



**DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING
AGENDA**

Monday, August 29, 2022

**Dennis-Yarmouth Regional High School Library
210 Station Avenue
South Yarmouth, Massachusetts 02664**

5:30 p.m.

THIS MEETING WILL ALSO BE ACCESSIBLE TO VIEW REMOTELY:

Channel 22 Live: <https://bit.ly/3IV5MVh>

YouTube Live: <https://bit.ly/3CGdOXR>

Members Present:

Mr. Joseph Tierney, Chairperson
Ms. Jeni Landers, Vice Chairperson
Ms. Jennifer Rose, Secretary
Mr. Tomas Tolentino, Treasurer
Mr. Phillip Morris
Mr. Joe Glynn
Ms. Marilyn Bemis

Administration

Mrs. Carol Woodbury, Superintendent of Schools
Mr. David Flynn, Assistant Superintendent for Finance and Operations
Mrs. Maria Lopes, Assistant Superintendent of Student Services and Instruction
Kristen Stagg, Student Representative to the School Committee

I. Open the Meeting (5:30 p.m.)

II. Reports

- A. School Building Committee Report – Joseph Tierney
Dennis-Yarmouth Intermediate Middle School Updated Presentation - PMA
- B. Policy Review Subcommittee (Enclosures)
 - a. IHAM – Health Education – Update (3rd reading)
 - b. IHB – Special Instructional Programs and Accommodations – Update (3rd reading)
 - c. IHBEA – English Language Learners – Update (3rd reading)
 - d. IMG – Use of Service Animals in School – Update (3rd reading)
 - e. IMGA – Therapy/Emotional Support Dogs in Schools – Update (3rd reading)

- f. JB – Equal Educational Opportunities – Update (3rd reading)
- g. JCA – Assignment of Students to Schools – Update (3rd reading)
- h. JF – School Admissions – Update (3rd reading)
- i. JFABD – Homeless Students: Enrollment Rights and Services – Update (3rd reading)
- j. JFABE – Educational Opportunities for Military Children – Update (3rd reading)
- k. JFABF: Educational Opportunities for Children in Foster Care – Update (3rd reading)
- l. JH: Student Absences and Excuses – Update (3rd reading)
- m. JICFA – Prohibition of Hazing – Update (3rd reading)
- n. JJA – Student Organizations – Update (3rd reading)
- o. JJH-R – Student Travel Regulations – Update (3rd reading)
- p. JLCB – Immunization of Students – Update (3rd reading)
- q. JLCC – Communicable Diseases – Update (3rd reading)
- r. IGA – Curriculum Development – Update (3rd reading)
- s. IGD – Curriculum Adoption – Update (3rd reading)
- t. JC – Attendance Areas – Update (3rd reading)
- u. JICH – Alcohol, Tobacco, and Drug Use by Students Prohibited – Update (3rd reading)
- v. JIH – Searches and Interrogations – Update (3rd reading)
- w. JRA – Student Records – Update (3rd reading)
- x. JRD – Student Photographs – Update (3rd reading)
- C. School Committee Liaisons to the Boards of Selectmen
- D. Assistant Superintendent Report – David Flynn
- E. Superintendent Report – Carol Woodbury
Return of the Mattacheese Middle School building to the Town of Yarmouth and the Nathaniel Wixon School building to the Town of Dennis.

III. School Committee Business (Enclosure 3)
Consent Agenda

IV. Bills, Requisitions and Payroll

V. Calendars

VI. Public Comment

VII. Adjournment

**The items listed to be discussed are those reasonably anticipated by the Chair. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

***Please note: The timeframes listed above are intended to guide the School Committee in their work. It should be understood that the times are approximate, and therefore may occur earlier than noted; and may be taken out of order at the request of the Chair and a vote of the School Committee.*

Should there be a need for clarification on any of the aforementioned, please contact me prior to the meeting to allow sufficient time for further research if necessitated. Thank you. Carol A. Woodbury, Superintendent

Consent Agenda (Enclosure 3)

The Superintendent recommends the School Committee approve the following items as presented:

Donation:

Move to accept a donation of ten backpacks from Mr. Mark Ohrenberger of Yarmouth Port as per Mrs. Woodbury's July 27, 2022 letter.

Move to accept a donation of 2 calculators to Dennis-Yarmouth Regional High School from Hannah Muse of South Yarmouth as per Dr. Funk's August 1, 2022 memo.

Surplus:

Move to declare as surplus one Rockwell Shaper; one Rockwell 18" Planer; and one Rockwell table saw as per Ms. Cashen's August 1st memo with accompanying pictures.

