

SECTION I

INSTRUCTION

1.	Educational Programming	
	a. Access and Eligibility	I 3
	b. School Calendar	I 3
	c. School Closing/Delayed Opening	I 4
	d. Home Instruction	I 5
	e. Parent Teacher Conferences	I 8
	f. High School Graduation	
	Requirements	I 9
	Exceptions	I 10
	(with BHS Tech. Competencies)	
	g. MCAS Related Graduation Document	I 11
	h. High School Class Size	I 12
	i. Alternative High School Programs	I 12
	j. Cooperative Work/Study Program	
	Opportunities	I 13
	k. Brookline High School Summer	
	School	I 13
	l. Miscellaneous Adult Education	
	Policies	I 14
	m. Remote Learning	I 16
2.	Instructional Materials/Workbooks	
	a. Materials Selection & Eval.	I 18
	(with administrative procedures)	
	b. Curriculum Development	I 20
	c. Curriculum Development Proc.	I 21
	d. Curriculum Complaints	I 25
	e. Curriculum Inquiry Process	I 25
3.	Instructional Philosophy	
	a. Field Trips	I 29
	b. Homework Guidelines	I 32
	c. Flag Protocol and Pledge of Allegiance	I 35
	1. Lowering the Flag	I 36
	d. Teaching About Religion	I 37
	e. Substance Use Prevention	
	and Education	I 38
	f. Handwriting Instruction	
	Guidelines	I 39

4.	Philosophy Statements	
	a. Computer Education	I 40
	b. Student School Technology Use	I 39
	(with Town/School Policy on Use of Information Technology)	
	c. English	I 44
	d. Gifted and Talented	I 48
	e. Libraries	I 49
	1. Selection of Books and AV Equipment	I 52
	f. Mathematics	I 54
	g. Social Studies K-8	I 56
	h. Performing Arts	I 58
	i. Physical Education	I 59
	1. Girls interscholastics/Co Ed Gym/Equal Time	
	2. Course requirements	
	3. Individual Programs	
	("Contracting for Physical Education")	
	4. Athletics Grade 7-12	
	j. Transitional Bilingual/ESL	I 61
	k. Visual Arts	I 62
	l. Inclusion	I 64
5.	Parental Notification re: Sex Education	I 65
6.	Approval of Private Schools	I 67

SECTION I INSTRUCTION

I 1. Educational Programming: (Voted 10/9/69, #69-424; 6/5/14, #14-44)

The Brookline School Committee intends to provide a program of equal and high quality for all Public Schools of Brookline.

I 1 a. Access and Eligibility: (Voted 6/9/92, #92-201; 6/5/14, #14-44)

i. Regular School Hours

Any student who is a resident of Brookline or otherwise enrolled in the PSB is entitled to be considered for all services of the PSB that receive federal funding including, but not limited to, Special Education and Title I, and in compliance with their eligibility guidelines. The Public Schools of Brookline seek to include such students in accordance with the rules of governing agencies.

ii. After School and Out of School Time (ASOST)

No student enrolled in the PSB may be excluded from any ASOST program or service provided in public school facilities and serving students of the PSB on the basis of a recognized protected class including, but not limited to, race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, or genetic information.

a. Massachusetts Interscholastic Athletic Association (MIAA) Participation: Consistent with MIAA guidelines, the Brookline School Committee affirms that Brookline resident students who are home educated may participate in MIAA activities.

I 1 b. School Calendar: (Voted 4/27/89, #89-198)

The Superintendent of Schools shall present a school calendar to the School Committee for formal adoption no later than the last meeting before the February vacation of the preceding academic year. The Superintendent may recommend a single calendar, or may present several alternative models for consideration. It is the intent of the School Committee that:

1. the calendar be presented to the Brookline Educators Association by the dates specified in the BEA contract, and that the terms of the calendar conform to any terms previously negotiated between the BEA and the Brookline School Committee;
2. the calendar conform to state law and to valid regulations promulgated by the Commissioner of Education, unless, in the judgment of the Superintendent of Schools, the educational needs of Brookline's children would be best served by a calendar not in conformance with state law or regulations, and for which the Superintendent has sought and obtained a waiver from the Commissioner of Education;
3. the calendar conforms to any policy votes of the School Committee, and
4. the proposed calendar be printed in the docket one meeting prior to that at which a vote is to be taken, in order to allow parent comment.

