept on file.
14. The Superintendent or designee will ensure that training is provided to users on appropriate use of electronic resources.
15. The Superintendent or designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
16. The Superintendent or designee shall be responsible for establishing appropriate retention and backup schedules.
17. The Superintendent or designee shall be responsible for establishing disk usage limitations, if needed.
18. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
19. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
20. System users shall not use another user's account.
21. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
22. 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.
23. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
24. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.

25. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
26. Forgery or attempted forgery is prohibited.
27. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited unless authorized by the Superintendent or designee.
28. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
29. Pretending to be someone else when sending/receiving message is prohibited.
30. Transmitting or viewing obscene material is prohibited.
31. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
32. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the Foxborough Public Schools system/network.

A user who violates Foxborough Public Schools policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

SOURCE: MASC

Policy adopted: 11-3-08

EDUCATIONAL TECHNOLOGIES – EMPLOYEES

Business Ethics and Conduct

We expect employees of the Foxborough Public Schools to be ethical in their conduct. It affects our reputation and success. The Foxborough Public Schools requires employees to carefully follow all laws and regulations, and have the highest standards of conduct and personal integrity.

Our continued success depends on the public's trust. Employees owe a duty to the Foxborough Public Schools to act in ways that will earn the continued trust and confidence of the public.

As an organization, the Foxborough Public Schools will comply with all applicable laws and regulations. We expect all employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and not to do anything that is illegal, dishonest, or unethical.

If you use good judgment and follow high ethical principles, you will make the right decisions. However, if you are not sure if an action is ethical or proper, you should discuss the matter openly with your supervisor. If necessary, you may also contact the School Business Administrator for advice and consultation.

It is the responsibility of every employee of the Foxborough Public Schools to comply with our policy of business ethics and conduct. Employees who ignore or do not comply with this standard of business ethics and conduct may be subject to disciplinary action, up to and including possible termination of employment. Employees may also be held personally liable for any violations of this policy.

Computer and Email Usage

Computers, computer files, the email system, and software furnished to employees and the connectivity to access the Internet are all properties of the Foxborough Public Schools intended for business or educational use. Employees should not share their password or use another person's password, another user account, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

The Foxborough Public Schools strives to maintain a workplace free of harassment (as defined in our harassment policy) and sensitive to the diversity of its employees. Therefore, the Foxborough Public Schools prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

The Foxborough Public Schools purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, the Foxborough Public Schools does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. The Foxborough Public Schools prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate supervisor, or the School Business Administrator, upon learning of violations of this policy. Employees who violate this policy may be subject to disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.

Internet Usage

The Foxborough Public Schools may provide employees with Internet access to help them do their jobs. This policy explains our guidelines for using the Internet responsibly and productively. While Internet usage is intended for job-related activities, we permit incidental and occasional brief personal use within reasonable limits.

All Internet data that is composed, transmitted, or received via our computer systems is considered to be part of our official records. This means that it is subject to disclosure to law enforcement or other third parties. Therefore, you should always make sure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology that you use to access the Internet are always the property of the Foxborough Public Schools. Therefore, the Foxborough Public Schools reserves the right to monitor Internet traffic. We also reserve the right to retrieve and read any data that is composed, sent, or received through our online connections or stored in our computer systems.

We do not allow data that is composed, transmitted, accessed, or received via the Internet to contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.

Examples of unacceptable content include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The Foxborough Public Schools does not allow the unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented software or material or any other unauthorized software or material on the Internet. As a general rule, if you did not create the material, you do not own the rights to it, or you have not received authorization for its use, you may not put the material on the Internet.

The following are examples of some actions and activities that are prohibited and which could result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material outside of the organization
- Violating copyright law or failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiating unwanted Internet services and transmissions
- Sending, forwarding, or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending, forwarding, or posting messages that defame or slander other individuals
- The unauthorized access of any computer system
- Sending or posting chain letters, solicitations, or advertisements
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

Facebook and Social Networking Websites and Cell Phone Usage

The Foxborough Public Schools does not allow employees to improperly fraternize with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.

