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Section I Instruction

Approved by the Granby School Committee: **November 13, 2024**

IA Instructional Goals

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

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

Operating Function
Coordinating and Developing Function
Evaluating Function

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

LEGAL REFS.: 603 CMR 26:00
CROSS REF.: ADA, School District Goals and Objectives

IB Academic Freedom

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

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

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

ICA School Year/School Calendar

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

1. Elementary schools will operate for a minimum of 180 days, every elementary school student is scheduled to receive a minimum of 900 hours of structured learning time per school year, 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 requirements for that student.
2. Secondary schools will operate for a minimum of 180 days, every secondary school student is scheduled to receive a minimum of 990 hours of structured learning time per school year, 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.
3. The School Committee ensures that neither the conclusion of the high school senior class school year nor graduation is more than twelve (12) school days before the regular scheduled closing date of that school

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

LEGAL REFS.: M.G.L. 4:7; 15:1G; 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

603 CMR 27.05

ID School Day

The length of the school day at various levels, as well as the specific opening and closing times of the schools, will be recommended by the Superintendent and set by the School Committee. The Superintendent will review the relevant collective bargaining agreements between the various school unions to assure the recommendation to the School Committee is in compliance with such agreements.

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 School Committee approval.

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

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

IGB Student Support Services Program

The Pupil Services staff will work in cooperation with building staff and the administration of the Granby Public Schools in the coordination of student support services.

The Director of Pupil Services shall be responsible for all programs related to services for students experiencing difficulty in accessing the general curriculum. Such services may include; educational, psychological, speech/language, occupation therapy, home and hospital bound tutoring, and such other programs as may be assigned to the Director of Pupil Services.

CROSS REF.: Nondiscrimination on the Basis of Handicap

IGD Curriculum Development and Evaluation

The School Committee has the fundamental responsibility and authority for the education of pupils in its jurisdiction.

The School Committee recognizes the need for a systematic, ongoing program of curriculum development and evaluation. It is the expectation of the School Committee that learning will be enhanced by the development of a clearly articulated, coordinated, and sequential curriculum that promotes continuity and cumulative acquisition of essential knowledge, skills, and attitudes from grade to grade and from school to school. The School Committee deems it essential that the Granby Public School continually develop and modify its curriculum to meet changing needs.

The School Committee assigns to the Superintendent the responsibility of developing and implementing the administrative regulations needed to put this policy into operation. It shall be the responsibility of the Superintendent, in cooperation with other administrators, and teachers to develop proposals relating to curriculum development and modification that are essential to the maintenance of a high quality program of education for all students.

The Superintendent will formulate procedures to develop the curriculum for the Granby Public Schools. Staff contributions to curriculum development will be provided through curriculum committees. The Committee wishes to be informed of all new courses and substantive revisions in curriculum. The Superintendent will recommend all new and revised curricula to the School Committee for its action. The Committee 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.

The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach. In discharging its responsibility, the School Committee will approve all curriculum. The School Committee will officially adopt curriculum guides at regularly scheduled meetings. Adoption dates shall be stated on the cover of each guide.

LEGAL REFS.: M.G.L. 69:1e
 603 CMR 26:05

IHA Basic Instructional Program

State law requires that schools “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.

Fundamental Skills

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

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

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 shall 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; 71:2; 71:3; 71:13
603 CMR 26:05

IHIA College/Career Readiness

The School Committee will attempt to provide every student with the opportunity to:

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

LEGAL REFS.: M.G.L. 71:37k; 71:38A - 71:38F; 74:1 et seq.
603 CMR 4.00

IHAЕ Physical Education

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the School Committee's belief that the following basic goals 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 everyday life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

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

IHAM Health Education

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

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

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be integrated into the elementary curriculum and taught as a separate subject in the middle school and high school.

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

LEGAL REF.:	M.G.L. 71:1
CROSS REF.:	EB, Safety Program

IHAM-R Health Education

(EXEMPTION PROCEDURE)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the sincerely held religious beliefs 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 the disposition of the request within a reasonable number of school days after receipt of the request.

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

IHAM-R2 Parental Notification to Sex Education

In accordance with M.G.L. Ch. 71, § 32A, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year or prior to a specific unit, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment.

If planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of the 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 sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

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

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

IHAMB Teaching About Drugs, Alcohol and Tobacco

In accordance with state and federal law, the Granby Public Schools shall provide age-appropriate, developmentally based drug, tobacco, and alcohol education and prevention programs.

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

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

1. To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national, and international levels.
2. To relate the use of drugs and alcohol to physical, mental, social and emotional practices.
3. 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.
4. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.
5. To develop an interest in preventing illegal use of drugs in the community.

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

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

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

IHB Special Instructional Programs and Accommodations- Programs for children with special needs.

The goals of the Granby Public Schools special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

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

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

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

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

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

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

IHBA Programs for Students with Disabilities

In response to MGL Ch. 71 § 38Q1/2, the Granby Public Schools is committed to providing the best educational opportunities to all children. To this end, the district has committed time, effort, and money. The district recognizes and values the unique needs of students as they approach learning.

In our commitment to the individual needs of children, the outline found in IHBAS-R has been developed. It is supported by individual school accommodation plans that specifically address the needs of their students in a developmentally appropriate fashion.

