

SHREWSBURY PUBLIC SCHOOLS

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SHREWSBURY PUBLIC SCHOOLS

EDUCATIONAL PROGRAMS	PHILOSOPHY AND PURPOSES	501
<p style="text-align: center;"><u>501.</u></p> <p style="text-align: center;">Philosophy Of the Shrewsbury Schools</p> <p>Adopted 9/5/79 Revised 1/10/90 Amended 1/3/01</p>	<p>The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.</p> <p><u>Descriptors of Key Concepts:</u></p> <p>PARTNERSHIP WITH THE COMMUNITY</p> <p>The Shrewsbury Public Schools will foster meaningful relationships with parents, local businesses, and the community at large that will result in a broad understanding of the mission of the schools and the commitment to be involved.</p> <p>SKILLS AND KNOWLEDGE FOR THE NEXT CENTURY</p> <p>The Shrewsbury Public Schools will provide the students with a highly-skilled teaching staff, a rich and varied curriculum, state-of-the-art technology, appropriate school facilities, and a school culture that promotes high standards of achievement for all students.</p> <p>APPRECIATION OF OUR DEMOCRATIC TRADITION</p> <p>The Shrewsbury Public Schools will model democratic values by encouraging student leadership on important issues, valuing diversity in the student population, and teaching our local and national heritage.</p> <p>DESIRE TO CONTINUE TO LEARN THROUGHOUT LIFE</p> <p>The Shrewsbury Public Schools will emphasize inquiry-based instruction, problem solving and innovation, student responsibility, the professional growth of staff, and the inclusion of the community in school programs.</p>	

POLICY FAMILY	PHILOSOPHY AND PURPOSES	502
<p data-bbox="284 247 358 352"><u>502.</u> Equity</p> <p data-bbox="207 940 423 972">Adopted 5/25/11</p>	<p data-bbox="467 247 1495 432">One of Shrewsbury Public Schools’ core values is equity. The district’s core values document states: “The school community strives to create opportunities for all students to achieve success. We provide all students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.</p> <p data-bbox="467 470 1495 751">A) In order to meet the district’s aspiration for student equity, the school district shall work to endure that all students have access to the district’s academic programs, in accordance with all applicable federal and state law. Wherever possible, the school district shall monitor students’ academic performance according to various student characteristics, and these results will be reported to the School Committee and considered by Committee members and administrators when determining district and school priorities through the creation of the annual district gals, annual school improvement plans and, and other similar documents. By doing so, student groups whose performance is less than satisfactory may receive the attention and resources necessary for improvement. These characteristics will include, but are not limited to:</p> <ol data-bbox="467 758 1414 936" style="list-style-type: none"> 1) gender 2) race/ethnicity 3) socioeconomic status 4) English language proficiency 5) learning ability (including students with Individualized Education Plan) <p data-bbox="467 978 1495 1339">B) The school district shall also endeavor to provide access to all co curricular and extracurricular activities, e.g., performance groups, academic teams, athletic teams, extended school care, clubs, social events, school sponsored trips, academic remediation and enrichment programming, etc., regardless of a student’s ability to pay an associated costs. While it is not possible for the school district to erase the socioeconomic differences among students’ families, wherever possible it shall provide assistance that allows students with legitimate financial need to participate in programs and activities. The more closely associated the program or activity is to helping students succeed within the educational program, the greater the importance of proving access.</p> <p data-bbox="467 1377 1495 1671">C) In order to guide the district’s approach to providing financial assistance and access, the Superintendent shall annually develop and distribute a set of guidelines to be used by school personnel to administer assistance. These guidelines will be in accordance with federal and state law where applicable (e.g., school lunch assistance). If assistance will be directly related to a fee imposed by the School Committee (e.g., transportation fee, athletic fee, etc.), the School Committee shall cote on recommended eligibility criteria and levels or types of assistance associated with that program.</p> <p data-bbox="467 1709 1495 1776">D) When determining approval for school sponsored travel or other program requests that cone under the School Committee’s authority, the Committee shall</p>	<p data-bbox="1192 1818 1495 1850" style="text-align: right;">Continued on next page.</p>

consider its affordability for students of limited means and use that as one criterion in the decision making process. Likewise, the Superintendent and other administrators shall consider affordability when approving programs and events that come under the scope of their authority.

E) The school district should be cognizant of different barriers to student access, including financial need, language differences, access to information, etc. The district and schools shall make efforts to reach out to families by communicating broadly as well as through targeting demographics where barriers are more likely to exist. This will include actions such as translating documents as well as ensuring confidentiality regarding access to assistance due to families' concerns about the possible stigma attached to receiving financial or other assistance.

F) The overall goal is to overcome obstacles that may prevent students from not participating in school programming or activities due to circumstances beyond their control. The School Committee shall review this policy after it has been in effect for two years in order to determine if changes should be made at that time.

General Laws	ORGANIZATION FOR INSTRUCTION	520
Ch. 15, S.1G Ch. 71, S.1 Ch. 71, S.37	Board of education establishes minimum length of school day and minimum number of days in school year. Local school committees, under Board of Education Guidelines, determine length of school day and number of school days per year.	
Ch.71, S.4	Towns of certain size required to maintain high school . . . date of graduation may precede regular closing date by no more than twelve school days.	
Ch. 71, S.4A	Unless specific exemption obtained from the Board of Education, there is a loss of Chapter Seventy school aid if schools are not open required number of days.	
Ch. 4 S.6 & 136	Legal holidays established by state law.	
Ch.40, S.4E	School committee may enter into an agreement with other school committees to form a collaborative in order to "supplement or strengthen school programs and services. . ."	