Move to declare as surplus 23 Everyday Math Books and 16 Houghton-Mifflin Books as per Mr. Crowell's August 12, 2022 memo.

Minutes

July 25, 2022

HEALTH EDUCATION

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

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

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program will emphasize contemporary issues in 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

File: IHAM

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SOURCE: MASC April 2019

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

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

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

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

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

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

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

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

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
 7/1/81
 603 CMR 28:00 inclusive

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

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

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

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

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

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

SOURCE: MASC April 2019

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq.
603 CMR 28:00 inclusive

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

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) 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
- observations
- intake assessments
- recommendations of parents/guardians, 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 DESE 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 DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act; as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

USE OF SERVICE ANIMALS IN SCHOOL

The Dennis-Yarmouth Regional School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Title II of the Americans with Disabilities Act and its implementing regulations found at 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent of Schools and must contain required documentation of vaccinations. This written request must be delivered to the Superintendent of Schools' Office at least 10 business days prior to bringing the service animal to school or to a school function.
2. Only a dog or a miniature horse may qualify as a service animal pursuant to Title II of the ADA. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal."
3. Owners of a service animal must provide annual proof that the animal is up to date on all of its required vaccinations as determined by the animal's veterinarian, or, if such proof is not available, then as determined by the school district's veterinarian of choice. In order to provide the required proof, the animal's veterinarian must certify in writing, signed by him/her, that all vaccinations are current.¹
4. All service animals must be spayed or neutered.²
5. All service animals must be treated for, and kept free of, fleas and ticks.³
6. All service animals must be kept clean and groomed to avoid shedding and dander.⁴
7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. The student's parent or legal guardian will be required to sign a waiver of liability prior to the service animal coming to the school or to the school sponsor's activity.
8. The animal must be "required" by the individual with a disability. The animal must be "individually trained" to do work or a task for the individual with a disability. The task performed by the service animal must address one of the following needs for the disabled individual: physical, sensory, psychiatric, intellectual and other mental disability.

¹ If the service animal does not meet this requirement at any time, the service animal may be removed by the school district. All costs associated with such removal and boarding, if necessary, will be borne by the owner of the service animal. The service animal will not be permitted to return to school property or any school activity until all costs associated with its removal have been paid.

² See Footnote #1.

³ See Footnote #1.

⁴ See Footnote #1.

9. For students on an IEP or 504 plan--if a request is made to allow the student to have a service animal at school or at a school-sponsored function, the IEP or 504 Team will consider the request, and whether it can provide services and/or accommodations that would serve the stated purpose of the service animal. If the Team determines that it can and proposes alternative accommodations and/or services, then the request to allow a service animal may be denied. This determination will be made on a case by case basis.
10. The school district is responsible for providing a safe learning environment for students, teacher and staff. If the presence of a service animal poses a health or safety risk to another member of the school community, as documented by a physician, the school will weigh the needs of all parties and will put forth a plan to provide reasonable accommodations. This scenario is most likely to be raised in the context of severe, life threatening allergies. The school district will assess each situation on a case by case basis and may exclude the service animal if the animal's presence poses a threat to the health, safety and well-being of anyone who will potentially come in contact with the service animal.
11. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions, will be handled on a case-by-case basis, considering:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
 - b. Whether the handler has sufficient control of the miniature horse.
 - c. Whether the miniature horse is housebroken.
 - d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
12. Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
 - a. The animal is out of control and the animal's handler does not take effective action to control it.
 - b. The animal is not housebroken.
 - c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
13. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.
14. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - a. The school district is not responsible for providing a staff member to walk the service animal "or to provide any other care or assistance to the animal.

- b. Students with service animals are expected to care and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.

LEGAL REF.: ADA Regulations, 28 CFR Part 35 (as amended, 2010)

Therapy/Emotional Support Dogs in Schools

The Dennis Yarmouth Regional School District supports the use of Social Emotional Support Dogs, Comfort Dogs, or Therapy Dogs in the school setting by educators or other qualified school personnel ("the Owner"). These dogs are not service dogs as defined by Massachusetts law or Title II or Title III of the American Disabilities Act (ADA). This policy addresses these non-service animals who provide companionship, comfort, affection and sometimes help with depression, anxiety, and certain phobias, but do not have the same specialized training to perform tasks that assist people with disabilities. This policy also addresses therapy animals who provide people with therapeutic contact, to improve their physical, social, emotional, and/or cognitive functioning.

