SECTION I

INSTRUCTION

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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), professional development, and special services. The evaluation function involves data collection and synthesis and establishing future direction.

LEGAL REFS: 603 CMR 26:00

REC'D: NESDEC

Original Adoption: April, 2006

ACADEMIC FREEDOM

Academic freedom is the right of a teacher to be free from unreasonable restraints in research, publication, and classroom discussion. The student has the right to learn and to have access to all points of view; but these rights are not without limitation.

Both the teacher and student have a responsibility to comply with the requirements of the law and to abide by the School Committee policies and administrative regulations.

It is recognized that the application of the principle of academic freedom may result in controversial issues. Such situations occur in matters of interest in which there is no agreement approaching unanimity among students, teachers and community.

In the presentation of controversial issues, the teacher has the following responsibilities:

1. To provide a learning atmosphere which presents divergent points of view;

2. To be objective and impartial;

3. To present materials which are relevant to the subject area; and

4. To discuss issues which are appropriate to the students' level of ability and maturity.

LEGAL REFS: Constitution of the Commonwealth of Massachusetts

REC'D: NESDEC

Original Adoption: April, 2006

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent after sharing and discussion with the Milton Educators Association and then submitted to the School Committee for approval by May 1st of each year.

The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

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

State and federal laws require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. Mass. General Laws Chapter 151B, section 4 (1A) addresses this issue with respect to employees. With respect to students, Mass. General Laws Chapter 151C, section 2B reads in relevant part as follows:

1. Any student in an educational or vocational training institution who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

(Excerpted from memo from Commissioner Jeffrey Riley, August 21, 2021 https://www.doe.mass.edu/news/news.aspx?id=26188)

In the case of religious holidays that are not recognized with a holiday (day off) in MIlton Public Schools:

1. Whenever possible, Milton Public Schools will avoid scheduling district- or school-wide meetings (eg. Kindergarten Information Night) in conflict with a religious holiday, even if it is not a school holiday.
2. Parents/guardians are asked to notify teachers, in advance, when a student is planning to be absent in order to observe a religious holiday. In addition to absence from school, any absence from extracurricular activities, due to the observance of a religious holiday, will be considered as an excused absence.
3. Whenever possible, reasonable accommodations to the religious needs of students and employees in observance of holy days shall be made (eg. in the case of someone who is fasting for Ramadan).

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

LEGAL REFS:

M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations, 603 CMR 27.00, Adopted 12/20/94
CONTRACT REF: Collective Bargaining Agreement

Approved: March 17, 2022

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 after sharing and discussion with the Milton Teachers' Association and then set by the Committee.

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

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day unless bus schedules require earlier admittance.

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

CONTRACT REF: Collective Bargaining Agreement

REC'D: NESDEC

Adopted: April, 2006

CERTIFIED THERAPY ANIMALS

Certified therapy animals, which can be called comfort or social-emotional assistance animals and are not service animals as defined by Massachusetts law or Title II or Title III of the American Disabilities Act (ADA). This policy addresses these non-service animals that provide companionship, comfort and affection and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities. This policy also addresses certified therapy animals that provide people with therapeutic contact, to improve their physical, social, emotional, and/or cognitive functioning. Service animals are not restricted to the limitations in this policy. The ADA permits a student with a disability who uses a service animal to bring the animal to school.

A certified therapy animal may only be brought into a Milton Public School or any of its affiliated programs or facilities under the direction of the school principal or designee and with the permission of the Superintendent or their designee for instructional purposes. Instructional purposes are defined as "having animals present to support the learning strategies of a specific educational program". Other certified therapy animals, including requests for certified therapy animals from individuals, are not permitted in the Milton Public Schools.

All requests shall be submitted to the Superintendent in writing. The Superintendent or their designee reserves the right to request documentation supporting all requests. Such documentation may include documentation from a veterinarian that the certified therapy animal is in good health and up-to-date on all vaccinations as required by local ordinances and regulations.

If a request for a certified therapy animal is granted by the Superintendent or their designee, the owner of the certified therapy animal is responsible for ensuring that the certified therapy animal does not unduly interfere with school activities and is solely responsible for any damage to persons or school property caused by the certified therapy animal.

PROTOCOL FOR CERTIFIED THERAPY ANIMALS

At the request of the school principal or designee, a handler will apply to bring a certified therapy animal onto the Milton Public Schools property or to Milton Public Schools activities or events in writing. Approval must be received prior to the animal attending school activities or events or being present on school property.

1. A certified therapy animal may only be brought into a Milton Public School or any of its affiliated programs or facilities at the sole discretion of the Superintendent or his or her designee.
2. The handler must provide the following documentation prior to receiving approval:
    - Evidence from a veterinarian of the animal being up-to-date with required vaccinations, including rabies and receiving a clean bill of health.
    - Appropriate licensing from a local animal licensing authority.
    - Affirmation that the animal has regular flea prevention treatment and will be well-groomed while on school property or at school activities/events.
    - Evidence that the owner has liability insurance which would cover any damages or injuries caused by the animal's presence at school and/or school activities and events.
    - Statement that the handler is responsible for any damages caused by their certified therapy animal.
    - Evidence that any certified therapy animal has received a certified therapy animal certification from a national therapy animal organization. Exceptions may be made for certified therapy animal(s) undergoing training by the Milton Police Department to serve as a therapy animal for the benefit of the schools.
3. The certified therapy animals must be obedient, calm as well as affectionate and friendly to strangers.
4. The certified therapy animals will only be permitted in authorized areas within and outside of the school building.
5. When using a certified therapy animal in a school setting, the animal must always be under control of the handler with a leash no longer than four feet, unless holding such a leash would interfere with the certified therapy animal's safe, effective performance of its work or tasks. The handler shall maintain control of the certified therapy animal at all times and shall not tether the certified therapy animal to any individual or object. The school is not responsible for providing the handler or for handling the animal.
6. The handler and certified therapy animal will wear appropriate identification identifying them as a registered handler and certified therapy animal.
7. Volunteer handlers shall sign themselves and their certified therapy animal in upon arrival at any school and shall sign both out on departure from the building. Handlers who are Milton School Resource Officers shall sign their certified therapy animal in upon arrival and sign him/her out on their departure.

8. The handler shall not borrow money or personal items, or receive any personal gratuity, gift, or tip, such as money or jewelry from staff or students in the district.
9. The handlers of a certified therapy animal are responsible for the supervision and care of the animal while on school property including feeding, exercising, and cleaning up after the animal.
10. The school Principal will notify families, students, and staff whenever a certified therapy animal will be present on school property or at school activities and events. Families, students, and staff will have the opportunity to express their wish to avoid the certified therapy animal.
11. The handler shall remove the certified therapy animal to a separate area as designated by the school administrator in such instances where any student or school employee who suffers allergies or aversions is present in an office, hallway, or classroom. Students who are unable to participate in class activities will be provided with an alternative learning experience or be provided with accommodations, as appropriate.
12. The handler shall confirm whether or not there will be any other certified therapy animal(s) on site prior to scheduling any visit with a certified therapy animal and shall take steps with appropriate staff to ensure that the animals do not engage inappropriately while on school property. When multiple certified therapy animals are engaged in a planned activity on school district property, the handlers shall ensure that the animals have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure that the animals are each on a four-foot leash, given work space at least eight feet from each other, and are given no opportunity for contact or socialization with each other while working.
13. The Superintendent or his/her designee may withdraw approval for a certified therapy animal at any time at his/her sole discretion.
14. Exceptions to these provisions may be made by the Superintendent for the inclusion of the Milton Police Department's certified therapy animal in school-related activities and events.