POLICY FAMILY	ORGANIZATION FRO INSTRUCTION	521
<p data-bbox="280 363 443 426"><u>521.</u> Organization</p> <p data-bbox="313 537 410 600">Adopted 2/20/80</p> <p data-bbox="313 726 410 821">Amended 11/20/85 8/22/90</p> <p data-bbox="313 852 410 915">Amended 2/14/01</p> <p data-bbox="313 947 410 1010">Amended 4/26/06</p>	<p data-bbox="513 363 1390 426">1. The Shrewsbury Public Schools, in order to provide a high-quality instructional program, shall have the following grade level organization:</p> <ul data-bbox="589 457 1114 800" style="list-style-type: none"> <li data-bbox="589 457 708 485">•Preschool <li data-bbox="589 520 1114 548">•Early Childhood Center, Kindergarten - Grade 1 <li data-bbox="589 583 935 611">•Elementary School, Grades 1-4 <li data-bbox="589 646 1040 737">•Middle School: Sherwood Middle School, Grades 5 & 6 Oak Middle School, Grades 7 & 8 <li data-bbox="589 772 878 800">•High School, Grades 9-12 <p data-bbox="513 831 1390 915">2. The School Committee may change and adjust the above organizational pattern in order to accommodate instructional, economic, or other needs in any given school/ year.</p>	

POLICY FAMILY	ORGANIZATION FOR INSTRUCTION	522
<p data-bbox="203 296 370 422"><u>522.</u> Placement of students</p> <p data-bbox="240 495 332 552">Adopted 2/20/80</p> <p data-bbox="233 625 339 709">Amended 11/20/85 04/18/92</p>	<ol style="list-style-type: none"> <li data-bbox="435 296 1446 422">1. The classification and placement of students for instructional purposes is the prerogative and responsibility of the school. The main purpose of classification and placement procedures is to place each student in classroom and group settings in which optimal learning will take place.¹ <li data-bbox="435 436 1479 562">2. Parents may provide information in writing to assist the building administrator in the placement of their child/children. Parental information will be given serious consideration in the child's placement. Information will be sent to elementary parents during the month of June about the class placement of their child/children. <li data-bbox="435 590 1390 684">3. If a parent or guardian is not satisfied with a decision on the placement of a student, the principal will acquaint the parent with the appeal procedures in Policy 132 STEPS FOR HANDLING COMPLAINTS. <hr style="width: 20%; margin-left: 0;"/> <p data-bbox="435 747 987 779">¹ See policy 581 with regard to retention of students.</p>	

SINGLE POLICY	ORGANIZATION FOR INSTRUCTION	523
<p style="text-align: center;"><u>523.</u></p> <p>Homework Policy Grades 1-8</p>	<p><u>Context</u> The homework policy of the Shrewsbury Public Schools derives from the work of a study committee over two years (2000-2002). During that period, the committee reviewed the literature on homework, surveyed teachers, parents, and students, and engaged faculties and parent groups in discussions on the topic. During the course of the study, it became apparent that teachers and parents supported homework as an important part of the educational process. It was also clear that there was insufficient consensus on the purposes and implementation of homework in the district.</p> <p>There are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, and other personal interests are all important in the growth and development of children. The homework policy of the Shrewsbury Schools is provided as a guide to balance homework with the realities of family life in the 21st century.</p> <p>The most effective implementation of the homework policy will occur when teachers, parents, and students appreciate the importance of good communication among those involved. The mission of the Shrewsbury Public Schools urges that the schools work “in partnership with the community.” Such a partnership is particularly important in the area of homework.</p> <p>The homework policy deals solely with grades one through eight. Information about homework at the high school level is contained in the high school planner/handbook.</p> <p>In kindergarten, homework is sometimes offered as enrichment. While there is no formal kindergarten homework, families should read daily with their child to foster language and literacy skills.</p> <p><u>Policy – Grade One through Grade 8</u> Homework is defined as written or non-written tasks that are assigned by teachers to be completed by students outside of the classroom. The purposes of homework in the Shrewsbury Schools are to practice newly taught skills, review previously mastered skills, develop independent study habits, and extend and enrich the curriculum. Homework should be related to the curriculum of the school and promote an understanding of the importance of lifelong learning. Additional academic homework will not be used as a behavior management tool or as a form of punishment. Finally, homework should not be done by parents.</p>	

Homework may be given four nights per week in grades 1-4 and should not be assigned on weekends. Homework may be assigned on Fridays in grades 5-8. Reading assignments are to be incorporated into the time allotments at each grade level. Because reading is crucial to academic success, voluntary reading beyond homework guidelines is encouraged. Long-term projects should be assigned at least two weekends before the work is due.

Homework guidelines for some students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile. The modifications in an educational plan supersede the general guidelines listed here.

Time Allocations per Grade Level

The guidelines below provide the appropriate time limits that children at each grade level should devote to homework each night. Parents are encouraged to speak with their children's teachers if homework time is routinely exceeding the guidelines.

Grade 1	15 minutes	Monday - Thursday
Grade 2	20 minutes	Monday - Thursday
Grade 3	30 minutes	Monday - Thursday
Grade 4	40 minutes	Monday - Thursday
Grade 5	50 minutes	Monday - Friday
Grades 6-8	60-90 minutes	Monday - Friday

Students' Roles and Responsibilities

- Get the assignment and be able to ask for help if the assignment is not clear.
- Copy all assignments into planner (grades 4-8), carefully recording due dates, and important information.
- Set a time each day to do homework.
- Check work and, if possible, explain it to an adult.
- Maintain the highest quality work on homework assignments.
- Take home all necessary resources, such as packets, textbooks, notes and study guides to accurately complete homework.
- Bring the completed homework back to school when it is due.
- Be responsible for getting assignments when absent from school.
- Be responsible for taking care of, and returning, any borrowed resource materials.

Parents' Role and Responsibilities

- Promote a positive attitude toward homework as part of the learning process.
- Understand and reinforce expectations for the quality of student work.
- Provide structure, a place, and tools needed to help the child organize for the completion of homework.
- Be available to provide supervision, but do not do the assignment for the child.
- Have an understanding of the amount of assistance appropriate for homework assignments.

- Communicate often with the student and his/her teacher, giving feedback to the teacher when there is a homework concern.
- Learn strategies/techniques for helping the student through opportunities such as parent homework clinics.

Teachers' Role and Responsibilities

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parent participation.
- Follow the guidelines for the amount of time designated for homework including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by the student.
- Provide ways for parents to communicate with teachers about homework.
- Notify parents regarding homework problems and missing assignments.
- Assign long term projects so that the completion time includes more than one weekend, and is not limited to a school vacation period.
- Discuss homework practice with colleagues and provide guidelines for the type of homework at each grade level in each school.

Administrators' Role and Responsibilities

- Ensure that homework is consistent with the educational goals of the Shrewsbury Public Schools.
- Facilitate communication between classroom and specialist teachers concerning homework.
- Monitor and support the teachers in the implementation of the homework guidelines.
- Encourage teachers to use homework as a tool to reinforce learning.
- Be aware of the assignment of major projects and their impact on the student's overall educational program.
- Support the need for balance among the many learning activities in the life of a student besides homework.
- Facilitate the communication process between the school and home, and help maintain the parent/school partnership on homework.