I 1 c. School Closing/Delayed Opening Due to Inclement Weather (Revised Policy)

The Administration is responsible for establishing a detailed set of procedures for a School Closing/Delayed Opening Plan in connection with inclement weather. This plan should be reviewed and updated periodically. The plan should also be communicated to all parents/guardians at the beginning of each school year, highlighting any important changes. The safety of the children will always be our primary concern.

The decision to close or delay the opening of schools is made by the Superintendent on the basis of the best information available on the street and weather conditions in the Town as assessed by the Police Department, Public Works Department and the U.S. Weather Bureaus at the time the decision is made. The intent is to determine that it is reasonably safe for students and staff to attend school.

If school is held, but conditions are still dangerous on any particular street or area of the Town, parents may use their own judgment in determining whether or not to send a student to school. Students staying home under this circumstance will not be marked absent.

If a storm occurs during a school day, school will ordinarily remain in session.

Originally Approved: 10/3/94, #93-272

Revised Policy Adopted by Brookline School Committee: 10/20/05, #05-114

I 1 d. Home Instruction: (Voted 9/24/91, #91-353; 12/17/91, #91-441; 11/29/18, #102; 1/17/19, #19-10)

I. INTRODUCTORY PHILOSOPHY STATEMENT

The Brookline School Committee recognizes that parents/guardians are their children's first teachers. When children reach school age, parents/guardians continue to play a vital and crucial role in their children's formal education.

The School Committee recognizes that parent(s)/guardian(s) have the right, subject to applicable law, to educate their children at home. The Massachusetts General Laws require the School Committee to determine that a home-based education program satisfies the minimum standards established for public schools in the Commonwealth prior to approving such a program.

Brookline children aged 6-15 are subject to this policy. Parents/Guardians of a student aged 16 or older are encouraged (but not required) to submit home-based education program plans (as described below) until their student has completed her/his education, as such plans can be helpful for students who wish to obtain college credit as part of certain dual enrollment programs or participate in certain extracurricular activities.

II. APPLICATION PROCEDURE

Parent(s)/guardian(s) intending to educate their children using a home-based education program must register their children with the Office of Student Affairs. Registration will require the presentation of a birth certificate, evidence of prior school achievement, if any, proof of residency (consistent with the requirements for residency set forth in Section J.).

Prior to a student commencing a home-based education program, the Superintendent, or her/his designee, must approve a home-based education program plan (a "Home Instruction Plan") for the student. If a student is continuing a home-based education program approved in another school district, the Home Instruction Plan for such program must be approved by the Superintendent, or her/his designee, once the student becomes a Brookline resident, and the parent(s)/guardian(s) should submit the Home Instruction Plan for such program together with the previous school district's approval upon registering the student with the Office of Student Affairs. Once a home-based education program is approved, a parent/guardian must submit a new Home Instruction Plan for approval each academic year of the home-based education program thereafter (prior to the anniversary of the commencement date of such home-based education program) in order for the student to continue the home-based education program.

Parents/Guardians may request approval of a Home Instruction Plan by submitting the Home Instruction Plan to the office of the Deputy Superintendent of Teaching and Learning together with any application form or documentation reasonably required by the Superintendent, or her/his designee. To ensure prompt approval of a Home Instruction Plan, parent(s)/guardian(s) are encouraged to submit a Home Instruction Plan as soon as possible, but, in any event, at least 14 days before the intended commencement date of the home-based education program or, in the case of the continuance of an established home-based education program, the commencement of the next academic year. The Superintendent, or her/his designee, shall use reasonable efforts to complete

her/his review of any Home Instruction Plan that complies with this policy prior to the intended commencement date of the home-based education program.