IHBA-R District Accommodation Plan Procedures Student Intervention Team

Each building shall have a team who meet regularly to discuss the needs of students who are experiencing difficulty either academically, socially or emotionally. The team provides support and strategies to classroom teachers as well as any other intervention that might be needed to help the student to be successful in the least restrictive setting. Minutes of all meetings are kept at the school and documentation of all interventions is placed in the student's file. This information is used when completing the student success plan.

PROFESSIONAL DEVELOPMENT

A professional development plan is developed to address the on-going needs of the staff. This plan is based on district goals, teacher interest, and data acquired from test results (MCAS, etc.). Teachers are also given the opportunity for professional development through district, school, or outside agency workshops or conferences. These opportunities must support individual and district goals.

COLLEGIAL COLLABORATION AND REFLECTION

Currently teachers meet by grade level or academic department to analyze data and reflect on their teaching. Mentors and their mentees are given time on a regular basis to observe each other and reflect on their observations.

INDIVIDUAL STUDENT SUCCESS PLAN/TEAM ACTION PLAN

The district has developed a District Individual Student Success Plan and a Team Action Plan. Each building has its own procedures to implement the process. In all three buildings, this process is part of the responsibility of the Student Intervention Team.

EXAMPLES OF ADDITIONAL ELEMENTS INCLUDE:

- After school and summer programs
- America Reads
- Behavior intervention plans
- Remedial Interventions
- Stress management support groups
- Regular Education Academic Support
- Reading Recovery
- Lindamood Bell reading
- Remedial interventions
- Social Skills Training/Counseling
- Second Step/Life Skills Training
- Substance Abuse Counseling
- ELL Services

IHBAA Observation of Special Education Programs

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Pupil Services or designee and/or Principal.
2. The Director of Pupil Services or designee shall contact the parent(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 Director of Pupil Services or designee will seek approval from the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Director of Pupil Services 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 SOURCE: MASC

IHBB Preschool

The Granby Preschool program is designed with the belief that play is a child's work and that learning occurs during developmentally appropriate, child-centered activities. Children learn concepts best when they are meaningful and relevant to them. They acquire knowledge through the active exploration of their environment. Consequently, it is the teacher's responsibility to provide a learning-enriched environment, which provides stimulating and challenging experiences for them. The teacher then acts as a facilitator: encouraging, promoting and reinforcing a child's attempts, questions, skill development, and discoveries.

The Granby Preschool program also strives to provide a coordinated and progressive program of services, which is responsive to the needs of individual children. A unique feature of the program is the inclusion of children with special needs with their peers.

IHBD Compensatory Education Title I

The Granby Public Schools, in an effort to increase student achievement through participation in the federally-funded Title I program, will provide many opportunities for parental involvement in the planning, implementation and assessment of the Title I program. These opportunities will include, but not necessarily be limited to, the following:

1. *Information:* All parents will be kept regularly informed about the activities of the Title I program and about their children's progress.
2. *Program Development and Assessment:* A steering committee comprised of parents of Title I students, members of the Title I staff, and the Title I Director will conduct an annual self-assessment of the program's effectiveness. The data gathered from the self-assessment (to include parents, teachers, administrators) will be used by the steering committee to make recommendations regarding possible revisions for the following years.
3. *Parental Involvement/Education Activities:* Parents will be afforded the opportunity to receive education in strategies to assist their children at home in areas covered by the Title I program, as well as other parenting issues as determined by the steering committee. These educational activities will be provided at flexible times and sites as determined by a needs assessment.

IHBEA English Language Learners Policy

The Granby Public Schools will be diligent in its efforts to identify and then provide the necessary level of support to any English Language Learner (ELL) student to allow that student an opportunity to learn English as soon as possible. Given the limited number of ELL students currently enrolled in our district, the educational approach used will be English immersion supported by English language tutorials and the initial support of a translator, if necessary.

The goal of the ELL program for the Granby Public Schools is to ensure that ELL students acquire English language proficiency and the meaningful access to our general educational programs, K-12. With a supported English immersion plan, it is expected that minimal proficiency (understanding, speaking, reading, and writing English) appropriate to the age/grade level of the student would be achieved within a school year. At this point, the student would be fully immersed in the regular education program and would participate in state assessments. However, as students will acquire proficiency at different rates, language support services to English learners who are not yet able to participate meaningfully in our district's programs will continue with need determined on an individual basis.

LEGAL REFS.: 71A:4

IHBG Home Schooling

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

Prior to removing the child from public school, the parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, the name, age, place of residence, number of hours of attendance of each child in the program, and additional information as may be needed by the school to assess the proposed instructional program. The School shall provide a form to parents/guardians which can be completed to provide the information to the School, or which can be used as a guide for parents/guardians regarding the information required in order for the school to evaluate the home instruction program.

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

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

A student being educated in a home-based program within the District 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 School Committee, may be awarded a high school diploma if he/she or she has satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.

SOURCE: MASC

LEGAL REF.: 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)

IHBG-E-1 Home Schooling Application for Home Instruction

HOME SCHOOLING APPLICATION FOR HOME INSTRUCTION

Please read the School Committee policy on Home Education (Policy IHBG).