Adopted
6/19/02

POLICY FAMILY	ORGANIZATION FOR INSTRUCTION	524
<p data-bbox="250 352 391 531"><u>524.</u> Procedure For Home Instruction</p>	<p data-bbox="459 352 1437 489">The Shrewsbury Public Schools recognizes the right of parents/guardians to educate a child at home. The superintendent (or designee) shall approve a home education plan when satisfied that the instructional program is appropriate and meets the standards of the school district.</p> <ol data-bbox="459 527 1437 1297" style="list-style-type: none"> <li data-bbox="459 527 1437 804">1. The compulsory attendance statute (MA Law Chapter 76,1) requires that students attend an approved program from age 6 to their 16th birthday. Parents/guardians of a 5-year-old who will turn 6 by December 31st should submit written notification to the superintendent of their plans to homeschool before the beginning of the school year. Parents of a child who will turn 6 after December 31st may submit home school plans for the following school year. Parents/guardians should give the superintendent two weeks to consider their program. <li data-bbox="459 842 1437 1297">2. Home education programs shall be considered in an equitable, objective, and timely manner. Factors that will be considered in deciding whether or not to approve a home education proposal are: <ul data-bbox="505 982 1437 1297" style="list-style-type: none"> <li data-bbox="505 982 1437 1052">– Information about the parent's/guardian's academic credentials or other qualifications <li data-bbox="505 1087 1437 1121">– A brief description of the proposed educational plan <li data-bbox="505 1157 1437 1226">– Access to the kind of educational materials the parents/guardians expect to use <li data-bbox="505 1262 1437 1297">– The plan for evaluation of the student's progress on an annual basis. <p data-bbox="488 1333 1417 1503">Before rejecting a proposal, the superintendent must provide the parents/guardians with an opportunity to explain their proposed plan. The MA General Laws, Chapter 76, Section 1 will guide the parties when parents/guardians begin a home school program without the approval of the school district.</p> <li data-bbox="459 1543 1437 1612">3. Home education programs must be submitted and approved, annually, for each year a student is home schooled. 	

4. If it is determined, upon review of the student's annual progress, that insufficient progress has been made, the parents/guardians shall be notified and a meeting shall be convened to determine whether the approval shall be revoked.
5. Home education students with special needs may receive special education services under Massachusetts's law and will be treated similarly to those with special needs who are enrolled in private school at private expense.
6. Failure of a home educator to abide in good faith by the procedures as outlined above may result in the school committee taking action under MA Laws Chapter 76, 2 and/or 4, upon the recommendation of the superintendent.
7. Previously homeschooled students entering district schools are treated as students entering from other independent programs for grade placement. Each principal will place students transferring at the assumed grade level, but will reserve the right to test and reassign the student as may be necessary. The granting of high school credit for a previously homeschooled teenager will be considered on an individual basis, but only if the student has appropriate documentation. In addition, any and all state or federally mandated testing requirements must be successfully met in order for said students to be considered for receipt of a high school diploma.
8. Home-schooled students are not enrolled in the public school system. Consequently, they are neither required nor entitled to take the MCAS tests, which are designed to measure the academic progress of students enrolled in publicly supported schools and the performance of those schools.
9. Home-schooled students shall be prohibited from participation in academic or co-curricular programs of the Shrewsbury Public Schools.

Adopted
10/15/86
Amended
5/12/04

POLICY FAMILY	ORGANIZATION FOR INSTRUCTION	525
<p data-bbox="250 331 310 365"><u>525.</u></p> <p data-bbox="250 443 310 506">Class Size</p> <p data-bbox="220 737 342 905">Adopted 6/17/98 Amended 4/15/08 6/4/08</p>	<p data-bbox="451 327 1430 653">There has been substantial research over time regarding the impact of class size on students. Some research indicates that there is a correlation between class size and student achievement (e.g., the Tennessee Study, 1985). Other studies suggest that “on task” behavior diminishes as class size grows (University of London, Institute of Education, 2008). Still other studies indicate that improving student achievement is more complex than simple adjustments to class size at any given school (Douglas D. Ready, 2008). In Shrewsbury, parents and teachers believe that small class size is an important component of high quality instruction for their children.</p> <p data-bbox="451 695 1406 1020">It is also the view of the Shrewsbury School Committee that smaller class size supports higher student achievement, more productive classroom environments, and the enhanced ability of teachers to meet the needs of all students. In Shrewsbury, where nearly all students are included in regular education classrooms, small class size is important if teachers are to effectively meet the learning requirements represented in the total and diverse student population. Additionally the Shrewsbury Public Schools has high expectations for students and teachers. With small class size, it is more likely that high expectations can be met.</p> <p data-bbox="451 1062 1406 1461">The suggested class sizes in this policy do not reflect the ideal. Indeed, some studies indicate that class size in the primary grades should be in the range of 13-17 in order to promote maximum student achievement (Tennessee Study). At the same time, Shrewsbury must temper its support for small class size with the reality of school space and fiscal limitations. The class size guidelines below represent a balanced approach to the issue. The class size recommendations for each level are planning and staffing guidelines. The exact size of classes in any given building will depend upon the availability of physical space, financial resources in a given year, the grade level of the students, as well as a number of other circumstances (e.g., students with special needs, English language learners, etc).</p> <p data-bbox="451 1503 1406 1640">When class size substantially exceeds the guidelines in a given grade level or school, the principal shall review the issue with the Superintendent. Strategies such as redeploying instructional aides, and hiring an additional instructional aide shall all be considered (refer to policy 217).</p>	<p data-bbox="1114 1703 1430 1736">Continued on next page.</p>

Class Size Guidelines

Preschool

Children ages 3-5 in need of special education attend the preschool program along with their typically developing peers (the parents of typically developing students pay tuition). In accordance with Massachusetts special education law and regulations, class size shall not exceed 20 with one teacher and one aide, and with no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 students, then class size may not exceed 15, with one teacher and one aide. (Massachusetts Department of Education, 603 CMR 28.07)

The recommended class size for preschool is 15, with 8 typically developing students and 7 students with disabilities.

Kindergarten

Children enter kindergarten with a wide variety of home and preschool experiences. There are significant differences in their physiological, social, emotional, and intellectual development. The greater the diversity in the classroom, the greater the need for individualized attention and instruction. The professional literature suggests that the greatest benefit of small class sizes is in the early grades. Additionally, the research indicates that the benefits of small class size in the early years are maintained in later grades.

