

SECTION I
INSTRUCTION

IA STATEMENT OF PURPOSE: A COMMITMENT TO EXCELLENCE

[IB ACADEMIC FREEDOM](#)

[IC/ICA SCHOOL YEAR/SCHOOL CALENDAR](#)

ID SCHOOL DAY

[IG CURRICULUM OVERVIEW](#)

[IGA CURRICULUM DEVELOPMENT](#)

IGB SUPPORT SERVICES PROGRAMS

[IGD CURRICULUM ADOPTION](#)

IHA BASIC INSTRUCTIONAL PROGRAM

[IHAM HEALTH EDUCATION](#)

[IHAM-R HEALTH EDUCATION](#)

[IHAMA PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION](#)

[IHAMB TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO](#)

[IHB SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS](#)

[IHBA PROGRAMS FOR STUDENTS WITH DISABILITIES](#)

[IHBAA OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS](#)

[IHBD COMPENSATORY EDUCATION](#)

[IHBEA ENGLISH LANGUAGE LEARNERS](#)

[IHBF HOMEBOUND INSTRUCTION](#)

[IHBG HOME SCHOOLING](#)

[IJ INSTRUCTIONAL MATERIALS](#)

[IJ-R RECONSIDERATION OF INSTRUCTIONAL RESOURCES](#)

[IJL SELECTION POLICY FOR SCHOOL LIBRARY](#)

[IJND CURRICULUM AND INSTRUCTION – ACCESS TO ELECTRONIC MEDIA](#)

[IJNDB STAFF ACCEPTABLE USE POLICY/STUDENT RESPONSIBLE USE POLICY](#)

[IJNDC-R-1 WEBSITE ACCESSIBILITY](#)

[IJOA FIELD TRIPS](#)

[IJOB COMMUNITY RESOURCE PERSONS/SPEAKERS](#)

[IJOC SCHOOL VOLUNTEERS](#)

[IK ACADEMIC PROGRESS REPORTING](#)

[IKE PROMOTION AND RETENTION OF STUDENTS](#)

[IKFA EARLY GRADUATION SENIOR YEAR AT COLLEGE](#)

[IKFB GRADUATION CEREMONY](#)

[IL EVALUATION OF INSTRUCTIONAL PROGRAMS](#)

[IMD SCHOOL CEREMONIES AND OBSERVANCES](#)

[IMG ANIMALS IN SCHOOL](#)

File: IB

ACADEMIC FREEDOM

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

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

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

Approved:

Reviewed:

Revised:

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval by May 1st of each year. For the information of staff, students, and parents, the calendar will set forth the days and hours schools will be in session; holidays and vacation periods; in-service days; and parent conferences.

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

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

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

Approved:
 Reviewed:
 Revised:

CURRICULUM OVERVIEW

I. The Canton Public Schools is committed to offering its students a curriculum which strives to:

1. Support the academic development of all students
2. Respond to the physical, social, and emotional needs of its students
3. Have clear learning objectives
4. Be aligned with the Mass State Frameworks and Common Core
5. Be consistent across grade levels and courses, without stifling the individual initiative of teachers and students
6. Reward academic effort and achievement
7. Prepare students for success in their future endeavors
8. Remain dynamic, relevant, and effective through regular evaluation

II. The curriculum of the Canton Public Schools will include:

1. A written Scope & Sequence for both skills and content, PK-12, that contains mastery objectives by grade level, responds to essential questions, provides in-depth rather than surface coverage, has no obvious gaps, and avoids needless repetition
2. Units of study, which contain enrichment opportunities as well as modifications and remediation strategies; encourage higher-level thinking, including critical and creative thinking; integrate subjects where appropriate; provide opportunities for review and mastery; and strengthen students' natural curiosity
3. Teaching guides that suggest patterns of instruction, including multiple teaching strategies and opportunities for differentiated instruction
4. Instructional materials and learning resources that utilize multiple resources and reflect the requirements of the Materials Adoption Policy for content, format and fair and broad perspective, and
5. Assessment which is built into the curriculum, reflects the objectives, involves the use of rubrics to support students' achievement, and is varied in format and free from bias.

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

Approved: 5/14/17

Reviewed:

Revised: 5/14/17

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the Canton Public Schools is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise, involving both staff and administrators for their professional expertise, as well as parental and community input. It is expected that curriculum development will be based on the assessed needs of the students, new mandates, and research.

The Committee expects its faculty and administration to regularly evaluate the educational program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program. It further expects both formal processes for this evaluation as well as ongoing, informal processes for constant improvement.

LEGAL REF.: M.G.L. 69:IE,
603 CMR 26:05

Approved:

Reviewed:

Revised:

CURRICULUM ADOPTION

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

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

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

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

Approved:

Reviewed:

Revised:

HEALTH EDUCATION

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

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

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

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

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

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

Approved:

Reviewed:

Revised:

HEALTH EDUCATION (Exemption Procedure)

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

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

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

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

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

Approved:

Reviewed:

Revised:

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

We encourage all parents to participate in the education of their children. Parents may contact the K-12 Wellness Coordinator for information regarding the human sexuality units of instruction. It is strongly recommend that all students participate in the lessons scheduled for their grade level. Parents choosing to exempt their son/daughter from the health lessons that specifically address human sexuality must forward written notification to the Principal. Students who are exempted from the lessons will not be penalized and will be provided with alternative work.

At the beginning of each school year, the Canton Public School District shall provide parental/ guardian notification for curriculum which primarily involves human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment.

Each such notice will inform parents/guardians that they may:

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

RER: Department of Elementary and Secondary Education

Adopted: 12/15/2016
 Approved: 12/15/2016
 Reviewed:
 Revised:

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

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

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

To create an awareness of the total drug problem--prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

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

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

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

To develop an interest in preventing illegal use of drugs in the community.

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

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

Approved:

Reviewed:

Revised:

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

By legislation, both Massachusetts and the United States have declared the intention of guaranteeing educational opportunity to every handicapped child, and—insofar as possible—to do so within the public schools and the normal classroom.

These general aims of government create specific responsibilities for the public schools, which it is the committee's intention to fulfill. The committee will comply with its obligation to provide personnel, facilities, materials, and educational access for children with special needs, defined by the state as children who,

"because of temporary or permanent adjustment difficulties arising from intellectual, sensory, emotional, physical or perceptual factors, cerebral dysfunctions, or other specific learning disabilities, or any combination of these, require special education.