Complete this form; attach any supportive documents and forward it to the Superintendent of Schools or designee 14 days prior to the planned start of a home instruction program. Applications must be submitted annually 14 days before the start of the school year for each additional year of home schooling

Parents names(s) and Address _____

Name(s) of student(s) who will be taught at above designated home and current comparable public school grade level(s):

Period of time for which approval is sought:

_____ through _____
(Month/Year) (Month/Year)

Teachers: Attach a statement providing the following information about any persons who will serve as teachers in this program.

Subjects to be taught: Attach a description of each subject to be taught including the scope, major goals and objectives for the child, the major materials and methods to be used in each area. The subjects required by state law are: English Language Arts, Mathematics, History/Social Science, Science and Technology/Engineering, Health and Physical Education, Arts, and World Languages (M. G. L. Chapter 71, Sections 1, 2, and 3 and related regulations: M.G.L. Chapter 69, Section 1D).

Scheduling of instruction: Attach a description of the schedule you plan for instruction during the period for which approval is requested. Include the number of hours and days planned. 3. Materials and Methods: Attach a listing and description of the texts, materials, methods, and programs to be used. A sample of these materials would be extremely helpful and will be returned to you.

Evaluation: Attach a statement describing the tests or measurements that you plan to use to evaluate your child's educational growth during this period. If this home education plan is approved, the school department will expect to implement a periodic evaluation of the child's progress similar to the school-attending students and may set guidelines and standards for this purpose to ensure the valuation of reasonable educational progress. Please see regulation IHBG-E-2 for a copy of the form to be submitted to the Superintendent and required attachments. These must be submitted by June 15th of each school year.

Response by Superintendent of Schools: Ordinarily, you will receive a response to your proposal

plan within twenty (20) days from receipt of your application.

Hearing: As parents, you have the right to a hearing before the Superintendent, if you wish, to allow you an opportunity to explain your plan further and answer questions about it. You may be represented by counsel. If you wish to take this option, please contact the Superintendent's office to arrange a time.

Signature of Person Completing Application

Date of Application

IHBG-E-2 Home Instruction Evaluation Form

HOME INSTRUCTION EVALUATION FORM

This past school year, your child was approved for a home school program by the Granby Public Schools. As per School Committee policy, the Director of Pupil Services is directed to mail the parents or legal guardian a home instruction summary form. This form should be completed and returned to the Director of Pupil Services within thirty (30) days of receipt. This form must be completed before annual approval of home instruction can be made for any succeeding years.

Parents/guardian name(s): _____

Student(s) name(s) who were taught at above designated home and current comparable public school level:

_____ Grade: _____

_____ Grade: _____

Subjects Taught and number of hours approximately for each subject:

_____	Hours _____
_____	Hours _____
_____	Hours _____
_____	Hours _____
_____	Hours _____
_____	Hours _____
_____	Hours _____
_____	Hours _____

For each subject taught please attach the results of the assessments of the student's performance and achievement over the past academic year. This may include the use of standardized test scores or work samples showing progress throughout the year.

IHBH Alternative School Programs

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

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

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

SOURCE: MASC

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

IHCA Summer School Policy

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

In order for a student to receive credit for a summer school course, ALL of the following criteria must be met:

1. The student failed the course at Granby Jr.-Sr. High School.
2. The failing grade is no lower than 50% unless grade waived by principal.
3. The credit was not lost as a result of the "attendance policy".
4. In addition, a student may not earn more than 10 (ten) summer school credits in one subject area or more than a total of 15 (fifteen) summer school credits toward his/her diploma. Exceptions to this rule can be requested through the Administration.

IJ Instructional Materials

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

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

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

SOURCE:	MASC	UPDATED:	June 2012
LEGAL REFS.:	M.G.L. 71:48; 71:49; 71:50 BESE regulations 603 CMR 26:00		
CROSS REF.:	KEC, Public Complaints about the Curriculum or Instructional Materials		

IJ-R Reconsideration of Instructional Resources

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

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

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

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

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

SOURCE: MASC

IJLA – Library Resources

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

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

Criteria for Selection of Library Resources: The criteria for selection of library resources in the District are:

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

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

Disclosure of Information/Privacy of Circulation Records: Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

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

Among the reasons for withdrawing an item are the following:

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

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

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

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

SOURCE: MASC

IJNA Access to Digital Resource

The School 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 manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Technology Coordinator, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for 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 as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

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

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

Employee Use: Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use: On recommendation of the Superintendent in conjunction with the Technology Coordinator, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

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

SOURCE: MASC
LEGAL REFS: 47 USC § 254

IJND-R Acceptable Use Policy Technology

PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the Granby Public Schools' computer system and acceptable use of the Internet for all users including students, faculty and any other school department employee or individual authorized to access the school's network.