The recommended class size for kindergarten is 17-19 students.

Elementary Grades

Students in the elementary grades exhibit great variety in their personal experiences, aptitudes, learning styles, and interests. The curriculum is both challenging and multifaceted at this level; the district has set high standards for children's academic growth in reading, writing, mathematics, science and social studies. Small class size is particularly critical in the primary grades; younger children require considerable amounts of individual attention. Elementary classrooms in Shrewsbury are "workshops" of student activity. Instructional practices such as inquiry-based science and process writing require a high degree of interaction between students and the teacher. Class size is also a determinant in the teacher's ability to design curriculum and instruction for the full range of student learning styles and abilities in the class.

Continued on next page.

The recommended class size for grades one and two is 20-22 students.
The recommended class size for grades three and four is 22-24 students.

Middle School

Early adolescence is a critical period in human development. It is a time characterized by tremendous internal and external change, and marks the beginning of the transition from childhood to adulthood. Supporting youngsters' social, emotional, physiological, and intellectual development in the middle years requires particular instructional strategies and grouping configurations. Middle school students learn best in settings that incorporate cooperative learning, interdisciplinary studies, experiential learning, and student-centered investigations and research. Additionally, students at this level begin to expand their program of study to include a variety of laboratory-oriented courses that require close teacher supervision.

The recommended class size for grades 5 to 8 is 22-24.

High School

Students in high school distribute themselves in a wide variety of course offerings with several levels of expectations and work requirements. General guidelines for certain academic courses may be established. At the same time, enrollment patterns, program requirements, and safety concerns make class size guidelines variable at the high school level. For example, advanced placement courses may have small enrollments because of the limited student population eligible. Specialized programs for students with learning difficulties also require limited student enrollment. In addition, science and other technology courses require small class sizes due to the student safety concerns.

The recommended class size at the high school is 18-20.

*calculating all classes except physical education and music.

SHREWSBURY PUBLIC SCHOOL

GENERAL LAWS	METHODS AND RESOURCES	530
<p><u>530.</u> Ch. 71, S.48</p> <p>Ch. 71, S.49</p> <p>Ch. 71, S.50</p>	<p>Several sections of the General Laws pertain to the textbooks and school supplies:</p> <ol style="list-style-type: none"> 1. The Principal at each school, subject to the direction of the Superintendent, shall at the expense of the school district, purchase textbooks and other school supplies and shall loan them to the pupils free of charge. 2. If the school committee so votes, pupils may purchase school textbooks form the town. 3. A change may be made in “school books” used in the public school by a vote of two-thirds of the whole school committee at a meeting provided notice of such intended change was given at a previous meeting. 	
<p>Ch. 71, S.37A</p>	<p>The school committee may accept (and spend) grants and gifts for educational purposes without further appropriation by the town.</p>	
<p>Ch. 71, S.13F</p>	<p>The school committee may pay up to one dollar per pupil to support educational television.</p>	
<p>Ch. 71, S.<u>51</u></p>	<p>The school committee may at any national, state or foreign exposition make an exhibition showing the character, standing or work of its public schools.</p>	

POLICY FAMILY	METHODS AND RESOURCES	531
<p data-bbox="267 338 438 575"> <u>531.</u> Discretionary and competitive funded projects </p> <p data-bbox="300 1142 406 1325"> Adopted: 2/20/80 Amended 4/24/96 Amended 3/3/04 </p>	<p data-bbox="493 344 1453 468"> The staff of the Shrewsbury Public Schools, in furtherance of the district’s mission and goals, is encouraged to seek financial support for school programs from a variety of sources (e.g., state, federal, and private sources). Grant funds provide additional resources to the district and reduce the burden of school expenses on the citizens of Shrewsbury. </p> <p data-bbox="493 506 1390 569"> The superintendent of schools will provide an annual report to the school committee with an accounting of grants received for the fiscal year. The report shall include: </p> <ul style="list-style-type: none"> <li data-bbox="570 602 1224 632">a. The purposes for which the funds were requested and used. <li data-bbox="570 634 1308 663">b. Compliance issues related to the intent and limitations of the grant. <li data-bbox="570 665 1192 695">c. The funding source and total amount of the grant award. <li data-bbox="570 697 1224 726">d. The number of staff hired as a result of receiving the grant. <li data-bbox="570 728 1370 758">e. Any financial obligation of the school committee when the grant expires. 	

POLICY FAMILY	METHODS AND RESOURCES	532
<p data-bbox="207 325 365 525"> <u>532.</u> Selection of books and instructional materials </p> <p data-bbox="235 1134 332 1192"> Adopted 2/20/80 </p> <p data-bbox="235 1228 332 1323"> Amended 11/17/93 6/4/08 </p>	<ol style="list-style-type: none"> <li data-bbox="430 325 1323 420">1. The professional staff, functioning by subject areas and/or grade levels under the supervision of the administration, has the responsibility for selecting appropriate books and other instructional materials. <li data-bbox="430 483 1469 724">2. Citizens may voice formal objections to specific library materials. The media specialist will inform the complainant of the selection procedures and invite the complainant to file his or her objections in writing to the Materials Review Committee. This committee will include the assistant superintendent of schools, the department director of media services, a grade level teacher, a grade level media specialist, and a parent from the school council. The Materials Review Committee will review the challenged material and prepare a written response to the complainant and the superintendent. If challenged, the final decision will rest with the superintendent and will be delivered to the complainant and staff members in writing. 	

POLICY FAMILY	METHODS AND RESOURCES	533
<p data-bbox="277 373 431 506"><u>533.</u> Payment for lost books</p> <p data-bbox="305 764 404 825">Adopted 2/20/80</p>	<p data-bbox="493 373 1386 468">If a book (or other instructional material) loaned to a student by the school is lost or damaged, the student will be required to pay for the book (or instructional material) at replacement cost.</p>	

POLICY FAMILY	METHODS AND RESOURCES	536
<p data-bbox="277 342 423 443"><u>536.</u> Field Study</p> <p data-bbox="305 569 399 625">Adopted 2/20/80</p> <p data-bbox="298 661 406 779">Amended 4/10/91 Amended 4/26/06</p>	<p data-bbox="493 338 1425 430">Field study experiences are designed to support and enrich the curriculum. They should be preceded by an orientation session and followed by a discussion and evaluation of the experience.</p> <ol data-bbox="493 468 1451 1035" style="list-style-type: none"> 1. Permission to take a class on a field study must be secured from the principal prior to making any arrangements for the trip. A form must be filed with the principal relating the trip to the school program. After approval by the principal and the assistant superintendent the form will be returned to the teacher/teachers. 2. Vehicles of common carriers or the transportation contractor may be used. In addition, drivers designated by the administration and covered by appropriate insurance may use their own vehicles to transport students on field study. 3. Parental permission slips must be secured for all field study experiences. 4. All <i>field study</i> must be adequately supervised by the classroom teacher and parent or other adult assistants. 5. Students on field study represent their school and should understand that they remain under school supervision during the entire time away from school. All school rules and consequences relating to the student code of conduct apply during field study. 	