Employees may not list current students as “friends” on networking sites, or have inappropriate contact with students via social websites, email or phone.

All email contacts with students should be through the Foxborough Public Schools email and telephone system, except emergency situations.

All written forms of electronic communication by employees (teachers, coaches and staff) to students engaged in extracurricular activities should be sent to all similarly engaged students or team members, except for messages concerning medical or academic privacy matters, in which case messages will be copied to the school principal, department head, or athletic director.

Employees will not give out their private cell phone or home phone numbers without prior approval of the Foxborough Public Schools.

Employees will not post or send items with sexual content or images exhibiting or advocating the use of drugs or alcohol.

Employees whose use of social networking websites, email or cell phone violates the Foxborough Public Schools’ policy may be subject to disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.

Workplace Monitoring:

The Foxborough Public Schools may conduct workplace monitoring to help ensure quality control, employee safety, and security.

All computer equipment, services, or technology that we furnish are the property of the Foxborough Public Schools. We reserve the right to monitor computer activities and data that are stored in our computer systems. We also reserve the right to find and read any data that you write, send, or receive by computer.

Adopted:

Policy Revised: 11-3-08

Policy Revised: 12-6-10

SOURCE: Foxborough

**EDUCATIONAL TECHNOLOGIES
EMPLOYEES ACKNOWLEDGEMENT FORM**

The employee educational technologies policy describes important information about the Foxborough Public Schools. I understand that I should consult the Business Office if I have any questions that are not answered in the educational technologies policy.

I understand and acknowledge that there may be changes to the information, requirements, and benefits in the educational technologies policy. I also understand that the Foxborough Public Schools may add new policies to the educational technologies policy as well as replace, change, or cancel existing policies. I understand that I will be notified by written memorandum or by email of any changes made to this policy. I also understand that educational technologies policy changes can only be made by the Foxborough School Committee.

I understand and acknowledge that this educational technologies policy is not a contract of employment or a legal document. I have received the educational technologies policy and I understand that it is my responsibility to read and follow the requirements contained in this educational technologies policy and any changes made to it.

Employee's Name (printed): _____

Employee's Signature: _____

Date: _____

Policy Approved : 4-24-06
Policy Revised: 11-3-08
Policy Revised: 12-6-10

SOURCE: Foxborough

SCHOOL AND DISTRICT WEB PAGES

The Foxborough Public Schools realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the Foxborough Public Schools will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committee authorizes the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District Web page must accurately reflect the mission, goals, policies, program, and activities of the school and District. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web page and monitoring all District Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or District, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the District Web site.

Web sites developed under contract for the Foxborough Public Schools or within the scope of employment by Foxborough Public Schools employees are the property of the Foxborough Public Schools.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required.

SOURCE: MASC

Policy adopted: 11-3-08

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

Unlike the Internet itself, schools and the District can control the type of information placed on Web pages. Documents created for the Web and linked to Foxborough Public Schools Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or Foxborough Public Schools Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related Foxborough School Committee policies. Links to other Web pages should be carefully selected based on the above issues.

Defined Purpose

A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.

Content Standards

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the Foxborough Public Schools server personal pages or pages for individuals or organizations not directly affiliated with the Foxborough Public Schools. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the Foxborough Public Schools. No confidential information is to be published on or linked to a Web page.

Quality Standards

All Web page work should be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the Foxborough School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As the Foxborough Public Schools represents itself to the world through this medium, assurances should be provided that students are the focus of the Foxborough Public Schools. Written student and parent consent must be secured for publication of student work.