GENERAL STATEMENT OF POLICY

In making decisions regarding student access to the Granby Public Schools' computer system and to the Internet, the Granby Public Schools consider its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Granby Public Schools' computer system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The School Committee expects that faculty will blend thoughtful use of the computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

LIMITED EDUCATIONAL PURPOSE

The School Committee is providing students and employees with access to the schools' computer system, which includes Internet access. The purpose of the system is not merely to provide students and employees with general access to the Internet, but for educational purposes, which includes use of the system for classroom activities, professional or career development, and limited high-quality, self-discovery activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission and policy of the School Committee. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

USE OF SYSTEM IS A PRIVILEGE

The use of the Granby Public Schools' system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the schools' system or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages and repairs; discipline under other appropriate School Committee policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

UNACCEPTABLE USES

The following uses of the Granby Public Schools' computer system and Internet resources or accounts are considered unacceptable. Users will not use the schools' computer system to:

1. Access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
2. Transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
3. Access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate to the educational setting or disruptive to the educational process

and will not post information or materials that could cause damage or danger of disruption to the computer system.

4. Access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment, bullying, or discrimination.
5. Knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
6. Engage in any illegal act or violate any local, state or federal statute or law.
7. Vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
8. Gain access to information resources or to access another person's materials, information or files unless the individual has been authorized by the Superintendent as a computer system administrator.
9. Post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
10. Attempt to gain unauthorized access to the schools' computer system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
11. Connect a computer to the schools' computer network that is not part of the network or the property of the Granby Public Schools, such as a computer brought from home, unless authorized by the Technology Coordinator.
12. Violate copyright laws, or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
13. Conduct a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the School Committee. Users will not use the schools' computer system to offer or provide goods or services or for product advertisement. Users will not use the schools' computer system to purchase goods or services for personal use without authorization from the appropriate school officials. Users purchasing goods or services are personally responsible for any financial obligations incurred, not the Granby Public Schools.

VI. OTHER GUIDELINES

- a. Each building administrator shall maintain a log of all incidents of inappropriate use, which will be sent to the network administrator.
- b. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from a teacher. Examples of such projects may include: hate literature, art, or other topics, which would generally be removed by standard filtration software.

- c. Employees must maintain confidentiality in preparing and/or reviewing school related work from a computer.

Users who access files on the schools' computer that were previously used on a computer that is not part of the Granby Public Schools' network or the property of the Granby Public Schools, such as a computer at the user's home, must make reasonable efforts to assure said file(s) are free of viruses or any other malicious data that could damage or disrupt the Granby Public School's computer network or any files stored on the same.

PERSONAL ELECTRONIC DEVICE USE

"Personal Electronic Device(s)" are electronic devices including, but not limited to, laptops, netbooks, tablets/slates, iPads, iPod touches, cell and smart phones that are not owned or under the control of Granby Public Schools. Student use of Personal Electronic Devices is subject to the following restrictions:

1. Any student who wishes to use a Personal Electronic Device within the Granby Public Schools must abide by the same rules applicable to use the school's computer network.
2. All use of Personal Electronic Devices must abide by all directives and restrictions issued by teachers and administrators.
3. Devices must be in silent mode and may not emit any sound unless authorized by the teacher.
4. The student takes full responsibility for his or her device and keeps it with himself/herself or locked in his/her locker at all times. The school is not responsible for the security of Personal Electronic Devices.
5. Students are responsible for the proper care and maintenance of their Personal Electronic Device, including cost of repair, charging it prior to bringing it to school, and replacement or any modifications needed to use the device at school. The Granby Public Schools is not responsible for configuring or supporting Personal Electronic Devices
6. The school reserves the right to inspect a student's Personal Electronic Device if there is a reason to believe that the student has violated the Granby Public Schools Acceptable Use Policy, school handbook rules, administrative procedures, school rules or has engaged in misconduct or illegal activity while using his/her Personal Electronic Device or if it is suspected the device contains viruses or malicious software.
7. The student may not use Personal Electronic Devices to record, transmit or post photos or video of a person or persons on campus unless such is part of an educational activity and specifically authorized by a teacher or administrator supervising such.
8. The student may only use his/her Personal Electronic Device to complete relevant school work and for legitimate communication. Personal Electronic Device may never be used to cheat.
9. The student will use the schools' WIFI designated for such access and not another available network.
9. Students may never physically connect a Personal Electronic Device to the school's network, i.e. network cable, or join a device to the network domain unless authorized in writing by the technology coordinator.

The Granby Public Schools reserve the right to limit or prohibit the use of Personal Electronic Devices at any time for any reason.

Violations of any of the policies, guidelines and rules stated above involving a student's use of a Personally Electronic Device may result in the loss of use of the device/WIFI in school and/or disciplinary action.

CONSISTENCY WITH OTHER SCHOOL POLICIES AND GUIDELINES

Use of the Granby Public Schools' system and use of the Internet shall be consistent with school district policies and the mission of the School Committee.

Users of the school's computer systems and use of the Internet shall comply with any other pertinent school guidelines such as the student handbook or faculty handbook.

LIMITED EXPECTATION OF PRIVACY

By authorizing use of the school's computer system, the School Committee does not relinquish control over materials on the system or contained in files on the system. Users should expect that the schools' might at any time, and without prior notice of, review the content of personal files on the school's computer system.

Routine maintenance and monitoring of the schools' computer system may lead to a discovery that a user has violated this policy, another School Committee policy, or the law.

Parents have the right to investigate or review the contents of their child's files and email files where the files are reasonably recoverable. Parents have the right to request the termination of their child's individual account at any time. Inquiries should be made to the building principal.