Research has shown that Therapy/Emotional Support Dogs support psychological and academic growth while increasing social skills and self-esteem in children and adolescents. Therapy/Emotional Support Dogs have been trained to provide emotional support which positively impacts reading skills, emotional function, and communication skills. In addition, the use of Therapy/Emotional Support Dogs may decrease anxiety, improve self-esteem, and increase overall academic achievement in students.

Therapy/Emotional Support Dogs have been through training and are registered with the handler to provide support to identified activities and interactions within the school. The handler is with the dog at all times and assumes full responsibility for the dog's care, behavior, and assessment of ability to interact with students.

Therapy/Emotional Support Dogs are family owned pets with the demonstrated temperament and obedience skills to make social/emotional support visits. Although a Therapy/Emotional Support Dog is a valued companion serving an important purpose, it is not considered a service animal under the law and will not be used in such capacity in the Dennis Yarmouth Regional School District. There is no legal right to have a therapy/support dog at school and the District reserves its right to rescind its allowance of a therapy/support dog at any time.

The educator or other qualified school personnel must obtain specific permission through a written request to the Superintendent at least ten (10) days in advance of the visit or start of an ongoing program, in conjunction with the School Principal to enter a Dennis Yarmouth Regional School building and to interact with Dennis Yarmouth students and/or staff.

The Therapy/Emotional Support Dog owner must provide written proof of training and endorsement as a handler of said animal by a Therapy/Emotional Support Dog organization, a current certificate of insurance of the owner, proof of all vaccinations required by Massachusetts Law signed by a practicing veterinarian in compliance with local ordinances and regulations, and copies of identification tags for the Therapy/Emotional Support Dog.

A Therapy/Emotional Support Dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the dog's care, behavior, and suitability for interacting with students and others in the school while the dog is on school property.

Therapy/Emotional Support Dogs must be leashed at all times and the endorsed handler must be holding the leash at all times. If a request for a Therapy/Emotional Support Dog

is granted by the Superintendent or their designee, the owner of the Therapy/Emotional Support Dog is responsible for ensuring that the Therapy/Emotional Support Dog does not unduly interfere with school activities and is solely responsible for any damage to persons or school property caused by the Therapy/Emotional Support Dog. The Therapy/Emotional Support Dog must have appropriate identification identifying it as a therapy dog.

Exclusion or Removal from School District Property

A Therapy/Emotional Support Dog may be excluded from school district property if a School Principal in consultation with the Superintendent determines that the dog poses a threat to the health or safety of students and/or staff or detracts from the educational programs of the school or for any other reason determined valid by the District. The Therapy/Emotional Support Dog must not disrupt the educational process by barking, seeking attention, or any other behavior. Also, if any student or school employee assigned to a classroom in which a Therapy/Emotional Support Dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator. The Principal will confer with the Superintendent **before** acting. The handler shall immediately remove his/her Therapy/Emotional Support Dog from school property when instructed to do so by a district or school administrator.

Therapy/Emotional Support Dog Permission Form

The Dennis-Yarmouth Regional School District ("Dennis-Yarmouth") supports the use of therapy dogs by teachers or other qualified school personnel ("Owner") for the benefit of its' students subject to the conditions of this policy. Any Owner wishing to use a therapy dog in the Dennis-Yarmouth Regional School District must read and sign this form prior to bringing a therapy dog to school.

Therapy Dog. A "therapy dog" is a dog that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to Dennis-Yarmouth students. Therapy dogs are not "service animals" as that term is used in the Americans with Disabilities Act. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the Owner and are not owned by the Dennis-Yarmouth.

Although "therapy animals" are not legally defined or protected, Dennis-Yarmouth recognizes the many benefits of animal assisted therapy in helping children with disabilities build self-esteem, reduce anxiety, and develop self-regulation.

Standards and Procedures. The following requirements must be satisfied *before* a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy dog to school must submit a written request to the Superintendent. The request must be renewed each school year or whenever a different therapy dog will be used. Before the Owner will be allowed to bring a therapy dog, the Owner must be given a copy of this form, which they must read, agree to, and sign before their request can be approved.

Training and Certification. The animal must be certified by a recognized organization such as Therapy Dog International. The Owner must submit appropriate certification as determined by the Superintendent. The certification must be current at all times.