First Reading: March 22, 2023

Second Reading and Approval: April 12, 2023

IE

ORGANIZATION OF INSTRUCTION

The Milton Public Schools offer a diversified educational program compatible with the needs of the students, and reflective of the best instructional practices and state standards.

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

REC'D: NESDEC

Adopted: April, 2006

DIVERSITY

The Milton Public Schools values a respect for human differences, including race, cultural, or linguistic background, religion, gender, gender identity or expression, gender conformity, transgender status, gender variance, socioeconomic status, learning skills, physical disabilities, diversity of viewpoint, and so on. We seek to build upon those differences as potential strengths for the individual, and for our community. Our schools welcome and respect the ideas, culture and heritage of Milton's residents and of our staff, teachers and students.

The Milton Public Schools recognize that learning thrives in an atmosphere of open debate and a thoughtful exchange of views. We celebrate the diversity within our schools and our community. We believe that our students benefit significantly from contact with teachers and other educators who can serve as multicultural role models and thereby further contribute to our students' educational success.

Accordingly the Milton School Committee reaffirms the policy of the Milton Public Schools to strengthen recognition of the importance of diversity in the Milton Public Schools (i) by recognizing the importance of diversity, and acknowledging that it is an evolving and complex notion; (ii) by promoting a shared, thoughtful and sensitive understanding of diversity priorities among our administrative staff, teachers, students, parents and community; (iii) by seeking to link our diversity objectives to our organizational and educational structure, training and curriculum; (iv) by fostering a shared responsibility for constructive communication concerning diversity within the schools and our community and recognizing that change must often be achieved on multiple levels; (v) by acknowledging that our students (and our school system as a whole) will benefit greatly from contact with teachers and others who will serve as multicultural role models; (vi) by confirming that affording our students the widest possible interaction with staff of diverse backgrounds will immeasurably contribute to the success of our educational programs, and (vii) by expressing our intent to strive for the development of a staff which not only reflects the demographic composition of our school population but also reflects our community at large.

The Committee believes that the creation of a constructive dialogue with respect to diversity and education is an important goal, and should assist in identifying challenges in a manner which avoids conflict and encourages mutual understanding.

In implementing this policy, the Committee recognizes that Massachusetts and Federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, religion, ancestry, age, sex, affectional or sexual orientation, gender, gender identity or expression, gender conformity, transgender status, gender variance, disability, or marital status. As stated elsewhere in its policies, this Committee is committed to equal opportunity for all in its hiring policies and intends to continue to broaden and deepen its commitment to racial, ethnic and other forms of diversity by actively promoting the hiring of candidates of color. Accordingly, the administration of the Milton Public Schools will continue to make every reasonable effort to hire part-time and full-time staff and teachers who reflect, understand, and are sensitive to this diversity within our schools.

Our formal plan for diversity is in our Strategic Plan. The Superintendent will report to the Committee on an annual basis and provide an update on the system’s hiring efforts.

ADOPTED: (November) 2001

CROSS REFERENCES:
A-3, Educational philosophy and core values
A-I2, Nondiscrimination
A-I3, Nondiscrimination on the basis of sex
A-I4, Nondiscrimination on the basis of handicap

LEGAL REFERENCES:
Title VI of the Civil Rights Act of 1064
Title VII of the Civil Rights Act of 1964
The Americans with Disabilities Act
Section 504 of the Rehabilitation Act of 1973
The Individuals with Disabilities Education Act
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972
Massachusetts General Laws, c. 151B
Massachusetts General Laws, c. 76, Section 5
Massachusetts General Laws, c. 71B

Readopted: November 9, 2016
Revised and Reapproved: February 27, 2019

CURRICULUM DEVELOPMENT

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

The Superintendent will develop curriculum development for the Milton Public Schools. The Superintendent will direct the creation of curriculum teams for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

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

REC'D: NESDEC

Original Adoption: April, 2006

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals and curriculum guidelines of the Milton Public Schools.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals and curriculum guidelines.

The School Committee shall be informed of all new courses and substantive revisions in curriculum.

The School Committee will receive a list of programs of studies annually.

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

REC'D: NESDEC

Original Adoption: April, 2006

BASIC INSTRUCTIONAL PROGRAM

Curricula

1. The curricula of the Milton Public Schools shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, genders, gender identities or expressions, and colors;

2. All school books, instructional and educational materials shall be reviewed for gender and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials;

3. Text and materials must reflect established Milton Public School curriculum goals and instructional programs;

4. School books, instructional and educational materials purchased after the date of 603 CMR 26.00 shall in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles; and

5. 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 gender, gender identity or expression, gender conformity, transgender status, or gender variance nor designed to have an adverse impact on members of either gender. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations.

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

Original Adoption: April, 2006
Readopted: November 9, 2016

PHYSICAL EDUCATION

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

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body;

2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life;

3. To increase appreciation of physical fitness and its importance in regard to good health; and

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

REC'D: NESDEC

Original Adoption: April, 2006

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.

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

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

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

REC'D: NESDEC

Original Adoption: January 24, 2005

HEALTH EDUCATION
(Exemption Procedure)

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

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

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

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

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

REC'D: NESDEC

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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

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

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

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee. Further, parents of middle and high school athletes and other adults such as coaches, athletic directors, athletic trainers and school nurses will receive educational materials on the potential dangers of opioid use and misuse. The educational materials shall also be distributed in written form to all students participating in an extracurricular athletic activity prior to the commencement of their athletic seasons.

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1; 71:96
CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

1st and 2nd Reading: August 24, 2016

Reapproved: August 23, 2017

SAMPLE NOTICE TO PARENT/GUARDIANS

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum. Our professional staff, under the guidance of the community health education advisory council, has developed this program. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well being of our students, and to help them make wise and informed decisions during their teenage years and beyond.

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

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

Under Massachusetts's law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

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

Sincerely,

Principal
[Phone Number]

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

REC'D: NESDEC

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment; and

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 still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

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

REF: Department of Education April - 1997 Sample Policy
REC'D: NESDEC

Original Adoption: January 24, 2005

IHAMD

MILTON PUBLIC SCHOOLS
WELLNESS POLICY
June, 2022

INTRODUCTION

The Milton Public Schools Wellness Policy is meant to actively promote the health and wellness of the school community.

In respect to students, we will support both their healthy development and readiness to learn. We recognize that by addressing the physical, social and emotional well-being of our students, that we will help them achieve academically and improve their life prospects.

We recognize that by promoting the health and wellness of school faculty and staff, we will improve morale and health and their ability to optimally contribute to the goals of the district.

GOALS

Our wellness goals will encompass:

- Fostering healthy nutrition habits and promotion of daily physical activity (i.e. exercise) of both students and faculty/staff
- Encouraging healthy student attitudes, decision-making, and responsible behaviors
- Providing life skills to guide students in their unique personal development and their efforts to mature socially, emotionally and ethically
- Linking students and parents/guardians to appropriate medical, behavioral, nutritional and physical health services
- Creating a supportive and safe school culture and physical environment

AREAS OF WELLNESS PROMOTION

In an effort to support these goals, the following areas of wellness promotion will guide the district:

1. Nutrition education

2. Food available on campus

3. Physical education

4. Physical activity before, during and after school

5. Health education and life skills for students and staff

6. Other school-based wellness activities

    a. Healthy and safe environment

    b. Social emotional well being

    c. Active transportation

1. Nutrition Education

Nutrition Education is recognized as an essential part of the comprehensive health education curriculum starting at the elementary level in order to foster lifelong healthy eating behaviors and to reduce the incidence of obesity. The Nutrition Education program will be reviewed on a regular basis within the context of Science, Health, Physical Education and Family and Consumer Science Curriculum. We commit to using the most updated nutritional information available for instruction.