School employees and students should be aware that data and other materials in files maintained on the schools' computer system might be subject to review, disclosure or discovery.

The Granby Public Schools will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with School Committee policies conducted on the schools' computer system.

COMPUTER / NETWORK/ USE AGREEMENT

The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the Granby Public Schools.

The Internet Use Agreement form must be read and signed by the user and the parent or guardian within three school days from the user's enrollment/employment at the Granby Public Schools. Failure to do so may result in loss of computer and or Internet access privileges. For students the form will be kept on file in the Principal's Office and for employees in their individual personal files.

LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school's computer system is at the user's own risk. The computer system is provided on an "as is, as available" basis. The Granby Public Schools will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the schools' diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or missed deliveries or no deliveries of information or materials, regardless of the cause. The Granby Public Schools are not responsible for the accuracy or quality of any advice or information obtained through or stored on the schools' computer system. The Granby Public Schools will not be responsible for financial obligations arising through unauthorized use of the schools' computer system or the Internet.

IJND-E-1 Internet and Website Form: Student

As a student, I have read the Acceptable Use Policy. This policy is posted on the Granby Public Schools' website at <http://granbyschoolsma.org> and a paper copy is obtainable in any Principal's Office. I understand and will abide by the rules as outlined in the policy. I further understand that accessing the school computer network and the internet is a privilege and failure to follow the rules will result in the loss of access as well as other possible disciplinary action.

As a parent or guardian, I have read the Acceptable Use Policy of the Granby Public School system and I understand that my son/daughter may have access to networked computer services such as electronic mail and the internet. I understand that this access is designed for educational purposes. I further understand that there are materials on the internet that may be objectionable to some and recognize that although access is limited to educational purposes, it is impossible for the Granby Public Schools to monitor and block access to all objectionable and/or controversial materials.

Granby is proud to present its website at <http://granbyschoolsma.org>. In an ongoing effort to broaden and update the site, the school will be adding individual and group photos of students, teams, and clubs. If you do not wish to have your child included in any photos, please indicate below.

Please check the appropriate box.

Internet Access

- ☐ I do want and grant permission for internet access.
- ☐ I do NOT want or grant permission for internet access.

Website Inclusion

- ☐ I do want and grant permission for inclusion in the school website (if the opportunity occurs)
- ☐ I do NOT want or grant permission for inclusion in the school website (if the opportunity occurs).

I have read, understand and will abide by the above Terms and Conditions for use of GRANBY PUBLIC SCHOOLS network computer services and the SCHOOL COMMITTEE'S Acceptable Use Policy.

Student Name (Please Print) _____ Grade _____

Date _____ Student Signature _____

Parent Name (Please Print) _____

Date _____ Parent Signature _____

IJND-E-2 Internet and Website Form: Employee

As an employee of the Granby Public Schools, I have read the Acceptable Use Policy of the Granby Public Schools. I understand and will abide to the rules as outlined in the policy. I further understand that accessing the schools' computer network and the internet is a privilege and failure to follow the rules will result in the loss of access as well as other possible disciplinary action including up to termination. I further understand that there are materials on the internet that may be objectionable to some and recognize that although access is limited to educational purposes, it is impossible for the Granby Public Schools to monitor and block access to all objectionable and/or controversial materials.

I have read, understand and will abide by the above Terms and Conditions for use of GRANBY PUBLIC SCHOOLS network services and the SCHOOL COMMITTEE'S Acceptable Use Policy.

Employee Name (Please Print)_____

Employee Signature _____ Date_____

IJNDD Social Networking Policy of the Granby Public Schools

Internet AUP still in force

This policy is adopted in addition to, and not as a substitute for, the School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources.

General Concerns

The Granby Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation between school/district employees and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator "friend" a student on Facebook, subscribe to a student's twitter, snap chat, tik tok, etc. accounts, regularly engage in email "chat" with a student, exchange text messages with students or engage in other electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's authority to maintain discipline, may encourage inappropriate behaviors and compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the school/district employees, as well as the school district's, ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden falls on the teacher to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

Expectations of Staff

With these concerns in mind, the Granby Public Schools has instituted this "Social Networking Policy," and announces its expectations for staff members' use of social networks such as but not limited to Facebook, Linked-in, Twitter, Snap Chat, Tik Tok, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

Before endeavoring to establish any social networking account, school/district employees should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to "privatize" the information they place online. You must educate yourself to these features of Facebook or any other social networking site you select. You will be responsible should any information you intended to be "private" becomes "public" due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.

You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in person

communication should be applied to online conversation: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly “private.”

The school district expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both your professional and personal life, to be sure that these lines never become blurred. For example, if the district does not maintain a web portal for staff to communicate outside of school hours as necessary with students and families, and an educator wishes to establish a Facebook or personal email account through which he or she will communicate with students, he or she should establish a Facebook identity and email identity that is separate from his/her “personal” Facebook identity or personal email account. He/she should only use his/her educational Facebook account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The “friends” associated with such educational Facebook account should only be members of the educational community, such as administrators, school/district employees, students, and parents of such students. It is strongly recommended that school/district employees will reject friend requests from individuals who do not fit into any of these categories.