In the event that a student participates in a home-based education program for which a Home Instruction Plan has not been approved by the Superintendent, or her/his designee, pursuant to this policy, may have grounds to initiate a truancy proceeding or a care and protection action which may include a home visit.

III. HOME INSTRUCTION PLAN REQUIREMENTS

A Home Instruction Plan must demonstrate that the home-based education program will provide (a) an education that meets or exceeds the education provided in the Public Schools of Brookline with respect to thoroughness and efficiency, and (b) establishes the home-based education program's expectations for academic progress. Individual Home Instruction Plans must be submitted for each child in a family. A Home Instruction Plan must include the following information:

- 1.) The number of hours per day or per week to be spent in each subject area which, in total, must meet minimum state requirements which are, as of the date of this policy, 900 hours per school year for elementary school students (i.e., K-8 students) and 990 hours per year for secondary school students;
- 2.) The names of the student's parent(s)/guardian(s);
- 3.) An outline of the course content for each subject area covered by the Home Instruction Plan sufficient to determine the type of subjects to be taught and the grade level of the instruction for comparison purposes with the curriculum of the Public Schools of Brookline;
- 4.) A list of text books, materials, resources and/or academic programs to be used for instruction in each subject area; and
- 5.) Plans for periodic and regular assessment of the student's progress in each subject area to ensure educational progress and the attainment of minimum standards.

The development of a Home Instruction Plan is the sole responsibility of a student's parent(s)/guardian(s). Access to those educational materials in general use in the Public Schools of Brookline will be provided to assist in Home Instruction Plan development at a parent's/guardian's request.

IV. HOME INSTRUCTION PLAN REVIEW AND APPROVAL

The Superintendent, or her/his designee, shall approve any Home Instruction Plan that complies with Section III. of this policy and applicable law. In the event that the Superintendent, or her/his designee, rejects a proposed Home Instruction Plan, the reasons for the decision shall be set forth in writing, and the Superintendent, or her/his designee, shall suggest Home Instruction Plan revisions as necessary to cause such Home Instruction Plan to obtain approval pursuant to this policy. Parents/Guardians have the right to an appeal hearing before the School Committee regarding a Home Instruction Plan rejection, which shall include the right to explain their proposed plan and present witnesses on their behalf. The School Committee shall review any request by

Parents/Guardians that an appeal hearing be held in executive session for compliance with the Massachusetts Open Meeting Law.

V. STUDENT PROGRESS/ASSESSMENT

Parent(s)/guardian(s) will provide evidence of academic progress to the office of the Deputy Superintendent of Teaching and Learning annually. The evidence of progress should be provided either at the end of an academic year or prior to the beginning of the next academic year (and may be included with the submission of the Home Instruction Plan for the next academic year). Families will decide how to show student academic progress.

The Public Schools of Brookline will maintain permanent student record folders for students participating in a home-based education program which will contain work samples, assessments, and other records provided by parent(s)/guardian(s).

VI. DISCONTINUANCE OF HOME INSTRUCTION

Should parent(s)/guardian(s) wish to discontinue a home-based education program and return their child to the Public Schools of Brookline, the Superintendent, or her/his designee, will determine the grade level to which the student will be assigned.

VII. EXPECTATIONS AND ACCESS

Parent(s)/guardian(s) are required to maintain routine compliance with Massachusetts regulations governing student health established by the Massachusetts Department of Public Health.

School day activities and academic programming that take place as part of the Public Schools of Brookline school day instructional program are not accessible to students participating in a home-based education program. Furthermore, families cannot request to attend school for a portion of a day, week or month while participating in a home-based education program. Access to extracurricular activities for a student participating in a home-based education program shall be permitted in the school to which the student would be assigned if the student were not participating in a home-based education program on a space available basis, and must be approved, in each instance, by the Superintendent, or her/his designee. Such approval may be contingent upon the satisfaction of additional requirements as determined by the Superintendent, or her/his designee.