All children between the ages of three and 21 who have a special need, unless they have received a high school diploma or equivalent, - are included.

In most cases of special need, the committee will arrange for the suitable assistance within the public schools, using the facilities and personnel provided for that purpose. Some children will be assigned to educational collaboratives conducted by more than one town; and a few will require even more specialized arrangements, sometimes including residential programs.

The procedures for recognizing, referring, and programming special needs cases will be developed by the Student Services Department under the supervision of the superintendent and in cooperation with other administrators and teachers. State and federal guidelines will provide the bases of these procedures. In all cases, parents of students with special needs will be included in planning for their children and will have the right of due process in case of any disagreement with school personnel.

LEGAL REFS.: Education for All Handicapped Children Act of 1975
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
7/1/81

Approved:
Reviewed:
Revised:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

Approved:

Reviewed:

Revised:

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

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

File: IHBAA

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting. .

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

CROSS REF.: KI, Visitors to Schools

Approved:
Reviewed:
Revised:

COMPENSATORY EDUCATION (Title 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

Approved:

Reviewed:

Revised:

ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Dept. of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with the No Child Left Behind Act.

LEGAL REFS.: 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)
 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
 603 CMR 14.00

Approved:
 Reviewed:
 Revised:

HOME OR HOSPITAL INSTRUCTION

Upon receipt of a physician's written order that a student must remain at home or in hospital on a day or overnight basis for medical reasons for a period of not less than fourteen school days during any school year the principal or designee will arrange for the provision of educational services in the home or hospital. The medical statement from the physician must include, at a minimum, the date the student was admitted to a hospital or confined to home, the medical reason and expected duration of the confinement, and what medical needs should be considered in planning the student's educational services.

The services will be provided with sufficient frequency to allow the student to continue progressing in his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal will coordinate such service with the Special Education Administrator for students who are eligible for special education. Home/hospital services are not considered special education unless the student had been determined eligible for special education and home/hospital services are included on the students' IEP.

If, in the opinion of the student's physician, a student eligible for special education services is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons for more than 60 school days in any school year, the Special Education Administrator will without undue delay convene a Team to consider evaluation needs, and if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

Legal Refs: 603 CMR 28.03(3)(c)

Approved: November 3, 2016

Reviewed:

Revised:

HOMESCHOOLING

The Massachusetts General Laws require the school district to determine that a Homeschooling program is equal to public schooling “in thoroughness and efficiency and the progress made therein” prior to approving such a program.

When a parent/guardian of a child between the ages of 6 and 16 wishes to establish a home-based educational program, the procedures set forth below must be followed:

Prior to removing the child from public school;

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

The following must be included with the notice:

1. The name, age, place of residence, and number of hours of attendance of each child in the home program.
2. Information about the academic or other qualifications of the individuals who will be teaching the children.
3. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
4. Names and description of textbooks, workbooks and other instructional aides to be used by the children. The administrator may request access to such materials if necessary to assess the level of instruction in comparison to curriculum of the public schools.
5. Proposed method of assessing each child’s progress, to include periodic testing or, in the alternative, an agreed upon form of evaluation.

A student being educated in a home-based program within the district may participate in after-school athletics, clubs, and any other optional activities, subject to the same enrollment and behavioral criteria as other students. Any student who participates in athletics through the public schools is required to provide requested records of health and immunization and to purchase accident insurance.

Students in a home-based program are not able to participate in academic or enrichment activities scheduled to occur within the regular school day.

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

Care and Protection of Charles, Supreme Judicial Court 399 Mass. 324(1987)

Approved: November 3, 2016

Reviewed:

Revised:

INSTRUCTIONAL MATERIALS

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

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

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

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

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

Approved:

Reviewed:

Revised: May, 4 2017

SELECTION POLICY FOR SCHOOL LIBRARY

I. Introduction

The purpose of this library materials selection policy is to provide guidelines for the selection and review of print, non-print, and digital resources, excluding textbooks, which reflect the philosophy and goals of the Canton Public Schools. This policy outlines the responsibility, objectives, and criteria for selection, as well as procedures for both selection and reconsideration of materials.

Each library collection is considered a segment of the total district library collection. Materials are shared and may be made available to any school library in the school district.

The term “digital resources” refers to those that librarians have selected for use-specifically; online services subscribed to annually, or designated curriculum-based sites on the World Wide Web. Librarians do not control material that may be available from other Internet sites, and use of the network is subject to the Canton Public Schools’ Responsible Use Policy. Students must have a current signed Responsible Use Policy on file in order to use the library and district computers to access the Internet.

II. Responsibility

The Canton School Committee is responsible for establishing the policy of the Canton Public Schools.

The responsibility for the selection of all library media materials is delegated to the librarians through the building principal. The selection process is a collaborative effort involving administrators, teachers, students, and librarians. The responsibility for coordinating and recommending the selection and purchase of library media materials rests with the librarians.

The library materials selection policy is based upon the principles incorporated in the following documents: United States Constitution, especially the First Amendment; the Student’s Right to Read, National Council of the Teachers of English; American Library Association “Library Bill of Rights”, the American Library Association’s “Freedom to Read” , the American Library Association’s “Freedom to View”, American Association of School Librarians, “School Library Bill of Rights”, standards adopted by the American Association of School Librarians, school library standards of the Massachusetts School Library Media Association, and the Massachusetts Department of Elementary and Secondary Education regulations pertaining to curricula.

III. Objectives

Canton Public Schools Library Vision

The Canton Public School Libraries exist to provide equitable access to resources and informational technology for instructional and recreational use. Library staff will provide all members of the learning community with the skills, resources, and tools necessary to participate as informed and productive global citizens of the 21st century. As the learning center of the school community, the library will support curriculum and professional development while also enabling students to pursue their individual growth and interests.