POLICY FAMILY	METHODS AND RESOURCES	537
<p data-bbox="269 380 321 411"><u>537.</u></p> <p data-bbox="233 449 358 579">Overnight School Sponsored Field Trips</p> <p data-bbox="237 779 355 837">Amended 5/8/96</p>	<p data-bbox="435 344 1365 510">The Shrewsbury Public Schools will sponsor trips for students only when these trips specifically relate to curriculum or extra-curricular activities of a specific school. Trips which do not relate to specific curriculum or extra-curricular activities will not be sponsored by the schools. Teachers are not permitted to solicit students for any trip that is not sponsored by the school.</p> <p data-bbox="435 548 1393 741">The School Committee shall approve overnight trips in excess of two nights upon the recommendation of the Superintendent. The Superintendent shall approve all overnight trips of two nights duration or less. The Superintendent shall approve all annual overnight trips in excess of two nights duration where the School Committee has previously voted to approve the said trip on at least two separate occasions.</p> <p data-bbox="435 779 1393 1050">Staff members proposing to take any group of students from the school for an educational or extra-curricular activities field trip are required to file such request with the department director and subsequently with the principal of the school for prior approval. A minimum of three months is required for submission of requests for approval. No solicitation of any kind or promises to students of a particular trip may be made in anyway whatsoever prior to the written approval of the department director and the building principal. The following items are required to be specifically and clearly written in the proposal:</p> <ol data-bbox="435 1087 1393 1923" style="list-style-type: none"> <li data-bbox="435 1087 1068 1119">1. Educational or extra-curricular purpose of the trip. <li data-bbox="435 1119 979 1150">2. Curriculum unit or units related to the trip. <li data-bbox="435 1150 1369 1215">3. Proposed classroom preparation for the trip and proposed classroom follow-up after the trip. <li data-bbox="435 1215 727 1247">4. Destination in detail. <li data-bbox="435 1247 1365 1312">5. Proposed dates and exact times of departure and return, including departure point and destination point. <li data-bbox="435 1312 873 1344">6. Number of students participating. <li data-bbox="435 1344 1369 1375">7. Number and names of adult supervisors and ratio of supervisors to students. <li data-bbox="435 1375 1385 1440">8. Detailed itinerary including all aspects such as guided tours, sightseeing, free time, and any related matters. <li data-bbox="435 1440 1360 1583">9. Sample form to be given parents describing trip in detail, describing school rules in effect, consequences of violation of school rules, and parental responsibility for costs of students sent home from the trip; this form must have a place for a parent's signature and must be on file at the school. <li data-bbox="435 1583 813 1614">10. Costs of the trip per student. <li data-bbox="435 1614 846 1646">11. Sources of funding for the trip. <li data-bbox="435 1646 1385 1749">12. Any prerequisite accruing to the sponsor including prizes, stipends, tips, price reductions, gifts, or any other gratuities associated with acquisition of travel and/or accommodations. <li data-bbox="435 1749 1385 1852">13. Any trip requiring travel outside the U.S. or more than one night lodging will have an evening preparatory meeting between chaperones and parents at least three (3) weeks in advance. <li data-bbox="435 1852 1385 1923">14. Parents must release the school department and employees from liability arising out of the trip. Release forms will be on file in all building principal's <p data-bbox="1105 1955 1398 1986" style="text-align: right;">Continued on next page.</p>	

offices.

15. Provisions so that all members of the class or group have a realistic opportunity to participate.

The proposal for any such trip must be signed by the faculty members proposing the trip.

Where travel requires out-of-state transport other than standard school buses, or where motel accommodations must be paid, the superintendent or his designee must receive a copy of such trip request for approval. The superintendent or his designee must procure any required services under the State Procurement Act. No perks for teachers or students will be allowed, except as specifically identified by the vendor through the procurement process.

A complete list of all participants will be submitted to the building principal prior to departure, insuring that a copy of the complete itinerary is on file at the school office. All foreign nationals will be noted for all international trips.

Adopted:
2/20/80

Revised:
4/10/91

POLICY FAMILY	METHODS AND RESOURCES	538
<p data-bbox="228 302 386 520"><u>538.</u> Selection of Library Materials</p>	<p data-bbox="440 296 1442 520">The responsibility for the selection of instructional materials, library media materials and information sources is delegated to the professionally trained employees of the school system. The selection of materials may involve many people: administrators, teachers, supervisors, and school library media specialists. The responsibility for coordinating the selection and purchase of library materials and information sources rests with those who are specifically trained in this area: the library media specialists.</p> <p data-bbox="440 552 1442 936">The primary objective of each school’s library media program is to enrich and support the instructional program of the school emphasizing those areas mandated by the Massachusetts Curriculum Frameworks. At the same time, it is also the goal of the selection process to promote a lifelong love of reading and the development of information-literate students. The school library media program makes available, through the school library media collection, a wide range of materials of varying levels of difficulty. The collection is diverse in order to be compatible with the different needs, interests, and learning styles of students and teachers. To this end, the Shrewsbury School Committee subscribes to the principles expressed in the Library Bill of Rights (American Library Association), that the responsibility of the school library media program is as follows:</p> <ul data-bbox="440 968 1442 1482" style="list-style-type: none"> • To provide school library media that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, and maturity levels of the students served. • To provide media that stimulate the growth in factual and literary knowledge, as well as appreciation of literature. • To provide access to information enabling students to make informed judgments. • To provide materials that encourage the practice of critical thinking and critical analysis of all media. • To provide access to materials representative of many religious, ethnic, and cultural groups as well as the contribution of these groups to our American heritage. • To place principle above personal opinion, and reason above prejudice, in selecting school library media. • To offer varied resources (print, electronic and audiovisual) that support the adopted curriculum and student learning styles. <p data-bbox="440 1514 1398 1577">Materials considered for selection are judged on the basis of the following criteria:</p> <ul data-bbox="440 1608 1308 1734" style="list-style-type: none"> • The needs of the existing collection. • The overall purpose of the selection and its direct relationship to instructional objectives and/or the Massachusetts Curriculum Frameworks. 	