2. Food Available on Campus

The Milton Public Schools recognizes that proper nutrition is related to students' physical well-being, growth, development and readiness to learn. Therefore, foods available on campus shall support and promote proper dietary habits, contributing to the student's health status and academic performance.

- All children shall have access to adequate and healthy meals on school days at reasonable prices. All meals will meet the USDA School meal nutrition standards.
- Free potable water is available by the cafeterias during meals.
- In addition to meals, all foods sold or offered comply with Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools and the USDA's Smart snacks nutritional standards, whichever is stricter.
- The Milton School System encourages the consumption of nutrient dense foods such as whole grains, fresh fruit, vegetables and dairy products. The Milton Food Service Program continually markets the breakfast and lunch program to all students.
- The USDA Smart Snacks in School standards build on healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day. All food and beverages made available at school stores and in the cafeteria from midnight the night before until 30 minutes following the end of the school day shall comply with Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools and the USDA's Smart Snacks nutritional standards, whichever is stricter.
- Soda and coffee shall not be sold or offered at any time in the school building to students. No food shall be allowed during the school day in the classroom with the exception of student's individual snacks from home.
- The school environment is safe, comfortable, pleasing and allows ample time and space for eating meals. Students should have a minimum of twenty minutes for lunch and a minimum of ten minutes for breakfast. All six schools offer breakfast 20 minutes before the start of the school day.

- All foods prepared on campus adhere to food safety and state sanitary code, Chapter X- Minimum Sanitation 105 CMR 590.000, standards for food establishments.
- Advertising messages in MPS shall be consistent and reinforce the objectives of the educational and nutritional environment goals of the school. Only marketing of those foods and beverages that may be sold on the school campus during the day shall be permitted in schools. Fundraisers that promote positive health behaviors such as non-food and nutritious food items, as well as extra-curricular activities that support physical activity shall be encouraged.

3. Physical Education

The MPS Physical Education Department (K-12) goal is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Quality physical education programs help to improve physical competencies, health-related fitness, self-responsibility, and foster enjoyment of physical activity for all students. The MPS Physical Education Department will provide students a curriculum that is approved by MPS and is aligned with MA DESE Frameworks and National Standards.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Physical education is an integral part of the total educational program from kindergarten through grade 12. Physical education contributes, primarily through movement experiences, to the total growth and development (including social and emotional skills) of all students. Student experiences are designed to meet the appropriate level of development and help students to become skillful movers who are physically fit. MPS shall provide opportunities for children to develop their potential for movement mastery in a variety of ways, not just within the context of games/activities. By challenging children to think, to operate creatively within limits of their own abilities, to solve problems collaboratively, to share thoughtfully, and show respect for self and consideration for others, our program provides a meaningful experience to the total education of the student.

- All physical education classes shall be taught by a highly qualified MA DESE licensed physical education teacher. All staff will adhere to MA DESE licensure requirements.

- Every MPS student, from kindergarten through 12th grade, shall receive regular, age-appropriate quality physical education. Physical Education classes will provide time for students to learn and practice skills and ongoing assessments will monitor student progress toward meeting grade level outcomes. Physical education shall provide safe and satisfying physical activity for all students, including those with special needs. Some special needs students (504, IEP) may require certain accommodations, where they participate in Physical Education class with an aide accompanying them. Other students may qualify for physical education in an Adapted Physical Education course (either testing into or out of APE by a licensed physical educator, physical therapist or occupational therapist) to be available at the elementary, middle and high school level. (Classes should be taught by a certified Adapted Physical Educator). Schools shall not use participation or non-participation in physical education classes or recess as a disciplinary consequence,
- Schools shall facilitate students' participation in physical education. The classes shall have students participating in physical activities that allow for moderate to vigorous intensity for at least 20 minutes during the allotted class period, in accordance with nationally recommended guidelines for overall health and cognitive benefits.
- Adequate professional development will be provided to teachers in order to sustain a quality physical education program and assess program effectiveness.
- Teachers will work collaboratively to provide consistency in teaching common learning objectives.
- Schools will strive to sustain an appropriate and safe student-teacher ratio.

4. Physical activity before, during and after school

Physical activity opportunities shall be offered to all students through appropriate and feasible before and after school enrichment programming through school-based and community collaboration.

- After-school programs shall include supervised, age-appropriate physical activities that appeal to a variety of interests.
- Schools shall ensure that students have adequate, appropriate space and safe, updated equipment to participate in structured physical education and activity.
- All MPS sport, exercise, fitness facilities and equipment on school grounds shall be regularly maintained to ensure safe use and operation by students and community members.
- Schools shall provide information to parents/guardians that includes, but is not limited to the school website, flyers and the principals' newsletter to help them promote and incorporate physical activity and healthy eating into their children's lives.
- Schools shall not use participation or non-participation in physical education classes or recess as a disciplinary consequence.
- Recess in each elementary school is structured so that the expectation is moderate to vigorous physical activity during free play and the play space is supervised by trained adults.

- Bike racks are available at all schools encouraging students to bike to school. School wide physical activity initiatives are encouraged (i.e. Walk/Bike to School Day)
- Physical activity will not be used or withheld as punishment.

5. Health Education and Life Skills

- MPS shall provide a planned, sequential health education curriculum to provide opportunities for students to acquire health literacy and life skills.
- At the Middle level (6-8), a life skills approach is taken to teaching students essentials of health education. Classes are taught by MA DESE licensed health educators. Units are taught using evidence-based curriculum.
- At the High School (9-12), students are required to take 4 years of health education to graduate. Classes are taught by MA DESE licensed health educators. Units are taught using evidence-based curriculum and encourage student engagement and reinforce self-awareness, responsibility in decision-making, problem solving, and peer resistance skills. Topics include substance abuse such as vaping education, and regular sex education. Any type of drug use is not permitted in the Milton Public School system.
- Offer opportunities to help with cessation counseling for substance abuse such as vaping.
- Staff Wellness**-** MPS shall strive to promote activities that help maintain and improve the physical and emotional health of staff. Information and activities shall focus on nutrition, exercise, overall health promotion, indoor air quality, and stress management.