At all times, and in the use of any form of communications, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational Facebook account, a teacher may not post confidential student information on the “wall”, the “information” section, or through any part of that Facebook account that would be accessible to other of the School/district employees Facebook “friends” associated with that account. If a teacher wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.

School/district employees are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. Use of one’s personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a teacher uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation. It only prevents the archiving of such messages through the school district’s automatic email archiving system. We again remind school/district employees that information sent or received by them, even through personal email or social network accounts that are related to their capacity as a school employee are still subject to public records retention, exemption and disclosure requirements.

If a teacher conveys school related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The teacher should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

No matter what medium of communication a teacher selects, he/she should adhere to appropriate

teacher/student boundaries. You are a role model, not a student's friend, you are his/her teacher, and you should always conduct yourself in accordance with this understanding.

This policy is not intended to infringe upon a school/district employees right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not as a citizen, restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.

School/district employees are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an educator. Any conduct, whether online or not, that reflects poorly upon the school district or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student, such contact is not outside of the school district's authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. A teacher may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing the district to vicarious liability in certain instances.

At the same time, the district recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which school/district employees serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstances, the district anticipates that school/district employees will make reasonable use of their cell phones or smartphones to convey time sensitive information on scheduling issues and the like.

School/district employees may not access their personal email accounts or private Facebook accounts using school district computer resources.

If you are communicating as an employee of the district in your online communications, you must be aware that readers will assume you "speak for the school district." Therefore, all of your online communications, when you are actually acting on behalf of the district, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the school district.

In the use of your Facebook account or other social networking site, you may not, without express permission from the superintendent of schools, use the school's logo, likeness or any school photographs or other property that belongs to the school.

References to "Facebook" are not included to limit application of their policy to use of that program. All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

IJNDC Internet Publications

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

A. Student photographs

- a. Student photographs may be published only with the written consent of the student's parent or guardian.
- b. Student photographs will not be accompanied by identifying information about the student(s).

B. Student work

- a. Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardians

C. Staff photographs, identifying information and work

- a. Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- b. Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC

IJOA Field Trips

All school rules as contained in the student handbook will be strictly enforced while all field trips are in progress.

EDUCATIONAL FIELD TRIPS: (DAY)

Educational field trips are by definition those which would enhance the curriculum for the student. These trips should be designed to stimulate student interest, inquiry, and provide opportunities for sound growth and development.

1. Teachers shall be encouraged to make field trips for instructional purposes with the approval of the Principal.
2. All out-of-state trips must be authorized by the School Committee thirty (30) days in advance of the trip.
3. Only licensed carriers (e.g., King Ward, Peter Pan, etc.) approved by the Principal or his/her designee are to be used in transporting students, faculty and chaperones.
4. Vans may be used to transport small groups of students with prior approval of the Principal.

EDUCATIONAL FIELD TRIPS (OVERNIGHT)

All student trips sponsored by the Granby Public Schools that are planned between the hours of midnight and 6:00 A.M. and/or any overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than thirty (30) days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with M.G.L. c 71, § 38R.

The Superintendent or his/her designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The school system will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the school system that allows verification of the subcontractor's qualifications.

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs", and do not count toward meeting structured learning time requirements. (See the Massachusetts Department of Education publication Student Learning Time Regulations Guide.)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-or-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school system should provide appropriate substitute activities for any students not participating.

CLASS TRIP

Class trips that comply with the following guidelines will be considered:

1. A class trip must include at least 40% of the class.
2. Each class will be limited to one officially designated class trip.
3. There should be one chaperone for every ten students; however, if there are fewer chaperones, each trip will be considered on an individual basis at the request of the Principal.
4. Class funds in the student activity account may be used to defer costs of the trip.
5. Each student must sign a trip permission form and each parent/guardian must sign a "hold harmless" agreement before the student is allowed on the trip.
6. An itinerary of the class trip will be submitted with the trip request. The itinerary will include relevant telephone numbers and addresses to be used in case of emergency.
7. All trips must be authorized by the School Committee in accordance with procedures outlined in B. Educational Field Trips (Overnight).

FOREIGN TRIPS

Although the School Committee recognizes the value of foreign travel, the School Committee assumes no responsibility for financial commitments, itinerary, arrangements, chaperone assignments, personal injuries, or personal inconveniences. Foreign travel constitutes a contractual arrangement between parent/guardian, student and responsible sponsors only.

Sponsor(s) of foreign travel must be a current employee of Granby Public Schools. School facilities may be scheduled at the discretion of the Principal for use after school hours by said individual or individuals to distribute relevant information about the program.

The dissemination of relevant information about the program shall include the following parental consent, release from liability and indemnity agreement. This agreement shall be signed by the parent:

[I, we] the undersigned [parent(s)/guardian(s)] of _____, a minor, do hereby consent to [his/her] participation in the foreign travel program offered by _____ and do forever release, acquit, discharge, and covenant to hold harmless the Town of Granby and/or the Granby Public Schools from any and all actions, causes

of actions, and claims on account of, or in any way growing out of, directly or indirectly, all known and unknown personal injuries or property damage which I/we may now or hereafter have as the parent of said minor, and also all claims or right of action for damages which said minor has or hereafter may acquire, either before or after [she, he] has reached [her, his] majority resulting from [her, his] participation in said program.