Mission Statement

The mission of the Canton Public Schools libraries is to support all members of the school community with the resources and skills necessary to be successful readers, researcher, and users of information in

the 21st century. To achieve this goal, the library staff will:

- Instruct students in the effective, efficient, and ethical use of resources and informational technology.
- Assist students in developing independent inquiry, research, and analytical skills for academic, personal, and recreational knowledge.
- Collaborate with faculty members to develop, enhance, and enrich the curriculum across content areas and grade levels.
- Create an environment which promotes curiosity, creativity, and critical thinking in acquiring and presenting new information.
- Provide opportunities to use the most current applications of educational and collaborative technologies as they continue to evolve.
- Promote and encourage learning and reading for instructional and recreational use by presenting a variety of genres and media formats.

The Canton School Committee recognizes that it is the primary objective of the library program to implement, enrich, and support the education programs of the schools. Materials selected advance the curriculum frameworks of the state, district, and individual schools. It is the duty of the libraries to provide a wide range of materials on all levels of difficulty, with diversity of appeal and with presentation of different points of view.

To this end, the Canton School Committee reaffirms the American Library Association's Bill of Rights for School Library Programs and asserts that the responsibility of the Canton school libraries is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. To provide materials in an appropriate and current format to effectively teach the curriculum.
3. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
4. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
5. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media. (The Canton School Committee does not necessarily endorse opinions expressed in library materials.)
6. To provide materials reflective of the pluralistic nature of a global society.
7. To place principle above personal opinion and avoid prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library and technology center.
8. To anticipate and meet needs through awareness of subjects of current interest.
9. To provide materials with a recent copyright date as appropriate to the subject.
10. To ensure that all English Language Learners (ELL) and programs have a diverse and wide range of materials available.

The Canton School Committee recognizes that the final decision as to what materials an individual student will use rests with that student's parents/guardians. However, at no time, will the wishes of one child's parents/guardians to restrict his/her reading or viewing of a particular item infringe on other parents/guardians' rights to permit their child to read or view the same material. Additionally, the diverse needs of students should be taken into account when materials are being selected with an emphasis on consideration that materials are free from bias and address student needs. Consistent with the recommendations of the Massachusetts Department of Elementary and Secondary Education, all

educational products should be assessed concerning the ability to achieve fairness and sensitivity in content and language by excluding language or content that might disadvantage a student because of gender, race, national origin, ethnicity, religion, age, sexual orientation, gender identity, disability, or cultural, economic, homelessness or geographical background and promoting content and language that reflects the diversity of the student population.

IV. Selection Criteria

Materials selected should support the curriculum and interests of students, staff, and families, taking into account the diverse interests, age levels, ability levels, learning styles, and emotional and social development levels. Materials should encourage appreciation for both informational and recreational reading, viewing, or listening.

A. General Resources:

In general, all learning resources shall be selected for their strengths, rather than rejected for their weaknesses. In order to achieve the objectives of the library, a combination of the following criteria are used as a guide in selection:

- Contribution and relevance to curriculum and goals of the school
- Factual content is accurate, current, reliable and authoritative
- Readability and accessibility to intended audience
- High degree of user appeal
- Present content in appropriate format and acceptable technical quality
- Literary style and/or artistic quality
- Quality and variety of format with efforts to incorporate emerging technologies
- Treatment of subject that is clear, comprehensible, skillful, well-organized
- Timeliness or permanence
- Reflect current research and meet current standards of excellence
- Durable and attractive construction
- The value of each work will be examined as a whole, transcending individual words, phrases, illustrations or incidents
- Materials should represent various viewpoints on controversial issues
- Reputation or significance of author, producer, editor or publisher
- Favorable reviews found in standard selection resources

B. Non-Print Resources

Non-print resources may include, but are not limited to, DVDs, On Demand video, online databases, ebooks, audio recordings, computer software, graphics, maps/globes, learning kits, games and archival materials that support the established learning goals of the Canton Public Schools libraries.

Previously stated criteria for selection should be applied with some additional considerations:

- Compatibility with currently owned hardware
- Technical quality

V. Selection Procedures

1. Each librarian will be responsible for the yearly collection maintenance and development of their library. In coordinating this process, the librarian will:

- Collaborate with library colleagues for shared purchase selection to support the curriculum frameworks
- Perform periodic collection inventories
- Use collection and circulation data analysis tools
- Share print, non-print, and online resource lists, resulting from teacher collaboration on student research and literary projects
- Attend conferences and seminars on children's literature and information technology resources
- Collaborate with the Town of Canton Library Faculty a minimum of two times a year to ensure consideration of diversity and bias in the selection of books and other materials for their collection.

Selection tools from reputable, professionally-prepared sources will be consulted for selecting books, non-print, and digital media.

4. Gift materials will be evaluated by the same standards and criteria as purchased materials and are accepted or rejected by these standards. Gifts that do not meet criteria for library use but are appropriate for classroom or home use will be offered to the school community.

5. Librarians continually inventory collections. The same thought and care given to selection of materials will be exercised in weeding so that collections remain current and useful to the school community. ALA standards for weeding the non-fiction collection will be followed. Worn, damaged, or missing items basic to the collections will be replaced periodically.

VI. Reconsideration Procedures

Any resident of the Town of Canton or any employee of the Canton Public Schools may challenge resources housed in a school's library on the basis of appropriateness.

1. Informal Reconsideration

Occasional objections to material may be voiced by the public despite the qualifications of the person making the selection for that library, and the care taken in the selection process. Any such objection should be directed to the librarian at the school in question, who can provide information regarding the selection and use of the material and explain the philosophy and goals of the library program.

If the objection cannot be resolved at this level and the individual wishes to make a formal complaint, the librarian will notify the principal. A packet of materials will be forwarded to the complainant, which includes a dated cover letter, a copy of the district's materials selection policy, and a reconsideration request form. If no action is taken within a two-week period by the objecting party, the matter will be considered closed.

Challenged material will remain in use during the reconsideration period, and cannot be removed except upon action by the librarian, a Reconsideration Committee, the Superintendent, or formal action of the Canton School Committee. A parent/guardian filing a formal request for reconsideration may ask that access to challenged materials be denied to his/her child or children.

2. Formal Reconsideration at the School Level

At the school level, reconsideration requests will be heard by the Reconsideration Committee, a standing committee that will be chaired by the principal and will consist of the librarian, a member of the teaching staff, a member of the School Council, and another parent/guardian. At the high school level, a

student also may serve as part of the Reconsideration Committee. At the time of a challenge, the Reconsideration Committee will convene and will review the issues and process involved in reconsideration.