6. Other School Based Activities

We will strive to meet quality standards for a Coordinated School Health approach as promoted by the U.S. Centers for Disease Control. These components include:

a. **Healthy and Safe Environment**- The physical environment of school buildings and grounds are an important factor in the health and safety of students, staff, and visitors. School buildings and grounds will be designed and maintained to be free of physical and environmental health and safety hazards, and to promote learning. Additionally, students will feel welcomed, included, and safe from physical and emotional harm or abuse.

b. **Social and Emotional Well-Being-** The MPS is dedicated to attending to the "Whole Child" within a "Whole School" environment. MPS works intentionally to support the emotional intelligence and social capabilities of its students, and to provide a school culture where every child feels appreciated, welcomed, supported and respected. The Youth Risk Behavior Survey, Youth Health Survey, or similar student health behavior assessment tool, will be administered every other year, at a minimum and made available to the public, at the high school level to address areas of concern and applaud areas of strength. This may be reflected in curricular and/or policy changes where necessary to provide the most current, best practices in health education that will address the areas of concern. A plan would be addressed upon updating the policy based on assessment results.

c. **Active Transportation**-The MPS will strive to accommodate all students parents/guardians, and school staff by creating active transportation opportunities. It is the desire of the District to encourage principles that contribute to the safety, health, and quality of life of students by providing greater opportunities for pedestrian and bicycle trips, including the availability of bike racks, and via formal participation in the Massachusetts Department of Transportation's Safe Routes to School program including but not limited to: safety training and ongoing walking/bicycling events.

d. **Family and Community Partnerships-**There is a positive relationship between family involvement and student success. The MPS will encourage caregivers to be involved in their student's learning and efficacy, and will provide families with the skills to be able to contribute to their children's success in school. In addition, the schools will inform and engage community members, businesses and organizations as partners so as to provide expanded learning, social and physical wellness opportunities throughout the year.

e. **Medical Services-** Milton Public Schools appreciates the critical relationship between health and academic success. School nurses and the athletic training staff play a vital role in assessing and promoting the health and safety of students. Using clinical knowledge and experience, they are also trained to handle many health conditions, and will do their best to ensure that students receive the medical and behavioral health care they need within the educational process. Each school will have a behavioral health team that meets weekly.

f. **Nutrition**-MPS shall integrate programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors. The Milton Schools protect the privacy of students who qualify for free or reduced priced meals. Meal Charge Policy (information pertaining to free/reduced priced meals) can be found under the Milton Food Service webpage or the Milton School Committee webpage. All food service staff will be offered annual training in compliance with USDA professional standards.

COORDINATION

The School Committee will establish a Health and Wellness Advisory Subcommittee composed of School Committee members, families, teachers, administrators, community members and students to plan, implement, and improve wellness policies and practices with the Milton Public Schools. They will serve as an Advisory Subcommittee to the Superintendent and Milton School Committee. The Milton Public Schools shall conduct an assessment, at least once every three years, to determine compliance, progress, implementation, and the extent to which this Wellness Policy compares to other model school wellness policies. The policy and assessments will be located on the school Food Service webpage and School Committee policy webpage.

CONCLUSION

The Milton Public Schools will provide a comprehensive learning environment for developing and practicing lifelong healthy behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence the students and staff's understanding, beliefs, and habits as they relate to making healthy life choices.

First Reading: January 3, 2018

Second Reading: January 17, 2018

Approved: January 17, 2018

Revised and Reapproved: June 15, 2022

SPECIAL EDUCATIONAL PROGRAMS AND ACCOMMODATIONS FOR CHILDREN WITH SPECIAL NEEDS

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

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three (3) through twenty one (21) who have not attained a high school diploma or its equivalent will be eligible for special education.

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

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

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

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

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

REC'D: NESDEC

HOMEBOUND INSTRUCTION

Home or hospital instruction shall be authorized by the Superintendent in the following situations:

1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than two consecutive weeks and who school personnel determine can educationally benefit from such a program; or

2. To any child whose educational needs, as determined by a case study and reviewed in a multi disciplinary staff conference, are most appropriately and effectively met by such a program.

REC'D: NESDEC

IHBG

HOME SCHOOLING

The Massachusetts General Laws require the School Committee to determine that a Home Education program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program. When a parent or guardian of a student below the age of sixteen (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:

Parents or Guardians planning to undertake a home education program for their children must inform the Milton Public Schools by submitting a homeschool plan in writing prior to commencing a home education program. Home education plans will be approved annually.

1. 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 and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment. Milton requests that the home education plans be submitted prior to **August 1st** of each school year.
2. The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The parent/guardian must provide the following information as part of the home education plan.

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/guardians; and
4. Periodic standardized testing of the children or other evidence of progress to ensure Educational progress and the attainment of minimum standards.

Home educated students do not participate in state testing programs such as MCAS and are not eligible to receive a Milton Public School Diploma.

Milton Public Schools is not responsible to supply textbooks or instructional materials to home schooling students.

A student being educated in a home-based program within the Milton Public Schools may have access to public school activities of an extra-curricular nature, only upon prior approval of the Superintendent or designee.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Milton Public School students only.

The home-schooled student who accesses Milton Public School athletics or extra-curricular activities after receiving approval from the Superintendent is subject to the following provisions that are consistent with MIAA guidelines:

- Signed Milton Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Milton Public Schools' rules and policies including MIAA guidelines
- A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan
- The home-schooled student is subject to all Milton High School eligibility standards as outlined in the student handbook and MIAA guidelines

LEGAL REFS: M.G.L. 69:1D; 76:1
CROSS REF: LBC
Original Adoption: April 4, 2006
Reapproved: February 27, 2019
Revised and Reapproved: March 27, 2019

IHBG-E
Also: LBC-E

APPLICATION FOR HOME INSTRUCTION
Notice of Intent to Pursue a Program of Home Education
Academic Year _____

Directions:

· Please read the School Committee policy on Home Education.

· Complete this form; attach any supportive documents; and forward it to the Superintendent of schools at least fourteen (14) days prior to the planned start of a home education program. Milton requests that the home education plans be submitted prior to **August 1st** of each school year**. This form must be submitted and approved by the Superintendent prior to removal of the student from school.**

1. Parents name(s) and address: _____
_____
Telephone: _____

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

Name _____ Grade _____ DOB_____
Name _____ Grade _____DOB_____

3. Teachers: Attach a statement describing the academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the home instructional program.

4. Subjects to be taught: Attach a description of each subject to be taught including the curriculum, scope, major goals and objectives for the child, the major materials and methods to be used in each area.

5. 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 for each subject taught. Please note: Massachusetts State Law requires a minimum of 900 hours for elementary and 990 for secondary per year of instructional time.

6. Materials and Methods: Attach a listing and description of the texts, workbooks, instructional aides and/or other materials used and methods and programs to be used. A sample of these materials would be extremely helpful (but not required) and will be returned to you. Milton Public Schools is not responsible to supply textbooks or instructional materials to home schooling students.

7. Evaluation: Check the method of assessment to be used, followed by a brief description. Only one form of assessment can be "required", but we are interested in your child's learning and this information would give us a better understanding of his/her progress.

□ Daily logs, journals, progress reports, portfolios or dated work samples

□ An independent report made by an individual acceptable to the Superintendent (or designee) and parent(s)/guardian(s)

□ Standardized test results (testing to be paid for by parent(s)/guardian(s)

8. Response by Superintendent of Schools: Ordinarily, you will receive a response to your proposal plan within fourteen (14) days from receipt of your application.

9. Meeting: As parents, you have the right to a meeting before the Superintendent of Schools or the Superintendent's Designee, if you wish, to allow you an opportunity to explain your plan further and answer questions about it. If you wish to take this option, please so state your wish below by providing two possible times when this would be convenient for you.

Yes, a meeting is requested. The following two possible dates and times are suggested by parents/guardians:

_____ _____

Date Time

_____ _____

Date Time

_____ _____

Date of Application Signature of Person Completing Application

REC'D: NESDEC

IHBH

ALTERNATIVE PROGRAMS

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

Definition

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

Development

Projects shall be developed by and through the administration with involvement of faculty, parents, community, and standards.

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

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

Approval

The Committee prior to implementation shall approve alternative programs.

REC'D: NESDEC
Adopted: January, 2005

IHBHE

REMOTE LEARNING

Remote learning may at times become an integral part of the Milton Public Schools Curriculum. The Administration shall develop internal policies and plans in accordance with this general policy.