A student participating in a home-based education program shall not sit for any district or school assessments and are not entitled to a high school diploma from Brookline High School according to The Education Reform Act of 1993.

Nothing in this policy shall limit the Public Schools of Brookline's obligation to provide a student participating in a home-based education program with special education services. If a student participating in home-based education program requires special

education services, the student's parents/guardians should work directly with the Deputy Superintendent of Student Services.

LEGAL REFS: M.G.L. 69:1D; 76:1, Care and Protection of Charles – MASS. Supreme Judicial Court 399 Mass. 324 (1987), Brunelle v. Lynn Public Schools - MASS. Supreme Judicial Court 433 Mass. 479 (1998), The Education Reform Act of 1993

I 1 e. Parent Teacher Conferences: (Voted 1/19/70, #70-29; 3/16/70, #70-97)

The Brookline School Committee supports the concept of Parent Teacher Conferences in the elementary schools. In compliance with the terms of the contract between the Brookline Educator's Association and the Brookline School Committee, four early release day afternoons will be scheduled for parent teacher conferences twice per year: once in the fall and once in the spring for regular classroom teachers in grades 1-6.

Other early release days may be approved by the School Committee in order to facilitate parent teacher conferences at these grade levels, or in Grades 7 & 8. Students shall be dismissed after luncheons have been served to all students.

The dates of any early release days shall be approved by the School Committee, usually as part of the School Calendar, prior to the start of the next school year, and parents will be notified in writing of all the early release dates in advance of the first such day.

I 1 f. High School Graduation Requirements:

(Voted 11/17/86, #86--536; 2/26/91, #91-52; 4/26/01, # 01-40)

The mission of Brookline High School is to develop capable, confident, life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

In order to graduate from Brookline High, students must satisfy the following Graduation Requirements:

Minimum Course Requirements

(22 total credits, including the following 19 required credits)

English: (4 credits)* four years (some students will achieve some of these credits by studying English as a Second Language)

Foreign Language: two years in one language
(2 credits)

Mathematics: (3 credits) three years

Science: (3 credits) three years

Social Studies: (3 credits) three years (World History I and II, US History*)

Career and Technology three years distributed across at least three of these program areas:
Education, Community Service, Performing Arts, and Visual Arts: (3 credits)

Health and Fitness: Health and Fitness must be taken each year
(1 credit)*

The Achievement of the Technology Competencies, as defined by the BHS Technology Oversight Committee and approved by the School Committee.

*** These course requirements are mandated by the State and cannot be modified.**

Exceptions:

We have a responsibility to provide for every student a challenging program which must reflect the particular strengths and weaknesses of the student. Alternative programs and/or some modification of the Graduation Requirements should be available. The alternatives below offer reasonable flexibility to satisfy Graduation Requirements and enable all students to experience academic success. In appropriate circumstances, the student's administrator may recommend a modification to the Graduation Requirements for approval by the Head of School and Superintendent of Schools.

1. A "pathway" of three progressively advanced credits in either Performing Arts, Visual Arts, or Career and Technology Education may substitute for:

a) the distribution requirement in electives

or

b) two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above.

2. Students enrolled in Learning Skills may substitute two Learning Skills credit for two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above. This exception may not be combined with 1 (b). However, students in Learning Skills are eligible for the "pathway" exception in 1 (a).

3. A "Waiver of Graduation Requirements" may also be recommended, in writing, by the Head of School for approval by the Superintendent of Schools. A waiver may be recommended for students who, because of extraordinary circumstances, have not satisfied all of the Graduation Requirements but, in the considered view of the Head of School, have achieved the learning expectations of The High School.

These Graduation Requirements become effective for the class entering Brookline High in September, 2001, and graduating in June, 2005.

