

**File: IHBF - HOMEBOUND INSTRUCTION**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

The schools may furnish homebound instruction ~~to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem.~~ ~~To~~ any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school, ~~he/she~~ they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the ~~appropriate administrator~~ Director of Student Support Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

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

SOURCE: MASC – June 2020

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SOURCE: MASC – June 2020

**File: IHBH - ALTERNATIVE SCHOOL PROGRAMS**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

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

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

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

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:37I; 71:37J

603 CMR 17.00

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

Definition¶¶

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

Development¶¶

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

~~Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.¶¶~~

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

Approval¶¶

~~Alternative programs shall be approved by the Regional School Committee prior to implementation.¶~~



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603 CMR 17.00

**File: IHBHE - REMOTE LEARNING**

**Reviewed for PSC – MASC only/new to KP - SC 1st Reading 12/7/2020**

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

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available 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 [Regional sSchool eCommittee](#) to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and [pPrincipals](#) to ensure the continuing education of students at all levels, including:
  - o use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
  - o equitable access to appropriate content for all students;
  - o specific accommodations for students at high risk, including students receiving ~~clients~~ special education services, students with disabilities, English 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.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

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

SOURCE: MASC - May 2020



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- Consult with administrators and Principals to ensure the continuing education of students at all levels, including:
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[IHBEA](#) - English Language Learners

[JB](#) - Equal Educational Opportunities

[JBB](#) - Educational Equity

SOURCE: MASC - May 2020

**File: IHCA - SUMMER SCHOOLS**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

The Regional School District ~~may conduct~~ ~~shall make available~~ summer sessions available 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~~ ~~The~~ ~~the~~ focus of the program will be remedial work, enrichment, or make-up purposes.

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

¶

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. [71:28](#)



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SOURCE: MASC

LEGAL REF.: M.G.L. [71:28](#)

**File: IJ - INSTRUCTIONAL MATERIALS**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

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

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

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

**SOURCE: MASC October 2016**

LEGAL REFS.: M.G.L. [30B:7](#); [71:48](#); [71:49](#); [71:50](#)

**BESE regulations 603 CMR 26.00**

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

~~[AC](#), Nondiscrimination, [JB](#), Equal Educational Opportunities, JBA, Student To Student Harassment, [JJ](#)~~

~~[JFBB](#), School Choice, [JJ/JJ-E](#), Co-Curricular and Extra-Curricular Activities [JJ](#)~~

~~Approved 11/7/16 [JJ](#)~~

Note: A broad policy, such as the sample above, can establish the framework for the selection and adoption of all instructional materials used in the school district. Regulations, however, might be needed to cover procedures for selection of textbooks and supplementary and library materials.

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



**File: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

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

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

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

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

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

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

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

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

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

**SOURCE: MASC**

~~Approved 11/7/16~~

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SOURCE: MASC



## File: IJL - LIBRARY MATERIALS SELECTION AND ADOPTION

### **Reviewed for PSC - SC 1st Reading 12/7/2020**

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

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

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

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with **Regional** School Committee policy on complaints about instructional materials. (Reference [H-R](#))

**SOURCE: MASC**

LEGAL REFS.: 603 CMR [26:05](#)

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

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## File: IJLA - LIBRARY RESOURCES

### **Reviewed for PSC - SC 1st Reading 12/7/2020**

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

#### Definition of Library Resources

Library resources are those ~~materials, both print, and non-print,~~ and digital materials found in school libraries, which support curricular and personal information needs. ~~Print items include books, ebooks, magazines, newspapers, pamphlets, microfiche or microfilm. Non print items include films, electronic storage, prints, audiotapes, videotapes, CDs, and computer software.~~

#### Criteria for Selection of Library Resources

The criteria for selection of library resources in the ~~D~~istrict are:

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

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the ~~D~~istrict 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 which 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.
5. Some materials have been superseded by newer items which present the same information, but in superior format.

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

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

SOURCE: MASC October 2016

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SOURCE: MASC October 2016



**File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

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

CROSS REFS.: [ADDA](#), ~~C.O.R.I. Requirements~~ [Background Checks](#)

SOURCE: MASC October 2016

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CROSS REFS.: [ADDA](#), Background Checks

SOURCE: MASC October 2016

**File: IJOC - SCHOOL VOLUNTEERS**

**Reviewed for PSC - SC 1st Reading 12/7/2020**

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

~~All school volunteers are subject to all the restrictions and policies of the Regional School Committee appropriate to regular school employees. This includes the confidentiality of all student and staff information, safety and general welfare of students. All volunteers will be subject to the requirements of Policy [ADDA](#), C.O.R.I. Requirements~~

CROSS REF.: [ADDA](#), Background Checks

SOURCE: MASC

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CROSS REF.: [ADDA](#), Background Checks

SOURCE: MASC



**File: ~~IKAB~~ - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS**

**Reviewed for PSC – MASC changed code to IK and revised - SC 1st Reading 12/7/2020**

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

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel. ~~These reports will be made available electronically to parents/guardians.~~

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

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

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

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

~~The School Committee supports staff efforts to find better ways to measure and report student progress, and it will require that the following guidelines be followed:¶¶~~

- ~~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 academic performance.¶¶~~
- ~~4. The school district will strive for consistency in grading and reporting except when 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.¶¶~~

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

~~SOURCE: King Philip¶~~

SOURCE: MASC October 2016

**File: IK- STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS**

**Reviewed for PSC – MASC changed code to IK and revised - SC 1st Reading 12/7/2020**

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## **File: IL - EVALUATION OF INSTRUCTIONAL PROGRAMS**

### **Reviewed for PSC – New to KP/MASC only - SC 1st Reading 12/7/2020**

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

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

Elements of this evaluation process may include:

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

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

SOURCE: MASC

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SOURCE: MASC



## **File: ILD - STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH**

**Reviewed for PSC – new to KP/MASC only SC 1st Reading 12/7/2020**

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

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

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

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

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

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

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated.

Parents/guardians 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.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

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



CROSS REF.: [JRA](#), Student Records

SOURCE: MASC February 2018

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**File: IMD - SCHOOL CEREMONIES AND OBSERVANCES**

**Reviewed for PSC SC 1st Reading 12/7/2020**

The United States Constitution and the Constitution of the Commonwealth 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:

- ~~1.~~ The observance of religious holidays is not the responsibility of the public schools.
- ~~2.~~ 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.
- ~~3.~~ 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.

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.

**SOURCE: MASC**

LEGAL REFS.: 603 CMR [26:05](#)

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