I – Remote Learning

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

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

The remote learning plan will, to the extent possible:

- Support the wellbeing of students
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency with a focus on those disparately affected by the crisis;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Ensure instruction in accordance with Individual Education Plans to the extent practicable as per pertinent DESE guidance if applicable;
- Identify high risk subgroups and dedicated targeted support during the extended closure ;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;

- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the Superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Leverage existing collaborative processes to ensure a degree of uniformity in lessons and educational focus.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
    - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
    - equitable access to appropriate content for all students;
    - specific accommodations for students at high risk, including special education, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.

Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.

II – General:

Content produced for and/or accessed through the remote learning curriculum of the Milton Public Schools is the intellectual property of the Milton Public Schools. The duplication, recording, dissemination, or unauthorized alteration of this content is strictly prohibited. The Superintendent or their designee shall investigate any violations including but not limited to unauthorized use, dissemination, and alteration and refer the matter to law enforcement and/or discipline parties pursuant to the results of this investigation and in accordance with

the Student Handbook and other district discipline policies as needed. Explicit acceptance of these terms as part of Student Handbook review by students and parents/guardians shall be required. Alternative arrangements shall be made for students and parents/guardians unwilling to accept these terms.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)
15 U.S.C. §§ 6501–6506 Children's Online Privacy Protection Act (COPPA)

CROSS REFS.: EBCD – Emergency Closings
IGA – Curriculum Development
IGB – Support Services Programs
IHBEA – English Learner Education
IJND – Access to Digital Resources
IJNDB – Empowered Digital Use
IJNDC – Internet Publication
IJNDD – Policy on Social Media
IHBEA – English Language Learners
JB – Equal Educational Opportunities
JBB – Educational Equity
IGD – Curriculum Adoption

SOURCE: MASC – May 2020

First and Second Reading: August 26, 2020

SUMMER SCHOOLS

The Milton Public Schools will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the Milton Public Schools.

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

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

REC'D: NESDEC

ADVANCED COLLEGE PLACEMENT

It is the belief of the School Committee that any student who is capable of and wishes to do, college-level work while in high school should be permitted to do so and shall by given assistance in enrolling advanced courses.

REC'D: NESDEC

IIB

CLASS SIZE

The School Committee strongly believes that class size has bearing upon effective teaching.

The School Committee understands that achieving this goal is dependent upon the financial ability of the Milton Public Schools.

First Reading: December 8, 2009
Second Reading: January 12, 2010
Approved: January 12, 2010

IIC

INSTRUCTIONAL MATERIALS

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

The task of selecting instructional materials for programs will be delegated to the professional staff of the Milton Public Schools. Because instructional programs and materials are of great importance, the Committee will only approve those that meet the following criteria:

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, gender, gender identity, physical disabilities or sexual preference; and

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

LEGAL REF: M.G.L. 71:48; 71:49; 71:50
BESE Regulations 603 CMR 26.00

CROSS REF: KEC, Public Complaints about the Curriculum or Inst

REC'D: NESDEC

TEXTBOOK AND LIBRARY MATERIALS SELECTION AND ADOPTION

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

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

1. To advance the educational goals and objectives of the Milton Public Schools and particular objectives of the course program;

2. To contribute toward continuity, integration, and articulation of the curriculum; and

3. To establish a general framework for the particular course or program.

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

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

1. The needs of all learners must be provided for;

2. Attention should be given to gender roles depicted in the materials;

3. The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences;

4. If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view; and

5. Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REF: 71:48; 30B:7; 71:50
603 CMR 26:05
REC'D: NESDEC
Original Adoption: January 24, 2005

LIBRARY RESOURCES

The primary objective of the library is to implement 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 and computer software.

Criteria for Selection of Library Resources

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

1. Needs of the individual student based on knowledge of students and requests of parents and students;

2. Needs of the individual school based on knowledge of the curriculum of the school and requests from the professional staff;

3. 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;

4. Provision of materials of high artistic quality;

5. Provision of materials with superior format; and

6. Reputable, unbiased, professionally prepared selection aids are consulted as guides.

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

Disclosure of Information/Privacy of Circulation Records

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

Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

1. Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand;

2. Some materials contain factual material that is no longer accurate nor current;

3. 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);

4. Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal; and

5. Some materials have been superseded by newer items that present the same information but in superior format.

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

1. Made available to be used as resource or supplementary material by teachers;

2. Offered to other media centers in the School System, as it is possible that a material that lacks utility in one building may have some usefulness in another;

3. Contributed to appropriate charitable or educational agencies; and

4. 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.

REC'D: NESDEC
Original Adoption: January 24, 2005

ACCESS TO DIGITAL RESOURCES

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 Director of Technology, 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 an administrative review of electronic files and communications. In addition, guidelines shall prohibit the 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. All Milton Public School ("MPS" or "District") staff are required to to comply with the Children's Online Privacy Protection Act (COPPA),Children's Internet Protection Act (CIPA) the Federal Educational Rights Privacy Act (FERPA) and all other applicable laws in receiving or sharing any personally identifiable student information, including but not limited to academic and demographic information. Failure to comply with this policy may result in disciplinary action.

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 COPPA;
- Safety and security of minors when they are using e-mail, chat rooms, 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 Director of Technology 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.

Employees shall limit their use of personally identifiable student information, provided to them via various technology platforms, for educational and instructional purposes only. Employees shall refrain from sharing identifiable student data with any external parties who have not signed off on a privacy agreement with the district.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, 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

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

Original Adoption: November 9, 2017

Revised and Reapproved:
1st Reading: May 1, 2019
Second Reading and Approval: May 15, 2019

IJNDA

VIDEO USAGE IN CLASSROOMS

This policy should be distributed annually to all professionals and clerical staff in each school building. It should also be distributed to teaching assistants. The signature of each person to whom this policy is given should be secured acknowledging receipt of the same.

It is the policy of Milton Public Schools to provide the following directions for video use in the education of students:

I. VIDEO USAGE

A. Instructional Use**:** The primary use of videos is for instructional purposes. By law, any video that does not include "public performance rights" (something the Milton Public Schools purchased exclusively for classroom use) must comply with the "fair use" provision of copyright law, as outlined in the attachment to this policy statement. This requires that videos:

1. Be used with students in "face-to-face" instruction with the teacher;

2. Be correlated to Milton Public Schools Curriculum Guidelines;

3. Be shown in a normal instructional setting, (not in large group settings such as in an auditorium or assembly hall); and

4. Not be shown for commercial purpose, reward, entertainment, fund raising, or the charging of admission.

B. Non-instructional Use**:** Only videos that include "public performance rights" may be used for reward and entertainment. The building Principal must approve videos shown solely for reward or entertainment.

II. VIDEO RATINGS

A. Elementary schools may only show "G" rated videos.

B. Middle Schools

1. May show "G" rated videos;

2. May show "P.G." rated videos with approval of building administrator; and

3. May not show videos with more restrictive ratings (e.g. P.G.13, R, NC-17, X).

C. Milton High School

1. May show "G", "P.G.", & "P.G.13" videos;

2. May show "R" rated videos with approval of building Principal and permission of parent or guardian;

3. May not show any video with more restrictive ratings (e.g. NC-17, X).

D. All Schools

Videos requiring sign-off as indicated above may be shown in classrooms where appropriate for instructional purposes, provided that the building principal has given approval in writing and written permission has been received from the parents/guardians of students who will watch same. Included with the permission slip sent to parents/guardians will be an explanation by the teacher of the content of the video to be watched by students.