- The accuracy and authenticity of the materials.
- A clear and well-organized treatment of the subject matter.
- The quality and durability of the physical product for a school setting.
- Special features such as useful illustrations, photographs, maps, charts, graphs, etc.
- The potential use of the materials for individual and group use.

The media specialist will consult reputable and reliable publishers of curriculum materials, professionally prepared selection tools, as well as teachers and curriculum leaders when considering materials and services for purchase. Teachers and students will be encouraged to suggest materials and services. The selection of Internet resources will be governed by the acceptable use policy (See Acceptable Use Policy 312 and 713).

Shrewsbury Public Schools adhere to the copyright laws of the United States. As such, we respect the legal protections that govern the use of print materials, audio, video images, and text in all forms and all media, including the work found on the Internet and the World Wide Web (WWW). For a comprehensive overview of the copyright laws, please visit the United States Copyright Office's official website at (www.loc.gov/copyright/).

Shrewsbury educators and students will make a reasonable effort to credit the source of the information with bibliographic citation and attempt to determine if the author provided information on how to use the work. If explicit guidelines exist, they should be followed.

The purpose of a school library media center is to meet the needs of the current users. Materials and services may be removed from the collection when they no longer meet the district curriculum plan, district-approved goals, or are no longer serviceable. This act should be carried out in accordance with the same principles and policies that determine selection and should be done on a continuous basis.

Citizens may voice formal objections to specific library materials. The media specialist will inform the complainant of the selection procedures and invite the complainant to file his or her objections in writing to the Materials Review Committee. This committee will include the assistant superintendent of schools, the department director of media services, a grade level teacher, a grade level media specialist, and a parent from the school council. The Materials Review Committee will review the challenged material and prepare a written response to the complainant and the superintendent. If challenged, the final decision will rest with the superintendent and will be delivered to the complainant and staff members in writing.

Adopted
1/8/03

POLICY FAMILY	METHODS AND RESOURCES	539
<p data-bbox="235 283 341 430"><u>539.</u> Student Fees</p>	<p data-bbox="430 283 1461 598">The Shrewsbury School Committee is committed to the belief that public education should be free and available to all students as a matter of right. To that end, all students should be encouraged to participate in the full range of activities and programs offered permitted by state law) to set fees for student participation in certain aspects of the schools' programs (e.g., transportation, athletics, co-curricular activities, field trips, before and after school programs, etc.) Fees are implemented when such programs might be reduced in scope or not offered at all without financial support from the participants.</p> <p data-bbox="430 640 560 672"><u>Guidelines</u></p> <p data-bbox="430 682 1396 745">The following guidelines provide the framework in which the superintendent shall implement the fee policy of the Shrewsbury School Committee:</p> <ol data-bbox="479 798 1477 1638" style="list-style-type: none"> 1. Fees must be approved by the Shrewsbury School Committee before their implementation or modification. 2. Fees must be calculated to cover solely the costs of the program, or a portion thereof. 3. Fees will not be charged for books or other materials required as part of the instructional program. 4. Students must not be denied access to school programs and activities due to their families' financial status (in accordance with the exceptions listed below). 5. Principals shall use discretion to ensure that students will not be discouraged from participating in school programs and activities due to the financial status of their families. 6. Opportunities for financial support, as well as application procedures for such assistance, will be publicized in school handbooks and in information about each activity for which a fee is imposed. 7. Federal guidelines for free or reduced price lunch for students will be considered as the primary criteria for determining student need. 8. Student personnel shall maintain strict confidentiality regarding students who are receiving financial support for their participation. 9. The superintendent shall maintain a list of district wide fees. 10. The superintendent shall provide a report on district wide fees to the School Committee each year. 	

Amended
3/14/07

Exceptions

1. Students will be required to pay for damaged or lost books, materials and equipment. Replacement costs will determine the charges to be applied.
2. School personnel may collect fees to cover the costs of materials used by students that, at the students' discretion, will become their property. This provision does not include consumable materials provided by the district (e.g., workbooks).
3. Optional field trips involving overnight accommodations and foreign travel are subject to School Committee policy #537.
4. Students will be required to pay for remedial and enrichment courses in the summer school program, except as provided in an individualized education plan (IEP).

SHREWSBURY PUBLIC SCHOOLS

GENERAL LAWS	INSTRUCTIONAL PROGRAMS	540
Ch. 71, S.1	Specific subjects, including units and courses in health education are mandated by the Department of Education.	
Ch. 71, S.38 O	School committee may establish an eleven-member advisory committee to advise it on use of reading, visual aid and other material related to sex education.	
Ch. 71A	"Transitional bilingual education" is mandated for children of limited English-speaking ability.	
Ch. 71B	This chapter together with regulations 603 CMR S28.00 and the Individuals with Disabilities Education Act (IDEA) provide the mandate as well as the organization and procedure detailing the manner in which children with special needs are to be educated.	
Ch. 74	The chapter along with current Regulations Governing Vocational Education under General Laws Chapter 74 provides program approval criteria and other regulations which must be met to qualify for vocational education reimbursement.	
Ch. 71, S.13	Parents of no fewer than thirty students may request a course not in the regular curriculum and, under certain conditions, the school committee must offer that course.	
Ch. 71, S.13D	Provides manner in which driver education courses may be offered.	
Ch. 71, S.3	Physical Education shall be taught as a required subject in all grades for all students. Exceptions noted in law.	