When a signed and completed reconsideration request form is received by a principal, he/she will immediately notify members of the Reconsideration Committee and the Assistant Superintendent for Curriculum and Instruction. A meeting of the Reconsideration Committee will be scheduled to occur within three (3) weeks of the date of submission of the request for reconsideration form and the complainant will be notified of the date and time of such meeting. Packets including copies of the reconsideration request form, bibliographic data on the challenged material, and professional reviews or other relevant information about the challenged material will be forwarded to Reconsideration Committee members as soon as possible by the librarian. At the scheduled meeting, the complainant will have the right to address the Reconsideration Committee.

After the meeting, the Reconsideration Committee will consider the work as a whole, survey review literature, and assess the merits of the work in the context of a school library before making a decision. The Reconsideration Committee will issue a written report to the principal explaining the reasons for their decision to remove or to retain the work in question. If any members of the Reconsideration Committee disagree with the decision of the majority of committee members, then the report should include a section explaining the dissenting views.

A decision of the Reconsideration Committee to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection of the material.

The principal will notify the complainant of the Reconsideration Committee's decision.

If the complainant is still not satisfied, he/she may, within two (2) weeks of the date of notification of the decision of the Reconsideration Committee, request an appeal to a district wide committee.

3. Formal Reconsideration at the District Level

When a complainant is notified by the principal of the Reconsideration Committee's decision, he/she has the option to request an "Appeal of Reconsideration Committee Decision" form from the principal. Such an appeal must be submitted to the Office of the Superintendent within a two (2) week period from the date of notification of the Reconsideration Committee's decision. The Superintendent's office will assemble a district level reconsideration committee chaired by the Superintendent or her/his designee. The District Reconsideration Committee will include the following: the principal of the school concerned; the Assistant Superintendent of Curriculum and Instruction; and two community members who were not part of the initial Reconsideration Committee. Members of the District Reconsideration Committee are charged with the same responsibilities as the initial Reconsideration Committee, and will receive a copy of the school level Reconsideration Committee report as well as the original supporting materials.

A meeting of the District Reconsideration Committee will be scheduled to occur within a three (3) week period from the date the appeal was submitted. At the scheduled meeting, the complainant will have the right to address the District Reconsideration Committee.

After the meeting, the District Reconsideration Committee will consider the work as a whole, survey review literature, and assess the merits of the work in the context of a school library before making a recommendation. The District Reconsideration Committee will issue a written report to the Superintendent explaining the reasons for their recommendation to remove or to retain the work in

question. If any members of the District Reconsideration Committee disagree with the recommendation of the majority of committee members, then the report should include a section explaining the dissenting views.

Any recommendation by the District Reconsideration Committee to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection of the material.

The Superintendent will review each recommendation of the District Reconsideration Committee and shall make a determination whether the appeal will be granted or denied. The Superintendent will notify the complainant in writing as to whether the appeal was granted or denied.

4. Appeal to the School Committee

If the complainant is still not satisfied, he/she may, within two (2) weeks of the date of notification of the district level decision, appeal the decision to the Canton School Committee for a hearing before the full committee.

When such an appeal is filed with the Canton School Committee, the Office of the Superintendent will forward to the Canton School Committee a copy of the District Reconsideration Committee report as well as any supporting materials that were provided in connection with the District Reconsideration Committee meeting and a copy of the school level Reconsideration Committee report as well as the original supporting materials.

Approved: June 14, 2018

Reviewed: June 14, 2018

Revised: June 14, 2018

Reconsideration Request Form

School: _____

Please check the type of material:

- Book Film or Video
 Periodical Audio Recording
 Pamphlet Computer Software Other

Title: _____

Author: _____

Publisher or Producer: _____

Request initiated by: _____

Telephone: _____ e-Mail _____

Street: _____

City: _____ State: _____ Zip: _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material **in its entirety**. If sufficient space is not provided, attach additional sheets. (Please be specific, cite pages, frames/chapters in a video or audio recording, etc.)

1. Did you read, view, or listen to the school library material in its entirety?
2. What do you object to in this material? (Please be specific, cite pages, frames/chapters in a video or audio recording, etc.)
3. What do you believe is the theme or purpose of this material?
4. What do you feel might be the result of a student using this material?
5. For what age group would you recommend this material?
6. What are the strengths in this material? Please comment.
7. Would you care to recommend other school library material of the same subject and format?

Signature of Complainant _____ Date: _____

Please return completed form to the librarian at the school where the material was found.

Checklist for Reconsideration Committee

Title: _____

Author: _____

1, Purpose

- a. What is the overall purpose of the material?

- b. Is the purpose accomplished?

2. Authenticity:

- a. Is the author competent and qualified in the field?

- b. What is the reputation and significance of the author and publisher in the field?

- c. Is the material up-to-date?

- d. Are information sources well documented?

- e. Are translations/retelling faithful to original?

3. Appropriateness:

- a. Does the material promote educational goals and objectives of the curriculum of the Canton Public Schools?

- b. Is it appropriate to the level of instruction intended?

- c. Are the illustrations appropriate to the subject and age levels?

4. Content:

- a. Is the content of this material well presented by providing adequate scope, range, depth and continuity?

- b. Does this material give a new dimension or direction to its subject?

5. Reviews:

- a. Source of review(s):

- b. Favorably reviewed () Unfavorably reviewed ()

- c. Does the title appear in one or more reputable selection sources? If yes, please list the titles of selection sources:

Additional comments:

Recommendation for treatment of challenged material:

Names and Signatures of Committee Members:

Date:

Works Cited

Cite works listed in responsibility section

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

Approved:

Reviewed:

Revised:

CURRICULUM AND INSTRUCTION

Access to Electronic Media

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

Safety Procedures and Guidelines

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

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

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of director electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors' access to materials harmful to them.