III. VIDEO SOURCES

A. Any video from a Milton Public Schools catalog media center may be shown to students. (Grade level recommendations should be observed);

B. All videos legally purchased by the school media centers may be shown if approved for purchase by a building principal;

C. Commercially rented videos carry individual restrictions and may not be shown; and

D. Privately owned videos may not be shown unless approved by a building principal.

IV. EFFECTIVE VIDEO UTILIZATION

A. All videos must be previewed by the teacher before showing;

B. Intended instructional outcomes must be written and filed on related Instructional Plans specifically identifying benchmarks from the Milton Public Schools Curriculum Guidelines to be addressed; and

C. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform students of the instructional purposes, stop and start video to integrate other instructional activities, use pre/post questions and discussions and assessment, etc.).

*see attached FAIR USE GUIDELINES FOR EDUCATORS
SOURCE: National School Board Association
REC'D: NESDEC

INTERNET ACCEPTABLE USE POLICY

The Milton Public Schools Internet Acceptable Use Policy is as follows:

Internet access is available through the Milton Public Schools' computer network. The purpose of this is to support the educational programs by providing students and teachers with access to unique resources available through the Internet and the World Wide Web. All uses of Milton's Internet access and computer facilities must be in support of and consistent with the educational mission of the Milton Public Schools.

Access to the Internet is a privilege, not a right. Adherence to these Internet guidelines is a condition for a student's access to the Internet. Failure to abide by these guidelines may subject users to termination of their Milton Public Schools computer network accounts, including Google Apps for Education/G Suite accounts, email accounts, and accounts with other district-provided services.

All who use Milton's Internet access are expected to read and follow these guidelines. By signing the handbook receipt, parents and students are stipulating that they have read these guidelines and agree to adhere to them. All student use of the Internet is to be conducted under faculty supervision. However, faculty members are not expected to monitor a student's use at every moment. Every student is expected to take responsibility for his or her appropriate use of the Internet.

All students will be provided a miltonps.org network login ID and password that they should not share with other students. Students are expected to take individual responsibility for his or her appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Milton Public Schools. Any violation of the conditions and rules may result in disciplinary and/or legal action.

All miltonps.org e-mail and other Internet files and records may be accessed and examined by administrators. Administration retains the right to inspect any user's virtual hard drive, school-owned computer, Internet history, or email (whether through a town server or through Google Apps for Education/G Suite) if a suspected violation of the network technology policy or any other district policy has occurred.

Administrators will also advise law enforcement agencies of illegal activities conducted through the MPS computer network and will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the Milton Public Schools computer network. No one should assume that their use of the Milton Public Schools Internet will be private. In keeping with state and federal laws regarding public

records, users should be aware that data and messages are regularly archived, even if they appear to have been deleted locally. In addition, an Internet firewall automatically checks all data moving between the local area network and the Internet and logs the sending and receiving destinations.

Network users should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Content filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students and staff from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the risks or disadvantages. Ultimately, teachers, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate reasons or under false pretenses. The Milton Public Schools cannot screen the Internet for all such inappropriate applications. Consequently students must be cautious and prudent about supplying personal information and arranging personal meetings. Students should never arrange a personal meeting with someone whom they meet online without parents' or guardians' knowledge and approval. Students should promptly inform their teacher or administrator about any online communication that the student feels is threatening, harassing, or otherwise inappropriate.

Network users are expected to abide by generally accepted rules of Internet etiquette as well as rules of school decorum. These include common courtesy and the avoidance of vulgar or offensive language. The following are unacceptable uses of Milton's Internet access, network devices, computers, tablets and other infrastructure:

1. Posting private or personal information about another person or yourself.
2. Attempting to log on through another person's email account or to access another person's files.
3. Accessing or transmitting obscene or pornographic material.
4. Posting chain letters or spamming, i.e., sending unsolicited or annoying messages to large numbers of people.
5. Participating in communications that facilitate any form of criminal activity, such as, but not limited to, the illegal sale or use of drugs or alcohol, gang activity, sexual harassment, threats, or any other forms of intimidation.
6. Plagiarizing any material; the rules for plagiarism that are stated in this handbook are also applicable to students' use of the Internet.
7. Infringing copyrights, i.e., inappropriately reproducing or transmitting material protected by copyright.

8. Participating in any and all commercial activities that are not directly related to the educational purposes of the Milton Public Schools, unless specifically approved in advance by the school's Administration.
9. Damaging or modifying MPS computers, computer systems or computer networks.
10. Removing MPS hardware and/or software from school premises without prior written consent from the school Principal or his/her designee.
11. Using any form of proxy and/or filtering avoidance software, hardware, or website.
12. Using others' passwords and/or impersonating another user.
13. Trespassing in others' folders, work or files.
14. Gaining unauthorized access to MPS or others computer, server, or telecommunications networks.
15. Interfering with the operations of technology resources.

Consequences: Failure to adhere to these guidelines, conditions and rules of this Acceptable Use Policy will result in disciplinary and/or legal action, according to the Code of Conduct.

Disclaimers
The Milton Public Schools disclaim all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of a student's Internet use, and for the consequences of a student's Internet use. Students may, however, be disciplined and may face academic consequences as well as prosecution for violating this policy.

The Milton Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of equipment damaged by malicious or inappropriate use as defined by this policy. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. Use of all technology and networks is at one's own risk. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

Original Adoption: January, 2005
Reapproved:
First Reading: April 25, 2018
Second Reading: May 2, 2018

FAIR USE GUIDELINES FOR OFF-AIR RECORDING OF BROADCAST PROGRAMMING FOR EDUCATIONAL PURPOSES

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single buildings, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days –not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions-within the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of, and used by, individual teachers, and may be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recording may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluative purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

SOURCE: The foregoing section on television programs is copied from the publication FAIR USE GUIDELINES FOR EDUCATORS; Books and periodicals, Music, Off-Air Recording of Broadcasts, Multimedia Distance Learning Digital Images, Software. This publication was compiled by Linda K. Enghagen, J.D., and has been distributed to educators by the National Education Association, copyright 1997.

REC'D: NESDEC

IJNDB-E

USER AGREEMENT FOR PARTICIPATION IN AN ELECTRONIC COMMUNICATIONS SYSTEM

This user agreement must be renewed each academic year.

Users Name:
Grade level:
School:

I have read the Milton Public School's Internet Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment, and criminal prosecution.

Signature: _____

Parent/Guardian Sponsor

I have read the Milton Public School's Internet Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the Milton Public School's system/network, and in consideration for having access to the public networks, I hereby release the Milton Public Schools, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the Milton Public School's policy and administrative procedures.

___ I give permission for my child to participate in the Milton Public School's system/network.

___ I do not give permission for my child to participate in the Milton Public School's system/network.

___I give permission for my child's name to appear on their student web page should one be developed.

___ I give permission for my child's photo to appear on their student web page should one be developed.

Signature of parent/guardian: _____

****

This space reserved for system administrator.
Assigned User name:
Assigned password:

Milton Public Schools
Empowered Digital Use Policy

The Milton Public Schools Empowered Digital Use Policy (EUP) is designed to promote positive use of technology by students throughout the district. In order to develop a digital footprint that reflects the values of the district and be ethical digital citizens students will:

1. **Be empowered.** Solve problems, create something awesome and share ideas.
2. **Be courteous.** Help foster a school community that is respectful and kind. Give credit where it is due.
3. **Be smart and be safe.** Use technology in ways that are appropriate and ways that you would be proud to show your family and teachers.
4. **Be careful and gentle.** Technology tools can be fragile. Help us take care of our devices and networks.