POLICY FAMILY	INSTRUCTIONAL PROGRAMS	541
<p data-bbox="266 344 321 373"><u>541.</u></p> <p data-bbox="196 411 389 474">High Achieving Students</p> <p data-bbox="237 646 347 709">Adopted: 12/4/85</p> <p data-bbox="228 781 355 844">Amended: 4/24/96</p>	<p data-bbox="430 344 1352 541">It is the philosophy of the Shrewsbury Public Schools to provide rich learning environments that promote academic excellence for all learners. Accordingly, curriculum and instruction should be designed to nurture the unique strengths of each student. It is the belief of the Shrewsbury Schools that student achievement thrives in a school system that celebrates individual strengths and differences.</p> <p data-bbox="430 579 1377 777">Students demonstrate the ability to achieve in a multitude of areas. Curriculum for high potential and high achieving students flows from the belief that each learner is unique and valued for his/her special talents, and is capable of accomplishment in academic areas as well as in art, music, technology, athletics, and drama. Therefore, it is incumbent upon the schools to provide opportunities for students to explore their talents in a variety of formats.</p> <p data-bbox="430 814 1386 1079">The activities of the Shrewsbury Public Schools for students who demonstrate high potential and high achievement are normally provided in the context of regular instruction. Teachers employ grouping strategies according to the diverse abilities and interests of their students. Additionally, there are times when students work outside the classroom. At the high school, courses are offered at varying levels of challenge. Students make course selections based upon their interest and previous achievement.</p> <p data-bbox="430 1117 1425 1247">Since all children grow and change over time, enrichment activities must be accessible to all students. Grouping practices must be flexible and dynamic, and must recognize the diversity of learning styles and interests in every classroom.</p>	

POLICY FAMILY	CONTROVERSIAL ISSUES	551
<p data-bbox="217 352 373 548"><u>551.</u> Right to study controversial issues</p> <p data-bbox="240 1125 350 1188">Adopted: 2/20/80</p>	<p data-bbox="435 352 1291 447">Teachers are responsible for encouraging students to search after truth and think for themselves. Students have four basic rights with reference to the study of controversial issues in the classroom:</p> <ol data-bbox="435 485 1312 863" style="list-style-type: none"><li data-bbox="435 485 1312 548">1. The right to study controversial issues which have political, economic, or social significance on which, at their level, they should begin to form judgments.<li data-bbox="435 579 1312 642">2. The right to study under competent instruction in an atmosphere free from bias and prejudice.<li data-bbox="435 674 1312 737">3. The right of access to all relevant information freely available in the school and public libraries.<li data-bbox="435 768 1312 863">4. The right to share and express their ideas and opinions on controversial issues, and within a forum of fair and open discussion, grow in their understanding of the difficult and complex problems they face as citizens in today's world.	

POLICY FAMILY	CONTROVERSIAL ISSUES	552
<p data-bbox="266 306 318 338"><u>552.</u></p> <p data-bbox="212 375 371 537">Political Candidates and Interactions with Students</p> <p data-bbox="240 1045 344 1104">Adopted 1/29/97</p>	<p data-bbox="430 306 1382 365">It is intrinsic to the mission of the Shrewsbury Public Schools to provide its students with instruction in the political values and processes that have forged our democratic heritage.</p> <p data-bbox="430 403 1406 554">The interaction of political candidates (which includes their representatives or others acting on their behalf) with students is an important component in the education of students and is in keeping with the mission of the school system. Therefore, candidates for political office, representing opposing political parties and differing points of view, may be invited to speak at school-sponsored activities.</p> <p data-bbox="430 592 1422 716">Teachers and administrators will ensure that school-sponsored activities involving candidates for political office be fair and impartial. Reasonable efforts will be made to ensure that candidates from one political party will not be given any advantage in interacting with students in either the number or type of activities scheduled.</p> <p data-bbox="430 753 1406 842">Shrewsbury staff members should consult with the Massachusetts Office of Campaign and Political Finance if they have questions regarding the appropriate interaction of schools and political candidates.</p> <p data-bbox="430 879 1414 968">The school administration reserves the right to deny participation in school activities to any candidate who, in the opinion of the administration, would disrupt the educational process in the school.</p> <p data-bbox="430 1005 1357 1094">Individuals who feel that preferential treatment has been given to a candidate to the detriment of another are referred to School Committee Policy 132, "Steps for Handling Complaints."</p>	

GENERAL LAWS	STUDENT ACTIVITIES AND ATHLETICS	560
<p><u>560.</u> Ch. 71, S.47</p>	<p>Provides that school committee may:</p> <ul style="list-style-type: none"> - Supervise and control student activities and athletics. - Spend money for student activities and athletics. - Purchase and give awards. - Employ staff. - Receive and spend money out of a separate account of the town without further appropriation. - Authorize the establishment of a Student Activity Account and/or Student Activity Checking Account. 	
<p>Ch. 71, S.38M</p>	<p>School committee required to meet with five-member student advisory committee at least once every other month.</p>	

POLICY FAMILY	ADULT AND EVENING PROGRAMS	570
Ch. 71, S.28	<p>The school committee may offer a number of programs in addition to regular day educational programs:</p> <p>Summer school programs.</p>	
Ch. 71, S.18	Evening school programs	
Ch. 76, S.3	Courses specifically organized to teach literacy to minors	
Ch. 71, S.13D	Driver education courses for persons under twenty-five years of age.	
Ch.71, S.71B	Adult physical fitness programs.	
Ch. 69, S.9, 9A	Courses in English and government to persons over eighteen years of age who are interested in becoming American citizens.	
Ch. 74, S.14	Practical arts courses.	

POLICY FAMILY	ADULT AND EVENING PROGRAMS	571-572
<p data-bbox="240 306 293 338"><u>571.</u></p> <p data-bbox="175 373 363 470">Waiver of tuition for Senior Citizens</p> <p data-bbox="217 512 321 569">Adopted: 2/20/80</p>	<p data-bbox="410 306 1312 369">Where there is space available in adult education classes, senior citizens may enroll without a tuition charge.</p>	
<p data-bbox="240 611 293 642"><u>572.</u></p> <p data-bbox="185 678 350 741">Materials for courses</p> <p data-bbox="217 821 321 877">Adopted: 2/20/80</p>	<p data-bbox="410 611 1365 674">Supplies and required materials for adult education course will be supplied by the student at his/her own expense.</p>	

GENERAL LAWS	PROGRESS AND EVALUATION OF STUDENTS	580
Ch. 71B, S.7	Prohibits exclusive use of standardized or local tests as the only means for selecting students for referral or diagnosing or evaluating students. . . provides that tests must be as free as possible from linguistic or cultural bias.	
Ch. 69, S.1D	Mandates that the board establish a set of statewide educational goals for all public elementary and secondary schools and direct the commissioner to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages and the arts.	
Ch. 69, S.1	Declares that it is the Commonwealth's goal to provide a quality public education for all children, including limited English proficient students and students with disabilities.	