Signature _____

Date _____

GROUP FUNDRAISING

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

LEGAL REFS.: CHAPTER 346 OF THE ACTS OF 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00
SOURCE: MASC

Federal Motor Carrier Safety Administration (FMCSA) <http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist”) <http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense's approved list of motor carriers
<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

IJOA-E-1 Curriculum Related Field Trip Permission Form

Parental/Student Consent

I, the undersigned parent/guardian/legal representative of

_____ do hereby consent to his/her
Student's Name (Please Print)

participation in a field trip to: _____
Destination

on _____, I understand that this trip is part of the required curriculum and if
Date

permission is refused, the student will be required to attend school during the trip and to complete
an alternative educational assignment as determined by his/her teacher.

Signature of Parent

Signature of Student

Date

Date

Please note, in case of emergency we will contact the Emergency Information kept in our main office. If
your emergency contact information has changed please contact our main office immediately so we can
update our records.

IJOA-E-2 Class Permission Trip Form

Parental/Student Consent Release from Liability and Indemnity Agreement

I, the undersigned parent/guardian/legal representative of _____
(Student's Name Please Print)

do hereby consent to his/her participation in a voluntary trip to: _____

Destination

on _____, and in consideration of his/her being permitted to so participate, I, on
Date

behalf of myself, my heirs, my agents, my representatives, and on behalf of _____
(Student Name Please Print)

do forever RELEASE, acquit, discharge, and covenant to hold harmless, The Town of Granby and its employees, servants and agents, as well as the Granby School Committee, its former and current members, and its employees, servants, and agents, from any and all actions, rights of action, causes of action, charges, and/or claims, in any way related to, arising from and/or growing out of, directly or indirectly, all known or unknown personal injuries or property damage or death, which I may now or hereafter have as the parent/guardian/legal representative of said minor, as well as any actions, rights of actions, causes of action, charges, and/or claims which said minor has or hereafter may acquire, either before or after he/she reaches the age of majority, resulting from, relating to, or in any way connected to, his/her participation in this trip run by, sponsored by or related to the Town of Granby Public Schools.

In addition, I as parent/guardian/legal representative of said minor, agree to indemnify the Town of Granby, and its employees, servants and agents, as well as the Granby School Committee, its former and current members, and its employees, servants and agents, in the event that any action, charge and/or claim, is brought against the foregoing, which is in any way related to, arising from and/or growing out of, directly or indirectly, my son/daughter's participation in this trip run by, sponsored by or related to the Town of Granby Public Schools.

Signature of Parent

Signature of Student

Date

Date

IJOA-E-3 Field Trip Request Form

GRANBY PUBLIC SCHOOLS FIELD TRIP REQUEST FORM

Person requesting trip: _____ Date: _____

Type of trip: _____ School _____ Classroom _____

Date of trip: _____ Destination: _____ Grade Level _____

Purpose of trip: _____

Curriculum addressing: _____

of students: _____ # of staff: _____ # of chaperones: _____

Form of transportation required: ☐ School Bus ☐ Motor Bus ☐ None (Walking)

Bus Needs: # of Buses _____ # of Handicapped Buses _____ Other: _____

Time of departure: _____ Time of return: _____

***Communication must take place between the bus driver and all staff regarding accessing items off a parked bus. No one is to be on the bus without the bus driver.

Date transportation needs: _____ transportation \$ _____/bus = _____

Means of support (check all that apply): ☐ PTO Sponsored ☐ Sponsored by _____

☐ Student contribution = \$ _____ ☐ Cost per student = \$ _____

Principal's signature: _____ Date: _____ Approved: _____

(For out-of-state trips) Superintendent's signature: _____ Date: _____

Approved: _____

Date of approval by School Committee: _____

Cc: Nurse Leader; Kitchen; Accounts Payable; Supt's Office File

IJOA-E-4 Community Based Vocational Exploration Permission Form

I, _____, the parent/guardian of _____, understand and agree that _____ will be participating in a community-based vocational exploration program. The purpose of these experiences is to increase his/her understanding and awareness of potential career opportunities, develop job related skills and/or participate in activities to allow students to generalize skills learned. Through observation, interviewing, and activity based activities, he/she will gain information and knowledge about the worksite.

The exploration experiences will take place at the following times; Exploration Experience Times:

The Granby Public School District personnel (herein District) will supervise your child while at the site, and the District will provide transportation to the site and then back to the high school.

I understand and acknowledge that

- a.
- b.
- c.
- d.

The work-site business is under no obligation to provide insurance for my child; Work-site personnel are not trained or licensed as teachers;

Work-site personnel may have not been subjected to criminal history check or reference check, and even if they have been, due to confidentiality of personnel records, the District may not have been permitted to review those records; and

District personnel may not be present all the time that a student is at a work site.

I give permission for _____ to participate in the community-based vocational exploration program. In consideration of his/her being permitted to so participate, I on behalf of myself and the child, release the District and its employees, as well as the participating work-site business and its employees, from any claims relating in any way to my child's participation in the community-based vocational experience program.