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

Permission/Agreement Form

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

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

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

Disregard of Rules

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

Responsibility for Damages

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

Responding to Concerns

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

Audit of Use

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

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

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

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

Approved:

Reviewed:

Revised:

STAFF ACCEPTABLE USE POLICY

The technology mission of the Canton Public Schools (CPS) is to ensure that technology is an integral component of our educational community, enhancing learning, instruction, communication and information management. To meet this mission, networked computers with Internet and Intranet access, non-networked computers, peripheral equipment, as well as other forms of technology, are made available for students and staff use. CPS Technology access, this includes, but is not limited to the CPS Network, the Internet, digital cameras, video cameras, interactive boards and printers, are available to the students and staff of the Canton Public Schools to the extent that it is appropriate. It is the goal of the district to provide technology tools for all aspects of learning, including collaboration, discovery, research, and communication for the purpose of encouraging educational excellence.

Technology use that is integrated into school curriculum fosters information retrieval skills, encourages critical thinking skills, collaboration and provides educational opportunities for both students and staff. CPS Technology access, for students and staff in Canton, is a privilege, not a right. Along with this privilege, come certain responsibilities for all users. The school district is providing access to the CPS Technology for educational purposes only. All users must conform to the terms and conditions established by the district. All students and staff within the Canton Public Schools must read and sign this policy; students must also have their parents and/or guardians read and sign the policy. The school district cannot provide access to any staff or student, who fails to sign and return the policy.

We ask that you take the time to read this AUP, and if you are a parent of a Canton Public Schools student, that you sit with your child and read the AUP, making sure to discuss the acceptable and unacceptable use policies.

We ask that you pay close attention to the types of technology that will be used within the Canton Public Schools, and that you review the attached vocabulary definitions to make sure that everyone understands them.

We also ask that you review the consequences that can occur should a staff member or a student choose to not use the technology appropriately.

If you have any questions regarding this AUP, please contact the Technology Integration Administrator for the Canton Public Schools.

Approved:

Reviewed:

Revised:

Canton Public Schools Terms and Conditions for CPS Acceptable Use Policy

1. **Acceptable Use:** *All CPS Technology use must be consistent with the educational objectives of the district.*
 - a. CPS Network accounts shall be used only by the authorized owner of each account.
 - b. Password entrance to the CPS Network shall be maintained by the district.
 - c. Users that have obtained individual email accounts either from service providers, such as AOL or Microsoft, or from Internet based companies such as Yahoo or Hotmail, are solely responsible and liable for usage when accessing these accounts from within the CPS Network. All of the rules of the Canton AUP as outlined in the guidelines of usage on the CPS Network, apply to private email use from within the CPS Network.
 - d. Use of the CPS Network must conform to all state and federal laws, and Internet Service Provider (ISP) policies.
 - e. Users will be responsible for the appropriateness and content of public and private material transmitted or published on the CPS Network.
 - f. Downloading material from the Internet by students is permitted only with permission from the teacher.
 - g. Group photos, where individual students are not easily identifiable, are permitted.
 - h. In special circumstances with parent-signed release, student identifying information may be added to the Canton Public Schools web site.
 - i. The Canton Public Schools reserve the right to examine all data stored on, but not limited to, students' and staff members' terminals, network drives, hard drives, and communication software.
 - j. The Canton Public Schools will only authorize email accounts for staff members, teachers, and administrators. Students will not receive email accounts from the Canton mail server.
 - k. As staff members are town employees, all electronic mail is acknowledged as public record and therefore subject to the requirements of the Public Records Law. G.L. c.66. *Faculty must not include student last names in any electronic communication.*
 - l. Students are expected to practice the "Principles of Community" which encourage respectful and kind acts of communication at all times, especially when utilizing Canton's electronic and/or digital resources. Respect and protection of the integrity of the code of conduct are expected at all times.

2. **Unacceptable Use:** *All CPS Technology users must understand and adhere to the following guidelines.*
 - a. Attempts to gain unauthorized access to accounts on the CPS Network are not permitted.
 - b. Passwords must not be shared with any other user.
 - c. Attempts to gain access to restricted sites are prohibited. (The web filter used by the district shall be regularly updated to provide constant filtering of access capabilities.) *Any student/staff member who attempts to bypass these restricted sites will lose their technology privileges.*
 - d. Users will be held liable for intentional destruction of CPS technology equipment (i.e. defacing laptops, stealing mice, etc.)
 - e. Transmission of any material in violation of any law is prohibited. This includes, but is not limited to the following: copyrighted material, threatening and obscene material, or material prohibited by trade secrets.
 - f. Users must not try to gain unlawful access to other computers, networks, or information systems for the purpose of "hacking" and/or deliberately uploading/downloading "viruses" or other harmful forms of programming or vandalism.

- g. Modification of system or software settings on any computers/technology included on the CPS Network, without specific permission from Technology staff, is prohibited.
- h. Users shall not use the CPS Network for objectionable purposes including, but not limited to the following: interaction with strangers, improvisation, harassment, financial gain or political lobbying.
- i. Downloading objectionable materials/software is strictly prohibited.
- j. Works found, created or saved on the CPS Network must not be plagiarized, i.e. taking the ideas/writings of others and presenting them as one's own.
- k. On-line chats and social networking sites of a non-educational nature (including instant messaging) are prohibited.
- l. CPS students and staff will not use school resources to post, manage or update personal web pages.
- m. Sharing of electronic files, for an assignment, project, homework, etc., without the permission of the teacher and/or student, is prohibited and will be considered cheating. Action will be taken in accordance to the student handbook.
- n. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying in the Canton Public School District.

As referred to in this AUP, "harassment, intimidation, bullying or cyberbullying" means any written, verbal or physical act, or any electronic communication including, but not limited to, one shown to be motivated by a student's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, physical, mental, emotional, or learning disability, gender, gender identity and expression, or other distinguishing personal characteristic, or based on association with any person identified above, when the written, verbal or physical act or electronic communication is intended to:

- (i) Physically harm a student or damages the student's property; or*
- (ii) Substantially interfere with a student's educational opportunities; or*
- (iii) Be so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or*
- (iv) Substantially disrupt the orderly operation of the school.*

Violations of any kind will be handled immediately in correlation to the District's or host school's disciplinary code.