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. Therapy dogs must be treated for, and kept free of, fleas and ticks. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the Owner through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the therapy dog must be under the Owner's control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Dogs. The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. Dennis-Yarmouth is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Areas. The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by Dennis-Yarmouth administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property, including proof that Dennis-Yarmouth is named as an additional insured on the policy.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- (1) The Owner does not have control of the therapy dog;
- (2) The therapy dog is not housebroken;
- (3) The therapy dog presents a direct or immediate health or safety threat to others in the school;
- (4) The therapy dog's presence otherwise interferes with the educational process; or
- (5) For any other discretionary reason consistent with this policy and Dennis-Yarmouth's responsibility to provide for the safety and education of its students, employees, and visitors. This includes the discomfort of students and employees for whom Dennis-Yarmouth is responsible.

The Owner shall be required to remove the therapy dog from the school premises immediately upon such a determination.

Allergies. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog.

Therapy Dog in Training. The requirements set forth herein shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

By signing below, I acknowledge that I have read, understand, and agree to the above language regarding bringing my therapy/emotional support dog to Dennis-Yarmouth.

Owner's Signature

Owner's Printed Name

Date

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, housing status, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Reviewed and Adopted with Revisions: May 20, 2019

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC February 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
 Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Title IX, Education Amendments of 1972
 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
 BESE regulations 603 CMR 26:00
 BESE regulations 603 CMR 28.00
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student
 Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves an exceptional child, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules, or an exceptional child is involved; or unless specific permission is granted by the School Committee.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75
Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74
Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JC, Attendance Areas

ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, or for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit school students to take courses not offered in their assigned schools.
5. ~~Through the intra-district school choice process providing space is available and the application is approved by the Principal and Superintendent~~

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules or a hardship is involved; or unless specific permission is granted by the ~~Superintendent~~.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JC, Attendance Areas

SCHOOL ADMISSIONS

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice

SCHOOL ADMISSIONS

All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Immunization of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services
JFABE, Educational Opportunities for Military Children
JFABF, Educational Opportunities for Children in Foster Care

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES McKinney-Vento

To the extent practical and as required by law, the Dennis-Yarmouth Regional School District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including ELL pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing.

Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the students is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the cost equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C
No Child Left Behind Act, 2002

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin Essentially this is almost all new from this point forward.

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts

¹ "A homeless child or youth not in the physical custody of a parent or guardian." 42 USC §11434a.

will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

² Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

³ Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

Adopted: September 17, 2018

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The ~~district~~ believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or ~~guardians'~~ military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

~~This definition of Eligible Students is reworded~~

Eligible students are children of ~~military families~~ as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- ~~Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.~~
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

~~• In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.~~

- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;
 Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

Education Opportunities for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information).

The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: *Every Student Succeeds Act* (ESSA);
Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Adopted: September 17, 2018

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

Reworded

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);
 Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering
 Connections Act)

SOURCE: MASC October 2019

FILE: JH – STUDENT ABSENCES AND DROP OUT PREVENTION

“Students who are absent from school are not experiencing the curriculum and instruction that will help prepare them for success.” (Massachusetts Consolidated State Plan under the Every Student Succeeds Act (ESSA), April 2017.) As part of the Massachusetts accountability system each district is required to improve performance in absenteeism rates. Specifically, the state is most concerned with the number of students who are considered to be chronically absent, meaning that they missed 10 percent or more of their days of enrollment in a public school. (Example, a student who enrolls in the district with only 60 days left in the school year and is absent 6 of those days is considered chronically absent.) The reason for the absence is irrelevant and any child who misses more than ½ the school day must be considered absent.

The Committee recognizes students may be absent from school for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major holidays. However, the Department of Elementary and Secondary Education no longer differentiates between excused and unexcused absences.

The Committee recognizes that families of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Families should notify their child’s school in the event of a planned or unanticipated absence. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician’s statement certifying such absences to be justified. School handbooks are online for each school and each has a section outlining the attendance expectations and procedures.

Student Absence Notification Program

Each Principal or designee will notify a student’s parent/guardian within 3 days of the student’s absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school’s attendance team is charged with preventing chronic absenteeism. If your child is in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student’s parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student’s parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within

five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. 76:1, 76:1B, 76:16; 76.18; 76.20

Reviewed and Adopted with Revisions: February 25, 2019

STUDENT ABSENCES AND DROP OUT PREVENTION

Students who are absent from school are not experiencing the curriculum and instruction that will help prepare them for success. As part of the Massachusetts accountability system each district is required to improve performance in absenteeism rates. Specifically, the state is most concerned with the number of students who are considered to be chronically absent, meaning that they missed 10 percent or more of their days of enrollment in a public school. **(Example, a student who enrolls in the district with only 60 days left in the school year and is absent 6 of those days is considered chronically absent.)** The reason for the absence is irrelevant. A school day shall be equal to two (2) or more class periods in the same day.