It should be noted that this Empowered Digital Use Policy is in addition to the Acceptable Use Policy & Social Networking Policy, not in place of.

First Reading: May 2, 2018
Second Reading: May 16, 2018

Social Networking Policy of the Milton Public Schools

I. Internet Acceptable Use Policy 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 technology resources.

II. General Concerns

It is the policy of the Milton Public School District to maintain the professionalism and appropriateness of electronic and/or online communications between students and staff, teachers and coaches at all times. The District recognizes that there are efficient and appropriate means of communication available to staff/teachers/coaches who need to contact students. The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the online, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process and which uphold the values and policies of the Milton Public Schools.

The Milton Public Schools recognizes the proliferation of online communication and that such conversation may occur between teachers 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. It is important that teachers, staff and coaches are always able to retain the authority and ability to maintain discipline, encourage appropriate behaviors and 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 teacher's, 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.

III. Expectations of Staff

With these concerns in mind, the Milton Public Schools has instituted this "Social Networking Policy," and announces its expectations for staff members' use of social networks including but not limited to Facebook, Linkedin, Twitter, Instagram, Tik Tok, Snapchat, personal email accounts, cell phones/smartphone, texting , use of blogs, and other electronic or technology-based communication systems.

It is acknowledged that there may be instances where communication with personal cell phones or via personal email is warranted. These actions should only occur when necessitated by school-related matters outside of regular school hours and may not be personal in nature. In such limited circumstances, the district anticipates that teachers will make reasonable use of their cell phones/smartphones to convey time-sensitive information on scheduling issues and the like.

Examples of situations which might be appropriate to involve the provision of a personal phone number to a student and/or the collection of one or more student phone numbers are:
a) a field trip where a teacher might provide one or more students with the number in case a group of students might get separated from the main group
b) a coach who needs to contact or convey information to team captains, or send an emergency text message to the team
c) at school-sponsored events for which teachers serve as duly appointed advisors and 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.

Except as articulated above in this section, teachers are discouraged from using home telephones, personal cell phones/smartphones or personal email 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.

The following is a representative list of ***guiding principles, procedures and specific prohibitions of this*** policy:

- Improper interactions with students using social media and similar internet sites, social networks, or via smartphone or other electronic communication devices.

a) All electronic contacts with students should be through the district's computer and telephone systems, except in emergency situations.

b) All contact and messages by coaches with team members shall be sent to all team members ***or to team captains***, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal. It is appropriate for teachers and/or coaches to send a group mail email alert to notify parents/guardians of club or sport cancellations or time changes using an official school email account unless an urgent situation requires the use of a personal email account ***as noted above***.

- Teachers, staff and coaches may not list current students as "friends" on networking sites.

- Staff/teachers/coaches shall not respond to social network invitations from current students.

- Teachers, staff and coaches will not give out their private cell phone or home phone numbers without prior approval of the District ***or as noted above***.

- Teachers may not access their personal email accounts ***except to access a calendar such as Google Calendar to schedule appointments with a parent or a student*** or private social networking accounts using school district computer resources.

- Posting items with sexual content.

- Posting items exhibiting or advocating use of drugs and alcohol.

- Posting examples of inappropriate behavior from other districts as behavior to avoid.

Before endeavoring to establish any social networking account, teachers 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 ***should also be aware*** 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. Advance approval to create a school/class social network account should be obtained from the responsible school principal. The School Principal will notify the Superintendent of any such requests. Once approval is obtained, the educator should only use his/her educational social networking account to communicate with students and/or parents and guardians on matters directly related to education. The "friends" associated with such educational social networking account should only be members of the educational community, such as administrators, teachers, students, and parents of such students. It is required that teachers 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 social networking account, a teacher may not post confidential student information on the "wall,", the "information" section, or through any part of the social networking account that could be accessible by other "friends" associated with that account. If a teacher wishes to communicate privately with a student through the educational social networking account, such communication shall be conveyed only through the private email/message feature of the social networking account, so that only the student may view the message and respond to it.

Teachers 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. 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 teachers 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/guardians 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 safeguard 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 teacher's 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 complies with any applicable laws, policies or regulations. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee of the Milton Public Schools and as such 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.

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 any 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.

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.

The Superintendent or her/his designees will periodically conduct internet searches to see if teachers, staff or coaches have posted inappropriate materials online. When inappropriate use

of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination. Any such discipline will be conducted in accordance with collective bargaining agreements and state and federal law.

Original Approval: July 25, 2012
Re-approval: November 9, 2017
Reapproval: May 2, 2018
Revised and Reapproved: August 25, 2021

IJOA

FIELD TRIPS

The Superintendent shall establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. Nursing service is provided if students with serious health needs are on the trip (as determined by the nurse).
6. Academic arrangements are made for students not participating in the field trip.

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

Field Trips during the School Day

The School Committee encourages instructional field trips during the school day which are planned, prepared for, and followed up on in order to provide real-life experiences that enrich the curriculum for students.

Out-of-state Field Trips and/or Field Trips Requiring Overnight Accommodations

Any out-of-state field trips and/or field trips requiring overnight accommodations must meet the educational objectives of the system, be carefully planned and coordinated and may not seriously disrupt the educational program of non-participating students. Such field trips must receive preliminary approval from the Principal and final approval from the School Committee using the criteria listed below. Such field trips must not involve students and parents in any fund raising activity relative to the trip until the Principal has given preliminary approval for the trip. The procedure for seeking approval is as follows:

1. Preliminary approval requests must be submitted in writing to the Principal and then forwarded to the Superintendent.
2. Final approval requests must be submitted to the Superintendent and School Committee at least sixty (60) days prior to the trip.

Preliminary Approval Requests

Preliminary approval requests must be submitted, in writing to the Principal, by the individual(s) coordinating the field trip and must include:

1. A statement of the educational objectives of the trip.
2. A description of how the safety of students will be maintained.
3. A proposed budget including cost to students and sources of finances.

4. An estimate of the number of students and adults participating.
5. A general plan or schedule for the trip.
6. Procedures for emergency notification to Superintendent and parents in the event an emergency should occur while on the trip.
7. Procedures for students to use if separated from group while on the trip.
8. Nursing services for all students less than high school age.

Final Approval Requests

Final approval requests must be submitted, in writing to the Superintendent and School Committee, by the individual(s) coordinating the field trip at least sixty (60) days prior to trip and must include:

1. A detailed itinerary of the trip including educational activities, accommodations, and travel arrangements.
2. A description of how the safety of students will be maintained.
3. Planned adult supervision.
4. A detailed budget including receipts and disbursements anticipated.
5. A statement that all the above details have been provided to the parents and students, and that written approval for the trip has been granted from the parent or guardian of each student involved and that all pertinent and emergency information has been provided.
6. An estimated number of students participating in the field trip.

Final approval will then be granted by a vote of the School Committee

Short Notice Trips

From time to time, invitations to out of state or overnight events may be extended to students with less than 60 days of advance warning (i.e. an invitation to a regional athletic event). These invitations will be dealt with on a case-by-case basis.

In the event that there is an intervening School Committee meeting, final approval will be granted by the School Committee.

In the event there is no intervening School Committee meeting, final approval can be granted by the Chair of the School Committee in consultation with the Superintendent.