- 3. **Security:** *The district will take measures to provide both network and personal security for its users.*
 - a. All users will sign-on to the CPS Network with a unique user name and password.
 - b. CPS Network accounts are to be used only by authorized users for authorized purposes.
 - c. A filter shall be used by the district to restrict web site access.
 - d. Users shall not gain or seek information, obtain copies of or modify files or passwords to gain unauthorized access to district files.
 - e. Users, including students, are required to notify their teacher or school representatives whenever encountering information or messages that are dangerous, inappropriate, or make the user uncomfortable.
 - f. When using electronic mail, chat rooms, and other forms of electronic communications, users must not transmit names, photos, or other personal information to strangers.
 - g. The Canton Public Schools will monitor Internet usage through several means, including the following: classroom teacher supervision, presence of other district staff or periodic technological means.

File: IJNDB

4. **Filtering:** *The Canton School district will use Internet filters, as well as provide supervision of student CPS Network use, as measures to restrict and monitor network activity on all its computers.*
 - a. In the event that a user encounters a web site or link that is inappropriate, this should be reported to the teacher/principal immediately.

DISCLAIMER: *Pursuant to the Children’s Internet Protection Act, the Canton Public Schools uses CIPA compliant content filtering software to screen Internet sites for offensive material. There are millions of pages of content on the Internet. Users are cautioned that many of these pages contain offensive material including, but not limited to categories of, Adult content, Nudity, Sex, Gambling, Violence, Weapons, Hacking, Personals/Dating, Racism/Hate, and Illegal or Questionable material. It is difficult to avoid at least some contact with elements of this material while using the Internet. No filtering software is 100% effective and it is possible that the software could fail in certain instances or be unsuccessful at limiting objectionable content based on keywords of the material and how it may be embedded or hidden in a legitimate looking URL. Student and Staff Authorized Users access the Internet at their own risk.*
5. **Liability:** *The Canton School District makes no warranty of any kind, neither expressed nor implied, for the CPS Technology access provided.*
 - a. The district will not be responsible for any damages one may suffer, including, but not limited to: loss of data or interruption of service.
 - b. The district will not be responsible for the accuracy or quality of information obtained.
 - c. The district will not be responsible for financial obligations or harm resulting from personal contacts arising through the use of the CPS Network. All users shall assume full liability: legal, financial, or otherwise, for their actions.
6. **Privacy:** *CPS Technology access is provided as a tool for education.*
 - a. The district reserves the right to monitor, inspect, copy, review and store any and all usage of CPS Technology at any time and without prior notice.
 - b. All such information is and will remain the property of the school district and no user shall have any expectation of privacy regarding such material.
7. **Failure to Follow Policy:** *CPS Acceptable Use Policy applies to all users of the network facilities and technology within our school district.*
 - a. Staff and students who fail to follow the policy shall be subject to disciplinary action that may result in the loss of CPS Technology privileges.
 - b. All violations of the CPS Acceptable Use Policy shall be referred to the building principal. Sanctions will be consistent with existing disciplinary codes.
8. **Netiquette:** *All users are expected to abide by the generally accepted rules of Internet etiquette (netiquette).*
 - a. Appropriate language is expected at all times.
 - b. Engaging in illegal and unethical activities is prohibited.
 - c. Users must be considerate of others when conducting permissible downloading of material during “peak user time” in the district.
 - d. Respect the privacy of others.
 - e. CPS Technology access may not be used to make or distribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

AUP Definitions:

- 1) **Network:** *a* : an interconnected or interrelated chain, group, or system <a *network* of hotels> *b* : a system of computers, peripherals, terminals, and databases connected by communications lines
<http://www.merriam-webster.com/>
- 2) **Download:** *n* :an act or instance of downloading something; *also* : the item downloaded
<http://www.merriam-webster.com/>
- 3) **Upload:** *v*: to transfer (as data or files) from a computer to the memory of another device (as a larger or remote computer) <http://www.merriam-webster.com/>
- 4) **Website:** *n*: a group of World Wide Web pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution, government, or organization <http://www.merriam-webster.com/>
- 5) **Web Filter:** A Web filter is a program that can screen an incoming Web page to determine whether some or all of it should not be displayed to the user. The filter checks the origin or content of a Web page against a set of rules provided by company or person who has installed the Web filter. A Web filter allows an enterprise or individual user to block out pages from Web sites that are likely to include objectionable advertising, pornographic content, spyware, viruses, and other objectionable content. Vendors of Web filters claim that their products will reduce recreational Internet surfing among employees and secure networks from Web-based threats.
http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci1093128,00.html
- 6) **Hacking:** Is the practice of modifying computer hardware and software to accomplish a goal outside of the creator's original purpose. <http://www.wisegeek.com/what-is-a-computer.htm>
- 7) **Instant Messaging:** *n*: a means or system for transmitting electronic messages instantly
<http://www.merriam-webster.com/>
- 8) **CIPA:** The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding for Internet access or internal connections from the E-rate program – a program that makes certain communications technology more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA. Information take from :
<http://www.fcc.gov/cgb/consumerfacts/cipa.html>

STUDENT RESPONSIBLE USE POLICY

The Canton Public Schools (“CPS” or “District”) endeavors to provide technology tools for all aspects of learning, including collaboration, discovery, research, and communication, with the goal of encouraging educational excellence. Thus, the District seeks to ensure that technology is an integral component of our educational community. Equipment made available for student use includes networked computers and wireless devices with Internet/Intranet access, peripheral equipment, as well as other forms of technology. CPS technology access includes, but is not limited to, the CPS Network, the Internet, instructional database subscriptions, wireless devices, networked equipment and other technologies that may become available for student use over time.

Purpose of the Responsible Use Policy: The purpose of the District’s Responsible Use Policy (RUP) is to promote positive digital citizenship for our students, a citizenship that involves accessing appropriate resources and using electronic devices safely and effectively. It also seeks to avoid unauthorized access or disclosure of sensitive, confidential and proprietary information and avoid unlawful activities. The RUP applies to student use of computers, Internet, wireless devices, instructional database subscriptions, electronic mail and all other forms of electronic equipment or communication provided by the District/network, regardless of the physical location of the user. Thus, the RUP applies even when a student uses District-provided equipment or accounts while not on school property and/or uses non-District devices to access the District network or databases.

CPS technology access for students in Canton is a privilege, not a right. With this privilege, come certain responsibilities for all users. All users must conform to the responsibilities established by this District policy.