POLICY FAMILY	PROGRESS AND EVALUATION OF STUDENTS	581
<p data-bbox="207 327 391 495"><u>581.</u> Promotion and Retention of Students</p> <p data-bbox="228 1524 370 1587">Elementary Grades</p>	<p data-bbox="443 327 1417 411">It is the intent of the Shrewsbury Public Schools, through the policies and procedures described below, to provide appropriate support to students who are experiencing academic difficulties.</p> <p data-bbox="443 422 1417 632">Students who demonstrate a substantial risk of failure in major academic subjects, and for whom teachers have already made instructional modifications and sought parent* involvement, will be referred to the Instructional Support Team (IST) by mid-year. Within the context of the regular education support services available, systematic remediation in the areas of literacy, mathematics, or behavioral performance will be provided and periodically reviewed by the team. Students with Individual Education Plans (IEPs) will be supported by their special education teams.</p> <p data-bbox="443 642 1417 884">The promotion/retention policy of the Shrewsbury Public Schools is part of the District Curriculum Accommodation Plan (DCAP). The District Curriculum Accommodation Plan summarizes the resources and programs available to allow all children access to the full curriculum of the district. Only after the provision of support services consistent with the district DCAP, and a determination that a student is not able to make effective progress, will the retention of a student be considered. This policy recognizes that retention is complex, involving many factors, and is never a guarantee of future success. Retention will be considered only after other alternatives have been unsuccessful.</p> <p data-bbox="443 894 1417 1073">Promotion from grade to grade is based primarily upon a student's satisfactory academic achievement and good attendance record. Students considered for retention are those who have not achieved the minimum standards expected for the respective grade level and/or those who have not fulfilled attendance requirements. In any decision that affects retention, the school will share this policy with parents and staff, and adhere to all state and local regulations as they pertain to the rights of the individuals involved.</p> <p data-bbox="443 1083 1417 1262">The intent of the school district is to fully inform students and parents of the necessary steps to avoid retention. The parents of any student who may not be promoted have the right to ask for a meeting with the principal. Middle school students will be placed in the next grade upon the successful completion of pre-approved summer school courses. High school students who complete approved summer school courses, in accordance with credit requirements, will also be placed in the next grade level.</p> <hr data-bbox="443 1314 883 1318"/> <p data-bbox="443 1329 1122 1350">*Parent is used in this document and refers to guardians as well.</p> <p data-bbox="443 1482 1417 1797">Principals, in consultation with the Instructional Support Team, may retain students in their current grade for the subsequent school year. Retention will be considered only after other alternatives (based on IST recommendations) have been attempted. Staff will provide regular communications with the parent during the course of the school year as issues relating to a student's success begin to surface. The recommendation to retain a student shall be made, in writing to the child's parents, by May 1st. Parents who wish their child to advance to the next grade level may appeal the principal's decision to the superintendent of schools. The appeal to the superintendent should be made within ten days of the principal's letter. (The special education team will make the recommendation to the principal for promotion/retention of special education students.)</p>	<p data-bbox="1130 1839 1442 1871">Continued on next page.</p>

<p>Middle School</p>	<p>Prior to a student's assignment to the next grade, the following four areas will be reviewed and assessed by middle school personnel:</p> <ol style="list-style-type: none"> 1. The skills and knowledge demonstrated by the student in the current grade. 2. The student's readiness for work at the next grade level. 3. The student's attendance record. 4. The student's success with additional support that has been provided. <p>The principal, in consultation with the Instructional Support Team, may retain students in their current grade for the subsequent school year. Retention will be considered, however, only after other alternatives (e.g., IST recommendations) have been implemented. Based on all of the data gathered, a student will be recommended for retention if he/she is at risk of failing two or more core subjects for the school year, as reported on the progress report. Middle school students failing two (2) or more core academic subjects (English, math, science, social studies) can be retained in grade unless an approved summer program is successfully completed. (Grades in the student's foreign language class will also be considered in determining the student's placement for the subsequent year.) A letter stating the reasons for retention shall be sent to the parents(s) by the principal by May 1st. (The special education team will make the recommendation to the principal for the promotion/retention of special education students.)</p> <p>In all cases, the parents of a student being considered for retention shall be kept informed throughout the year. Teachers shall initiate a parent conference whenever it is determined that a student may be failing two subjects. Weekly progress reports (email, notes, telephone calls, etc.) shall also be utilized to keep parents informed. The decision for promotion or retention of those recommended students shall rest with the building principal. Parents who wish their child to advance to the next grade level may appeal the principal's decision to the superintendent of schools. The appeal to the superintendent should be made within ten days of the principal's letter.</p>
<p>High School</p> <p>Adopted 6/18/03</p>	<ol style="list-style-type: none"> 1. In order to continue with his/her class: <ul style="list-style-type: none"> • A freshman must earn at least 21 credits by September to be classified as a sophomore. • A sophomore must earn at least 45 credits by September to be classified as a junior. • A junior must earn at least 73 credits by September to be classified as a senior. 2. Teachers, the guidance counselor and grade administrator of a student experiencing academic difficulty will review the student's progress and make appropriate plans with the student prior to the conclusion of the school year. 3. Students who pass approved summer school courses may apply these credits to be promoted to the next grade level.

POLICY FAMILY	PROGRESS AND EVALUATION OF STUDENTS	582
<p data-bbox="280 289 337 321"><u>582.</u></p> <p data-bbox="224 363 394 464">Graduation Requirements High School</p> <p data-bbox="256 1486 362 1549">Adopted 6/18/03</p>	<p data-bbox="479 289 1398 411">1. To graduate from Shrewsbury High School, a student must earn a minimum of 105 credits and meet state requirements for graduation (i.e. passing appropriate MCAS tests). All students must carry a minimum program of 32.5 credits per year. Credits must be earned as follows:</p> <ul data-bbox="532 415 1268 632" style="list-style-type: none"> <li data-bbox="532 415 1268 447">• 20 credits of English (required courses, 5 credits in each of 4 years) <li data-bbox="532 447 1268 478">• 15 credits of social studies (World Civilization and U.S. History) <li data-bbox="532 478 824 510">• 15 credits of mathematics <li data-bbox="532 510 768 541">• 15 credits of science <li data-bbox="532 541 963 573">• 15 credits of health/physical education <li data-bbox="532 573 1000 604">• 2.5 credits in the visual or performing arts <li data-bbox="532 604 1081 636">• 22.5 credits of electives or additional core courses <p data-bbox="479 667 1409 789">2. In order to participate in graduation exercises, a senior must remain in good standing throughout the senior year and pass four full credit courses (2.5 credits per semester) for the second semester. Seniors who do not successfully complete the requirements for a diploma are not allowed to participate in graduation ceremonies.</p>	