In-State Athletic or Academic Competitions

In-state day trips that involve athletic or academic competitions are not covered by this policy.

Student and Employee Conduct

All students and employees must adhere to Milton Public Schools rules, regulations, code of conduct, and policies during all field trips.

Financial Accountability

Final approval forms should be signed by the Principal and held pending final distribution of funds. A statement of final accountability must be submitted by the authorized trip sponsor (as defined in Policy DC Cash Management) promptly after the completion of the trip, either to the business office or the student activities account, depending on the source of funds.

Final accountability statements should include at least the following: date; notation of advance funds received (if applicable – amount, date and check number); complete listing of itemized expenditures paid – together with documentary evidence of payment; totals of cash or checks expended; notation and totals of credit card or open account expenses (if applicable); the amount returned to the student activities account or revolving fund if advances received exceed documented expenditures; the amount of additional reimbursement requested if travel expenses incurred exceed travel advances received; signature of person completing final accountability statement and signature of the Principal or their designee to indicate that there has been an acceptable final accountability.

REC'D: NESDEC
1st Reading: January 6, 2016
2nd Reading - January 20, 2016
Approval: January 20, 2016

First and Second Reading for Reapproval: August 13, 2018

SCHOOL VOLUNTEERS

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

CROSS REF: ADDA C.O.R.I. REQUIREMENTS

REC'D: NESDEC

Original Adoption: January 24, 2005

EXPENDABLE SUPPLIES

General instructional supplies, including paper, pens, pencils, art materials, standardized tests, lumber and other Industrial Arts supplies, and home-making supplies shall be furnished without charge to all pupils for their regular class projects. The pupils shall pay for materials used for projects of their own selection.

REC'D: NESDEC

Original Adoption: January 24, 2005

IJQ

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

1. Religion – Factual, unbiased material on religions has a place in school libraries;
2. Ideologies – Libraries should, with no thought toward swaying reader judgment, make available a balance 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.

3. 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 the Milton Public Schools adopted procedures.

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

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

If an individual or 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 Principal and Superintendent have 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.

REC'D: NESDEC
Original Adoption: January 24, 2005

ACADEMIC ACHIEVEMENT

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

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

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

1. Parents be informed regularly, and at least four times a year, of the progress their children are making in school;

2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;

3. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance;

4. At comparable levels, the Milton Public Schools will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers; and

6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

REC'D: NESDEC
Original Adoption: January 24, 2005

HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work in the study hall or home.

Homework shall be regarded as an integral part of the school program. It shall also be regarded as an important liaison between the school program and the objectives of instruction.

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

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

Teachers should make meaningful homework assignments. The purposes should always be clearly understood by both the teacher and pupil.

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

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

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when they are readily available and the student has had instruction in the use of them. Homework is not to be used as a form of punishment under any circumstances.

REC'D: NESDEC
Original Adoption: January 24, 2005

PROMOTION AND RETENTION OF STUDENTS

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. Research in retention indicates that this alternative shall be used only under extenuating circumstances. In general, retention shall not occur until all other alternatives have been deemed inadequate and/or unworkable. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the building Principal.

REC'D: NESDEC
Original Adoption: January 24, 2005

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

1. Determine educational needs and provide information for planning;

2. Indicate instructional strengths and weaknesses;

3. To check on the suitability of programs in terms of community requirements;

4. Show the relationship between achievement and the system's stated goals; and

5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies or school systems;

2. Study of school achievement records;

3. Study of students' high school and dropout records;

4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the Milton Public Schools must be approved in advance by the School Committee;

5. Teacher and parent evaluation of student behavior;

6. State Department of Education specialists and services;

7. Evaluation by the regional accrediting association; and

8. Evaluation by other agencies.

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

REC'D: NESDEC
Original Adoption: January 24, 2005

TESTING

Testing shall be carried out to provide information on the basic items of (1) learner educational needs, and (2) learner educational achievement.

Testing programs shall be designed as an integral part of the needs assessment and evaluation programs. They shall be developed primarily for furnishing needed information to decision makers, including the School Committee, administrators, teachers, parents, and students. The needs of these various users shall be clearly identified and the testing programs shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of testing programs. In their planning, every effort shall be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free or culture-fair tests to assure that measurements are reasonably accurate. Learning goals and objectives shall provide the guidelines for determining tests to be utilized, including questions of where, when, and how to use culture-free/culture-fair tests.

Standardized achievement tests shall be given frequently enough to adequately monitor student progress and to evaluate the effectiveness of the curriculum and instruction. Students will be tested in specific academic areas, at the appropriate grade levels, according to the Massachusetts Comprehensive Assessment System established by the Massachusetts Department of Education.

REC'D: NESDEC
Original Adoption: January 24, 2005

SCHOOL SYSTEM PROGRAM ASSESSMENTS

A Milton Public Schools program of testing for assessment/evaluation shall be coordinated throughout the Milton Public Schools by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

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

REC'D: NESDEC

Original Adoption: January 24, 2005

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required to submit to any survey, analyses, or evaluation that reveals information concerning:

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

Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

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

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

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

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h CROSS REF.: JRA, Student Records
SOURCE: MASC February 2018

First Reading: February 6, 2019

Second Reading and Approval: February 27, 2019

Revised and Reapproved November 3, 2021

TEACHING ACTIVITIES/PRESENTATIONS

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

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

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

REC'D: NESDEC
Original Adoption: January 24, 2005

PLAN BOOKS AND PLANNING

Teachers shall keep plans that are up to date and accessible. An outline of the unit of work to be covered and substitute plans will be extremely helpful should it be necessary to obtain a substitute. The teacher's weekly program shall be kept up to date for every structured class.

Principals and other supervisors shall work with teachers as often as possible to provide professional assistance, ideas, or advice in planning projects.

REC'D: NESDEC
Original Adoption: January 24, 2005

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum;

2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view;

3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis;

4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions;

5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s); and

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 parents and two faculty members; and

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

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

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

The 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.

REC'D: NESDEC
Original Adoption: January 24, 2005

IMD

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging 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. A student's choice of such subject matter should not preclude recognition or display of his/her work.

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

LEGAL REF: 603 CMR 26:05

REC'D: NESDEC
Original Adoption: January 24, 2005

PLEDGE OF ALLEGIANCE

During the homeroom period each morning, the Pledge of Allegiance will be given. Everyone is urged to rise and participate. People in corridors or areas where there are no flags should show proper respect by remaining still and silent.

REC'D: NESDEC
Original Adoption: January 24, 2005

FLAG DISPLAYS

The United States flag shall be flown during school hours each school day and on election days when the school may be closed to pupils. The flags shall be handled with proper respect at all times.

REC'D: NESDEC
Original Adoption: January 24, 2005

RELIGIOUS HOLIDAYS

The Milton Public Schools is committed to a policy of educating children by helping them to develop an awareness and appreciation for the religious convictions of all people in our diverse society. It is essential that staff, students, parents, and citizens respect the right of each individual to practice his/her respective religion without fear of embarrassment, harm or inconvenience.

In demonstrating belief in this principle, the Milton Public Schools shall utilize every opportunity to develop religious harmony with in the school and community by adjusting instructional activities and refraining from testing, issuing homework, and scheduling extracurricular activities on the following Religious Holidays:

Passover	Rosh Hashanah
Easter	Yom Kippur
Good Friday	Christmas

REC'D: NESDEC

Original Adoption: January 24, 2005