The Committee recognizes students may be absent from school for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major holidays. However, the Department of Elementary and Secondary Education no longer differentiates between excused and unexcused absences.

The Committee recognizes that families of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Families should notify their child's school in the event of a planned or unanticipated absence. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified. School handbooks are online for each school and each has a section outlining the attendance expectations and procedures.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school's attendance team is charged with preventing chronic absenteeism. If your child is in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times

within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10 day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

Reviewed and Adopted with Revisions: February 25, 2019

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

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In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC February 2019

LEGAL REF.: M.G.L. 269:17, 18, 19

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see also Policy JICF).

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.

LEGAL REF.: 603 CMR 26.06

STUDENT ORGANIZATIONS

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The formation of any student organization that may engage in activities of a controversial nature shall require approval by the principal and superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school district or be degrading to the student.

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SOURCE: MASC February 2019

CROSS REF: JICF, Gang Activities/Secret Societies

LEGAL REF.: 603 CMR 26.00

STUDENT TRAVEL REGULATIONS

1. Transportation

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

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

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

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

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

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

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

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

3. Fundraising

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

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

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

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)

<http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist)

<http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense’s approved list of motor carriers

<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

STUDENT TRAVEL REGULATIONS

1. Transportation

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

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and School Committee Policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <https://ai.fmcsa.dot.gov/SMS/>.

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www.fmcsa.dot.gov

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www.uma.org/consumer/student-transportation/

Department of Defense’s approved list of motor carriers

www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf

SOURCE: MASC February 2019

CROSS REFS.: LJOA, Field Trips
ADDA Background Checks

LEGAL REFS.: M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

IMMUNIZATION OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 76:15

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

LEGAL REF.: M.G.L. 71:55

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The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

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SOURCE: MASC February 2019

LEGAL REF.: M.G.L. 71:55

File: IGA

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects its faculty and administration to regularly evaluate the education 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.

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

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SOURCE: MASC April 2019

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

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. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to 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 REF.: M.G.L. 71:1; 69:1E

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SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

ATTENDANCE AREAS

Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.
2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee may confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
 Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75
 Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74
 Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JCA, Assignment of Students to Schools

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SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JCA, Assignment of Students to Schools

DY

File: JICH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

SOURCE: MASC February 2018

LEGAL REFS: M.G.L. 71:2A; 71:96; 71:97; 272:40A

CROSS REFS: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

Reviewed and Adopted with Revisions: September 17, 2018

File: JCH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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Verbal Screening

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SOURCE: MASC February 2019

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited
GBEC, Drug Free Workplace Policy
GBED, Tobacco use on School Property by Staff Members Prohibited
IHAMB, Teaching About Drugs, Alcohol, and Tobacco

SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

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SOURCE: MASC February 2019

DY

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law; and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

- LEGAL REFS:
- Family Educational Rights and Privacy Act of 1974,
 - P.L. 93-380, Amended
 - P.L. 103-382, 1994
 - M.G.L. 66:10 71:34A, B, D, E, H
 - Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
 - 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also
 - Mass Dept. of Elementary and Secondary Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

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SOURCE: MASC February 2019

CROSS REF: KDB, Public's Right to Know

STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

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LEGAL REF.: M.G.L. 30B:1(b)(31)

SOURCE: MASC February 2019



Dennis-Yarmouth Regional School District

Administration Center

296 Station Avenue

South Yarmouth, Massachusetts 02664-1898

Telephone (508) 398-7600

Fax (508) 398-7622

July 27, 2022

Mr. Mark Ohrenberger
49 West Woods Lane
Yarmouth Port, Massachusetts 02675

Dear Mr. Ohrenberger:

Thank you for your very kind and thoughtful donation of ten LL Bean backpacks valued at approximately \$400.00. These colorful backpacks were distributed to students at both the Mattacheese Middle School and the Nathaniel H. Wixon School.

On behalf of the Dennis-Yarmouth Regional School Committee and our students, we sincerely appreciate your extremely generous donation!