Student Responsibilities:

By signing this policy, you acknowledge that you understand the following:

✓ **I am responsible for practicing positive digital citizenship.**

-
- I understand that CPS Technology is provided only for the purpose of my participation in CPS educational programs.
- I will ensure that my interactive contributions to websites, social media, discussion boards, media sharing sites, and all other electronic communications, including new technologies are designed to maintain a productive and appropriate educational environment for other students and staff.
- I will be honest in all digital communication, including accurately identifying my own postings and contributions.
- I understand that what I do and post online must be consistent with maintaining a safe and secure school environment for all.
- I understand when given permission to access another individual’s personal accounts, I am still responsible for my actions when accessing these accounts.
- I will use school appropriate language in all electronic communications, including email, social media, audio recordings, video conferencing, and artistic works.

- ✓ **I am responsible for keeping personal information private.**
 - I will not share personal information about myself or others including, but not limited to: name, home address, telephone numbers, birth dates, usernames, passwords or visuals such as pictures, videos, or drawings.
 - I will not meet anyone in person that I have met only on the Internet.
 - I will be aware of and adhere to privacy settings on websites that I visit.

- ✓ **I am responsible for my passwords and my actions on District accounts.**
 - I will not share any school or District usernames and passwords with anyone.
 - I will not access the account information of others without permission.
 - I will log out of my accounts and equipment to ensure my privacy and security.
 - I will log out of unattended equipment and accounts if another student hasn't logged off in order to maintain their privacy and security.
 - I understand that technology can be interrupted and unpredictable and will use multiple means to save and backup my information.

- ✓ **I am responsible for treating others with respect and dignity.**
 - I will not send and/or distribute hateful, discriminatory, harassing digital communication, or engage in inappropriate sharing of images.
 - I understand that bullying and harassment in any form, including cyber bullying, is unacceptable.

- ✓ **I am responsible for accessing only educational content when using District technology.**
 - I will not seek out, display, or circulate material that is deemed hurtful, sexually explicit, or violent.
 - I understand that any exceptions must be approved by a teacher or administrator as part of a school assignment.
 - I understand that the use of the District network and equipment for illegal, political, or commercial purposes is strictly forbidden.
 - I understand that the District has internet filters and will immediately notify District personnel if inappropriate content is accessed.

- ✓ **I am responsible for respecting and maintaining the security of the District electronic resources and networks.**
 - I will not gain unauthorized access or violate District security settings and filters, including the use of proxy servers to access websites blocked by the District.
 - I will not install or use illegal software or files, including copyright protected materials, unauthorized software, or applications on any District computers, tablets, chromebooks, smartphones, or other new technologies.
 - I will not access my personal data plan on my own device during the school day to participate in classroom assignments or activities. Personal data plans do not have District filters.
 - I will not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.

- ✓ **I am responsible for taking all reasonable care when handling District equipment.**
 - I understand that vandalism in any form is prohibited.
 - I will report any known or suspected acts of vandalism to the appropriate authority.
 - I will report any misuse of the CPS Network and all other technology. Misuse means any violations of this policy or any other use that is not included in the policy but has the effect of harming another or his/her property.
 - I will take care of the physical condition of the District equipment.
 - I will only make modifications to system or software settings with District equipment when instructed by school personnel.

- ✓ **I am responsible for respecting the works of others.**
 - I will follow all copyright (<http://copyright.gov/title17/>) guidelines, and properly cite all sources.
 - I will not copy the work of another person and represent it as my own.
 - I will not download illegally obtained music, software, applications, and other works.

- ✓ **I am responsible for personal technology when I bring in my own device (BYOD) to the school's buildings.**
 - I understand that I am responsible to safeguard my own equipment.
 - I will only use my equipment when the teacher has given me permission. At the elementary level, the use of cellphones is prohibited during the school day. Students who bring cellphones to school must keep them turned off, and cell phones must remain in their backpack at all times. Cell phones may be used for emergencies only under the direction of school personnel. When electronic devices are needed to access the curriculum, teachers will provide them. Elementary students do not need cell phones during the school day.
 - I know that I am not to use any other student's equipment without permission of that specific student.
 - I will only access the District wireless capabilities, not my personal data plan, when using my equipment because of the appropriate filtering for my educational research.

Terms and Conditions of the CPS Technology Responsible Use Policy:

The signature for this Technology Responsible Use Policy is included on the Canton Public Schools Student/Family Handbook signature page. By signing the CPS Technology Responsible Use Policy (RUP) on the handbook signature page, I am acknowledging my understanding of my responsibilities outlined above. Failure to fulfill these responsibilities may result in loss of access privileges or disciplinary action according to the school or District handbooks. The school District cannot provide access to any student who fails to sign this policy.

WEBSITE ACCESSIBILITY

The Canton Public School is committed to ensuring accessibility of its website for students, parents and members of the community. All pages on the Canton Public Schools website will conform to the high standards and guidelines as defined by reputable organizations (e.g., Web Accessibility Guidelines 2.0) committed to online accessibility.

The Superintendent, or designee, is directed to establish procedure whereby students, parents and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed or maintained by the District.

LEGAL REF.: Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C §794
Title II

GUIDELINES: Website Accessibility Complaint Form

Approved: December 6, 2018

Reviewed: December 6, 2018

Revised:

FIELD TRIPS

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

The Superintendent will establish regulations to assure that:

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

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel.

Approved:

Reviewed:

Revised:

COMMUNITY RESOURCE PERSONS/ SPEAKERS

Community resource speakers 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 REF.: ADDA, C.O.R.I. Requirements

Approved:

Reviewed:

Revised:

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators. This notwithstanding, all procedures with respect to screening volunteers who have regular contact with students must be observed.

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

Approved:

Reviewed:

Revised:

ACADEMIC PROGRESS REPORTING

The Canton Public Schools believes that students are entitled to instruction that challenges them and is responsive to their unique learning styles. It follows that their academic achievement, as well as their social growth and development, will follow individual patterns of growth and learning.

Further, we believe that education requires communication and a partnership among home, school, and community, and that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

Thus, the Committee supports staff efforts to use exemplary ways to assess and report student progress. Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

Approved reporting systems will require that:

1. Parents/guardians be informed regularly - in writing and through regularly scheduled conferences - of the progress their children are making in school.
2. Parents/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to grade-level standards.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

Approved:

Reviewed:

Revised:

PROMOTION AND RETENTION OF STUDENTS

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

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

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

In the K-5 and middle schools, the final decision with respect to promotion will rest with the building Principal. Policies for promotion in the high school will be printed in Student Handbooks, after approval by the School Committee.