Parent/Guardian Signature: _____ Date: _____

Signature of Student (if 18 or older): _____ Date: _____

Cc: Program File

IJOB Community Resource Persons/Speakers

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

IKAB Student Progress Reports to Parents/Guardians

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

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

In addition to the periodic reports, parents/guardians 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/guardians, and the Superintendent or designee, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC

IKB Homework

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

The purpose of homework is to improve the learning processes, to aid in the mastery of skills through individual practice, 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 is not to be used as a form of punishment under any circumstances.

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.

IKE Promotion and Retention of Student

The 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.

SOURCE: MASC

IKF Graduation Requirements

In order to graduate from Granby Junior Senior High School, a student must have earned at least 120 credits and complied with all state accountability requirements. Course requirements are the following:

Four years of English - 20 credits

Four years of Mathematics including completion of Algebra I or a Math equivalent - 20 credits

Lab-based science which may include technology/engineering - 15 credits

Three years of History/Social Science including World History and US History - 15 credits

10 credits of Physical Education

2.5 credits of Fine Arts

5.0 credits of Technology

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

LEGAL REFS.: M.G.L. [69:1D](#)

603 CMR [30:00](#)

SOURCE: MASC - Updated 2023

ADOPTED: December 2025

IKFE - Competency Determination Policy

I. Purpose and Alignment

This Competency Determination (CD) Policy has been developed in accordance with 603 CMR 30.00 and the July 2025 Massachusetts Department of Elementary and Secondary Education (DESE) Competency Determination Guidance and Policy Submission Process. The policy outlines how Granby Public Schools certifies that students have demonstrated mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

II. Definition of Full Credit and Mastery

- A. Earning Full Credit : Students earn full credit when they achieve a final course grade of 60% or higher or a rating of 'Meeting Expectations' in accordance with the district's grading policy.
- B. Showing Mastery : Students demonstrate mastery by successfully completing one of the following:
 - The final course assessment; or
 - A capstone or portfolio project; or
 - An equivalent measure identified in the course-level expectations and approved by the building principal.

III. Coursework Requirements

To satisfy the CD requirements, students must satisfactorily complete the equivalent of the coursework listed below and demonstrate mastery in each content area.

Content Area	Course Titles	Grade Level(s)	SCS Code	Notes
English Language Arts	English 9, English 10	9-10	01001	Aligns with 2017 MA ELA Standards
Mathematics	Algebra I, Geometry	8-10	02052, 02072	Middle School alignment permitted per DESE guidance
Science	Biology	9	03051	
U.S. History	U.S. History I or II	10-11	04101	Applies beginning with Class of 2027

The district maintains alignment between certified courses and DESE's Student Course Schedule (SCS) codes.

IV. Students with Disabilities

Students with disabilities will have equal opportunity to meet the CD requirements, including access to accommodations, modifications, or alternative demonstrations of mastery as outlined in

their Individualized Education Program (IEP). Students placed in out-of-district programs remain subject to the district's CD policy, and the district retains responsibility for certifying mastery and coursework completion.

V. English Learners

For English Learners at ACCESS Levels 1–2, the district may certify ESL courses that explicitly integrate grade-level English Language Arts standards and English Language Development (ELD) standards as meeting the ELA coursework requirement. Determinations are made collaboratively by the Director of Curriculum and the EL Coordinator and documented in the student's program of study.

VI. Late-Enrolling Students

Students entering Granby Public Schools after Grade 9 will undergo a transcript review conducted by the Guidance Department and Principal. When prior coursework equivalency cannot be verified, qualifying MCAS scores at the 'Meeting Expectations' or 'Exceeding Expectations' level may serve as evidence of mastery in limited cases, consistent with DESE audit policy.

VII. Appeals Process

A student or parent/guardian may appeal a CD determination in writing to the Principal within 30 school days of notification. The Principal will convene a review team (including Guidance, relevant Department Heads, and, if applicable, the Special Education Director) to review evidence of coursework, mastery, or exceptional circumstances. Written decisions will be provided within 15 school days. Appeals may be escalated to the Superintendent if unresolved.

VIII. Diploma Requests for Previously Enrolled Students (2003–2024)

Former students who previously earned a Certificate of Attainment but did not receive a diploma due to not meeting prior MCAS-based CD requirements may request a transcript review to determine eligibility under the current CD policy. Eligible students will be notified of this opportunity via the district website and local media postings.

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

CROSS REFS: Student Handbook
IKF, Graduation Requirements

SOURCE: MASC - 2025

ADOPTED: December 2025

IMB 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 ensure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by 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 forty-eight (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 parent/guardians 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 to non-school groups or individuals to make presentations in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the School Committee's policy on community use of school facilities.

No permission will be granted to 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.

IMD School Ceremonies and Observance

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 aspects 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 artwork 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.

IMG Animals in School

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

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

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

Educational Program

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

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students.

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 Granby Public Schools.

- Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).
- Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.
- Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.
- Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

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

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

Service Animals, Guide or Assistance Dogs

The Granby 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:

1. Assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
2. Alert individuals with hearing impairments to sounds;
3. Pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
4. Assist mobility-impaired individuals with balance.

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

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

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

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

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

SOURCE: MASC