Sincerely,

Carol A. Woodbury
Superintendent

CAW/emw

*Thank you for your
generous ongoing
support for our
students! 😊*



Dennis-Yarmouth Regional High School
210 Station Avenue
South Yarmouth, Massachusetts 02664-3026

MAIN OFFICE
(508) 398-7630
FAX: 398-7635

GUIDANCE & COUNSELING
(508) 398-7650
FAX: 398-7602

PAUL FUNK
Principal

ELIZABETH AMBROSINI
KENDRA BENNETT
JOSHUA CLARKIN
Assistant Principals

CRAIG EVANS
Dean of Students

MARY O'CONNOR
Athletic Director

MEMORANDUM

TO: Carol Woodbury
Superintendent of Schools

FROM: Dr. Paul A. Funk
Principal



DATE: August 1, 2022

RE: Gifts

The following people/businesses have made a donation to our school, specifically the math department:

<u>Donor</u>	<u>Amount</u>
Hannah Muse	2 calculators - 1 TI-84 plus - 1 TI-30XIIS

On behalf of our students, I ask that you accept this gift. Thank you.



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KENDRA BENNETT

JOSHUA CLARKIN

Assistant Principals

August 1, 2022

CRAIG EVANS

Dean of Students

MARY O'CONNOR

Athletic Director

Ms. Hannah Muse
33 Cranberry Lane
South Yarmouth, MA 02664

Dear Hannah,

On behalf of the Dennis-Yarmouth Regional High School, I would like to extend my sincere appreciation and gratitude for your donation to the math department. The calculators are an appreciated addition!

Thank you for your ongoing support and generosity.

Respectfully,

Dr. Paul A. Funk, Ed. D.
Principal

PAF/jdp

cc: Carol A. Woodbury, Superintendent
Annmarie Rita, Math Department Head



Dennis-Yarmouth Regional School District

Administration Center

296 Station Avenue

South Yarmouth, Massachusetts 02664-1898

Telephone (508) 398-7600

Fax (508) 398-7622

To: Carol Woodbury
Superintendent of Schools

From: Sandra Cashen
Facilities Manager

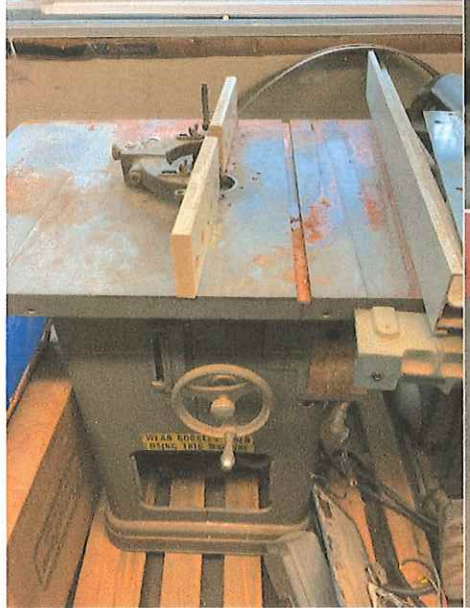
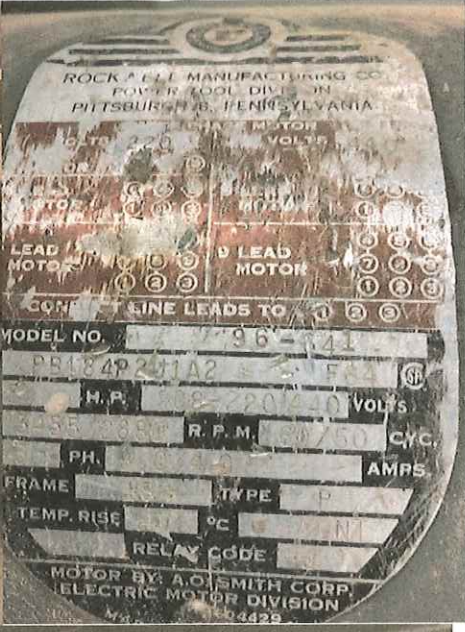
A handwritten signature in blue ink, appearing to be "S. Cashen", is written over the name "Sandra Cashen".



Date: 8/1/2022

The maintenance department is in possession of (1) Rockwell Shaper, (1) Rockwell 18" Planer and (1) Rockwell Table Saw. This equipment is outdated and unused. (Photos attached)

Pursuant to school committee policy, I respectfully request that this equipment be deemed as surplus.





STATION AVENUE ELEMENTARY SCHOOL
276 Station Avenue, South Yarmouth, MA 02664
Phone: (508) 760-5600 Fax: (508) 760-5601



"All aboard for the future...."

Peter J. Crowell
Principal

Patricia A. Leary
Assistant Principal

DATE: August 12, 2022

TO: Carol Woodbury, Superintendent of Schools

FROM: Peter Crowell, Principal

PLC

RE: Surplus Items

Station Avenue Elementary School would like to request the following items be declared as surplus. They are no longer needed.