Approved:

Reviewed:

Revised:

EARLY GRADUATION SENIOR YEAR AT COLLEGE

Although it is the exception to the rule, there are certain exceptional students who leave Canton High School at the end of their junior year for an early admission program at a particular college.

These students are advised that they are not eligible for consideration as valedictorian or salutatorian of their class.

All students applying for early dismissal at the end of their junior year must have the approval of the Canton High School Principal, the Superintendent of Schools and the Canton School Committee.

LEGAL REFS.: M.G.L. 71:4
 High School Student Handbook

Approved:
Reviewed:
Revised:

GRADUATION CEREMONY

The Canton Public Schools abides by State graduation requirements. Students are eligible to participate in the graduation ceremony and will receive a diploma if they have fulfilled all graduation requirements. They may participate and receive a certificate of attendance if they have fulfilled all Canton course requirements, but have not achieved Competency Determination, as determined by the State MCAS exams.

LEGAL REF.: High School Student Handbook

Approved:

Reviewed:

Revised:

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for the 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 school system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

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

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent and/or designee. This evaluation is in the scope of duties of the Director of Curriculum and Instruction and other administrators. We continue to use classroom assessment, standardized test results, SAT/AP scores as components of this evaluation.

Approved:

Reviewed:

Revised:

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools." The Massachusetts Curriculum Frameworks endorses the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction is essential in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

In order to help staff members abide by the spirit and letter of the law, to avoid compromising any student's religious or conscientious beliefs or freedoms, and to fulfill their educational goals, the Canton Public Schools establish the following guidelines:

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

LEGAL REF.: 603 CMR 26:05

Approved:
Reviewed:
Revised:

ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

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

Animals Prohibited from School

Families whose children will be affected by the presence of an animal must be notified by the building principal or designee if an animal or service animal will be included in a classroom or visiting a school building.

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

Animals Prohibited

Wild Animals and Domestic Stray Animals

Wild mammals pose a risk for transmitting rabies and should never be brought into schools or handled by children. Wild animals' behavior tends to be unpredictable. A wild mammal that has been raised in captivity is still a wild animal. Because of the high incidence of rabies in bats, skunks, raccoons, groundhogs (woodchucks), and wild carnivores (e.g. coyotes and

foxes), these animals (including recently dead animals) should not be permitted on school grounds unless they are under the control of a licensed professional responsible for preventing exposures to students and staff. It is against the law to keep or transport wild animals without authorization from the Massachusetts Department of Fisheries and Wildlife.

Stray domestic animals also pose a risk for transmitting rabies because the health and vaccination status of these animals is unknown. Therefore, stray animals should never be brought into classrooms or onto school grounds.

Fur-Bearing Animals (Unvaccinated pet dogs,** cats, wolf-hybrids, ferrets, etc.)

These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries. All fur-bearing animals under three months of age (too young to be vaccinated for rabies) or not vaccinated against rabies should not be brought into classrooms or onto school grounds without taking precautions to prevent exposures.

Bats

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

Poisonous Animals

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

Animals Not Prohibited

As a general rule, only domesticated mammals with current rabies vaccinations and for which USDA-approved vaccines exist should be permitted to have contact with students

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

Service Animals (Guide or Assistance Animals)

Service animal is an animal trained to perform a specific function.

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

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

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

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

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

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

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

File: IMG

will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student. When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

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

***DESCRIPTION OF ZOO NOTICE DISEASES AND GENERAL GUIDELINES**

Enteric diseases (diseases predominately of the digestive system) include illnesses caused by organisms such as Salmonella, Campylobacter, Cryptosporidium, E. coli O157:H7 and Giardia. Enteric disease organisms primarily cause diarrhea in people, but in some cases, can infect the blood and cause life-threatening illness. People can be exposed to these enteric organisms by eating food contaminated with feces, or by touching a contaminated object and then touching one's mouth. Animals can carry these organisms without being ill.

Because of the risk of contracting salmonellosis from reptiles (including non-poisonous snakes, lizards, and iguanas) and amphibians, even when reared in captivity, special precautions are necessary when handling them. These animals may intermittently shed salmonella, and negative cultures will not guarantee that the animals are not infected. Treatment of infected animals with antibiotics has not proven useful and may promote the development and spread of resistant bacteria. Because salmonellosis can be more severe young children and because their hygiene practices are less thorough, handling of reptiles and amphibians by young children is not recommended.

Psittacosis is a bacterial disease that can cause fever, chills, rash, and pneumonia. This disease is primarily transmitted through inhaling dust from the contaminated droppings of infected birds. The elderly and those with a weakened immune system may develop more serious forms of this illness. Because psittacine birds (parrots, parakeets, budgies, and cockatiels) can carry psittacosis, these birds should not be handled by children. Birds showing any signs of illness should not be brought into school. Psittacine birds may be

brought to school as long as they are kept caged, their cages are clean and the bird's wastes are frequently and safely removed and discarded.

Rabies is a fatal, viral infection of certain wild and domestic animals. Rabies can infect any mammal, but it is more common among certain mammals like raccoons, skunks, bats and foxes. Rabies can be spread to domestic animals and to humans through contact with an infected animal's saliva, usually through a bite or scratch, or through contact with nervous tissues (brain and spinal cord) of infected animals. In people, rabies virus causes an infection of the brain, which is always fatal in those who are infected and do not receive protective treatment after an exposure. Rabies is rare among small rodents like squirrels, rats, hamsters and mice. Fish, reptiles (such as snakes, turtles and lizards), amphibians (such as frogs and salamanders) and insects cannot get or spread rabies.

Currently, USDA-approved vaccines exist for the following domesticated animals only: dogs, cats, ferrets, cattle, horses, and sheep. Students should be educated on safe and proper handling procedures before handling or touching these animals. Current rabies vaccination by a licensed veterinarian should be documented for all dogs, cats, and ferrets brought onto the school campus for instructional purposes.

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

LEGAL REF.: 603 CMR 26:05

LEGAL REF.: 28 CFR, Part 35

Approved: August 14, 2018

Reviewed: August 14, 2018

Revised: August 14, 2018