Consistence Standards

Each existing school or department Web site shall have a link to the Foxborough Public Schools Web site once the Foxborough Public Schools Web site is online. For consistency, all school Foxborough Public Schools Web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or Foxborough Public Schools home page once online).
- At the bottom of the Web page, there must be an indication of the date of the last update to that page. It is strongly recommended that a building set up a system of checks and balances for the Web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All Web sites must display the name and approved logo of the Foxborough Public Schools.
- All Web pages must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.
- All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.

SOURCE: MASC

Policy adopted: 11-3-08

FIELD TRIPS

The Foxborough School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the learning and safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the Foxborough School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of the Foxborough School Committee.

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

The Superintendent will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

All out-of-state or extended (overnight) trips and excursions must have advance approval of the Foxborough School Committee. Fundraising activities for such trips will be subject to approval by the Foxborough School Committee.

Policy adopted: 3-24-08

SCHOOL VOLUNTEERS

The Foxborough Public Schools recognize that volunteers are a valuable community resource and appreciate the interest, commitment and dedication of members of the local and school community who wish to assist the students of Foxborough by contributing their time and expertise. Therefore, all schools welcome and encourage volunteer groups and individuals to help in the educational process.

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

LEGAL REF.: M.G.L. 71:55B

CROSS REF.: ADDA, C.O.R.I. Requirements

Policy adopted: 3-24-08

ACADEMIC ACHIEVEMENT

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

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs and growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents/guardians be informed regularly, and at least four times a year, of the progress their children are making in school. Additionally, parents and students may regularly check academic progress on line using Power School software to monitor academic achievement in real time.
2. Parents/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. Striving for consistency in grading and reporting.
5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

REF: Foxborough Public Schools Strategic Plan

Policy adopted: 3-24-08

Policy Revised: 4-25-11

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel. Additionally, parents and students may regularly check academic progress on line using Power School software to monitor academic achievement in real time.

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

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

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

SOURCE: MASC

Policy adopted: 9-8-08

Policy Adopted: 4-25-11

HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

REF.: All Student Handbooks

Policy adopted: 9-8-08

PROMOTION AND RETENTION OF STUDENTS

The Foxborough School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Policy adopted: 3-24-08

GRADUATION REQUIREMENTS

In order to graduate from Foxborough High School, a student must have earned a minimum of twenty-two credits as follows:

English	4 credits
Science (one of which must be a laboratory science)	3 credits
Social Studies (one of which must be United States History)	3 credits
Mathematics	3 credits
World Language (in the same language)	2 credits
Wellness (grades 9 & 10 required)	1 credit
Electives	6 credits
A passing score on the MCAS examination including approved alternatives per State mandate	

If a student does not meet the 22-credit minimum, he/she will not be permitted to participate in graduation exercises. If a student does not graduate with his/her class in June, all credits needed must be completed by August 31st of that calendar year in order to be considered a member of the June graduating class.

REF.: Foxborough High School Handbook

Policy adopted: 9-8-08
Policy Revised: 4-25-11

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Foxborough School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

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

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

Policy adopted: 3-24-08

DISTRICT PROGRAM ASSESSMENTS

The Foxborough Public Schools believe in a program of testing for assessment/evaluation. This program shall be coordinated throughout the school District by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the School District from year to year and with other school districts to the extent required by rules of the State Board of Education.

Policy adopted: 3-24-08

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the Foxborough School Committee that the best available strategies for bringing about learning be utilized in the Foxborough Public Schools schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the Foxborough Public Schools schools.

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

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

Policy adopted: 3-24-08

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the Foxborough School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the Foxborough School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

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

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

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

Requests from Groups or Individuals Outside the Schools

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

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

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SOURCE: MASC

Policy adopted: 9-8-08

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

LEGAL REF.: 603 CMR 26:05

Policy adopted: 3-24-08

ANIMALS IN SCHOOL

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

No animal shall be brought to school without prior permission of the building Principal. School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

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

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

SOURCE: MASC

LEGAL REF: Title II of the Americans with Disabilities Act (ADA)

Policy Adopted: 4-25-11