- Everyday Math Books (quantity 23)
- Houghton-Mifflin Books (quantity 16)

Thank you.

Copy: Maintenance Department

DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
Minutes of a School Committee Meeting
Monday, July 25, 2022

A Dennis-Yarmouth Regional School Committee meeting was held on Monday, July 25, 2022, at the Dennis-Yarmouth Regional High School Library in South Yarmouth, Massachusetts.

Members Present: Joseph Tierney, Chairperson; Jeni Landers, Vice Chairperson; Tomas Tolentino, Treasurer; Jennifer Rose, Secretary; Phillip Morris; Marilyn Bemis; and Joe Glynn.

Others Present: Carol Woodbury, Superintendent of Schools; Maria Lopes, Assistant Superintendent of Student Services and Instruction; David Flynn, Assistant Superintendent for Finance and Operations; Eileen Whalen, Recording Secretary to the School Committee; Michelle Dunn, D-YEA.

At 5:44 p.m., Joseph Tierney, Chairperson, called the meeting to order.

Reports:

Policy Review Subcommittee

Superintendent Woodbury informed the Committee that the Policy Review Subcommittee met recently to review several policies. Those policies are now for review by the full committee at this meeting.

- a. IHAM – Health Education – Update (2nd Reading): The subcommittee recommended removal of the first line as well as a change in the third paragraph replacing the word *issues* with the word *approach*.
- b. IHB – Special Instructional Programs and Accommodations – Update (2nd Reading): The subcommittee recommended removing specific legal references; updating the age of students from *age 3 to 21* to *age 3 to 22*; and replacing *parents* with *parents/guardians*.
- c. IHBEA – English Language Learners – Update (2nd Reading): The subcommittee recommended removing specific legal references and replacing *parents* with *parents/guardians*.
- d. IMG – Use of Service Animals in School – This policy was included as a reference only.
- e. IMG A – Therapy/Emotional Support Dogs in Schools – Update (2nd Reading): The superintendent shared that this new policy has been reviewed and approved by district counsel.
- f. JB – Equal Educational Opportunities – Update (2nd Reading): The subcommittee recommended the addition of *homeless status* and *pregnancy* to the policy.
- g. JCA – Assignment of Students to Schools – Update (2nd Reading): The subcommittee recommended adding a disclaimer that intra-district school choice is on a space-available basis. Also, permission is not granted by the school committee.
- h. JF – School Admissions – Update (2nd Reading): The subcommittee recommended the change from *reside in town* to *reside in district*.
- i. JFABD – Homeless Students: Enrollment Rights and Services – Update (2nd Reading): There were many changes recommended to this policy. *Unaccompanied youth* and *summer program* were added to the first paragraph.

- j. JFABE – Educational Opportunities for Military – Update (2nd Reading): The subcommittee recommended adoption of the MASC-recommended policy update.
- k. JFABF: Educational Opportunities for Children in Foster Care – Update (2nd Reading): The subcommittee recommended adoption of the MASC-recommended policy update.
- l. JH: Student Absences and Excuses – Update (2nd Reading): The subcommittee took some of the language from the recommended policy and added it to the existing policy. The subcommittee recommended the addition of the *school day = 2 class periods*.
- m. JHD: Exclusions and Exemptions from School Attendance – The Policy Review Subcommittee requested further information from the superintendent. This policy will have a first reading at a future Policy Review Subcommittee meeting.
- n. JICFA – Prohibition of Hazing – Update (2nd Reading): The subcommittee recommended replacing *superintendent* with *principal* in the fourth paragraph.
- o. JJA – Student Organizations – Update (2nd Reading): The subcommittee recommended replacing *by the board* with *by the superintendent and principal* in paragraph 3.
- p. JJH-R – Student Travel Regulations – Update (2nd Reading): The subcommittee recommended adding *and school committee policy* to paragraph 2.
- q. JLCB – Immunization of Students – Update (2nd Reading): The subcommittee recommended the specific immunizations be removed from the policy, instead, immunizations recommended by the Department of Public Health.
- r. JLCC – Communicable Diseases – Update (2nd Reading): The subcommittee recommended the replacement of *handicapped children* with *children with disabilities* throughout.
- s. IGA – Curriculum Development – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- t. IGD – Curriculum Adoption – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- u. JC – Attendance Areas – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- v. JICH – Alcohol, Tobacco, and Drug Use by Students Prohibited – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- w. JIH – Searches and Interrogations – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- x. JRA – Student Records – Update (2nd Reading): There were no recommended changes and no questions from the committee.
- y. JRD – Student Photographs – Update (2nd Reading): There were no recommended changes and no questions from the committee.

School Building Committee Report – Joseph Tierney

Mr. Tierney reported that the new traffic light should be operational on August 20th. The project continues to progress according to schedule.

Assistant Superintendent Report – David Flynn

Food Service Pizza Procurement: On a motion by Jeni Landers, seconded by Tomas Tolentino, and carried unanimously 7-0 it was

VOTED: That the School Committee award a contract to Lupoli Companies – Sal’s Production, LLC of Salem, New Hampshire to supply pizza to the Food Service Department for the 2022-2023 school year at the rates specified in the July 25, 2022 memo from Rooney Powers included in this packet.

Perkins Eastman Amendment #8

On a motion by Jeni Landers, seconded by Joe Glynn, and carried unanimously 7-0, it was

VOTED: That the School Committee vote to approve Amendment #8 to the contract with Perkins Eastman, DPC in the amount of \$50,275 bringing the new total amount of the contract to \$9,170,305.00.

Custodial Paper Supply Bid for FY 2023

On a motion by Jeni Landers, seconded by Joe Glynn, and carried unanimously 7-0, it was

VOTED: That the School Committee award a contract to The Conlon Products, Inc. for our Custodial Paper Supplies for FY23 in accordance with our bid specifications due June 17, 2022.

Fire Alarm System Inspection, Service and Maintenance

On a motion by Joe Glynn, seconded by Jeni Landers, and carried unanimously 7-0, it was

VOTED: That the School Committee award a contract to Fire Equipment Inc. for Fire Alarm System Inspection, Service and Maintenance for FY23 in accordance with our bid specifications due June 20, 2022.

Updated Dennis-Yarmouth Logos

Mr. Flynn shared updated Dennis-Yarmouth logos that were created by Dennis-Yarmouth alumni Jen and Bryan Huggins, owners of Cape Hook Designs. Ms. Landers and Mr. Morris both liked the designs. Mr. Tierney cautioned that once the district commits to a logo, it is important to stay with it for branding purposes.

Superintendent Report – Carol Woodbury

The superintendent referenced the handout *Bringing Therapy Dogs to Your School* which was distributed to the committee at the meeting. A short discussion followed regarding allergies, phobias, and other logistical concerns. The superintendent said that all of these concerns will be addressed.

School Committee Business

Consent Agenda:

On a motion by Jeni Landers, seconded by Phillip Morris, and carried unanimously 7-0, it was

VOTED: To approve the following items as presented in the Consent Agenda:

Donation:

Move to accept a donation of \$500.00 from The Friday Club to Dennis-Yarmouth Regional High School as per Dr. Funk’s July 7th memo.

Surplus:

Move to declare as surplus several History and English books as per Dr. Funk's June 23rd memo.

Move to declare as surplus several old, rusted or broken student desks and chairs as well as a computer desk as per Mr. Crowell's July 20 memo.

Minutes

June 13, 2022

Reports

School Committee Liaisons to the Boards of Selectmen (presented out of order)

Dennis: Marilyn Bemis reported that there was a recent meeting with officials from the Town of Dennis regarding the Wixon School. There are two public listening sessions scheduled; one on August 16th, the other on September 27th.

Yarmouth: Joe Glynn reported that the Town of Yarmouth will also be having meetings regarding the Mattacheese Middle School with details to be shared in the future.

Bills, Requisitions, and Payroll

Bills, requisitions, and payroll were signed by the School Committee.

Calendars

The upcoming calendars were included in the packet.

Items Distributed at Meeting

Bringing Therapy Dogs to Your School

Public Comment

None.

Adjournment

At 6:44 p.m., on a motion by Jeni Landers, seconded by Joe Glynn, and carried unanimously 7-0; it was

VOTED: To adjourn the meeting.

Minutes recorded and prepared by,

Eileen M. Whalen, Assistant Secretary

September 2022

August '22							October '22						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		2	3	4	5	6	7	8
7	8	9	10	11	12	13	9	10	11	12	13	14	15
14	15	16	17	18	19	20	16	17	18	19	20	21	22
21	22	23	24	25	26	27	23	24	25	26	27	28	29
28	29	30	31				30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 Teacher Professional Day SBC Meeting 4:30	2	3
4	5 Labor Day	6 First Student Day	7	8	9	10
11	12	13 MMS Open House 6-8	14	15	16	17
18	19	20 MES Open House 6-8	21	22	23	24
25	26	27	28 1.5 hour early release all grades	29 EHB Open House 6-8	30	1
2	3	Notes				