I 1 g. MCAS Related Graduation Document: (Voted 5/22/03, #03-061)

The Brookline School Committee maintains its opposition to the use of MCAS as a graduation requirement. It recognizes that state and federal law and regulation make it impossible, under current conditions, to grant state and federally recognized diplomas to students who have not passed the 10th grade math and ELA MCAS exams and have not had this requirement waived by the state through the MCAS appeals process.

Therefore, the School Committee requests that the Board of Selectmen direct Town Counsel to initiate and participate in an appropriate legal challenge to the MCAS graduation requirement.

It further authorizes the Superintendent and High School Head of School to grant Brookline graduation documents to all those students who have fulfilled Brookline's graduation requirements as described in the Brookline High School handbook. The wording of this document shall be in substantially the following form:

This certifies that _____ has successfully completed all of the requirements established by the School Committee for graduation from Brookline High School.

It further authorizes the Superintendent and High School Head of School to provide students who have passed the requisite MCAS exams or received a state waiver with certification that they have met state standards for graduation as measured by the state. This document will be in substantially the form of Brookline's traditional diploma.

The Superintendent will inform in writing all students who receive a Brookline graduation document but who did not pass MCAS or receive a state waiver, that the state Department of Education does not recognize this document as a diploma and that the federal government has indicated that it will not provide financial aid to Massachusetts students who have not passed the MCAS or received a state waiver.

The Brookline Public Schools will continue to work with seniors who have not passed the MCAS or received a state waiver to ensure that they obtain the recognized equivalent of a high school diploma.

I 1 h. High School Class Size: (Voted 1/24/77, #77-36)

In most instances, courses at Brookline High School will not be offered when there are less than 10 students registered. The Head of School will recommend exceptions to the Superintendent when the elimination of a course would:

1. interrupt a sequential course (e.g. the second year of a language sequence, Medical Careers III);
2. affect specific courses which are a vital part of an academic high school program, e.g. Latin IV or advanced placement courses;
3. affect courses for seniors which are an integral part of career pursuits or post-secondary educational plan, or
4. for other good cause.

I 1 i. Alternative High School Programs: (Voted 6/15/70, #70-296, 9/10/98, #98-81)

Recognizing the need for alternative programs which allow students to become more responsible for their own learning experiences, the School Committee endorses the concept of a School Within A School (SWS) at Brookline High School. SWS shall serve a maximum of 100 sophomores, juniors, and seniors and shall give students a voice in directing their educational experiences through a town meeting format.

Although it is understood that SWS courses may vary in content and instructional methodology from those taught in the regular curriculum, it is the intent of the Committee that SWS courses shall provide students with learning experiences equal to those available within the regular high school program. Students in SWS may take advantage of courses in both SWS and in the regular High School.

The School Committee also endorses two other alternative programs: Opportunity for Change (OFC) and Winthrop House. Opportunity for Change, currently serving 48 students, is committed to the idea that changed behavior is valid proof of learning. In a compact, structured, nurturing environment, students experience a change from the mainstream daily schedule by reaching beyond the walls of the classroom for opportunities in cultural enrichment field trips. Without compromising academic standards, the program helps those who need to make adjustments in all phases of daily life to succeed and move on.

Winthrop House, currently serving 20 students, provides a special education alternative for students in grades 9-12 whose educational, social, emotional, and/or behavioral problems hinder success in a traditional educational setting. An individualized, supportive, therapeutic-educational approach to learning is employed. A high professional/low student ratio provides the optimum learning environment for student success.

I 1 j. Cooperative Work/Study Program Opportunities: (Voted 11/8/76, #76-389)

The Brookline School Committee accepts the provisions of Section 95A of the Department of Labor and Industries to permit certain minors over 16 and under 18 years of age, who are attending school in the Town of Brookline, to be employed in industry without the certificate required by Section 95 of said regulations, pursuant to a cooperative Work/Study Program operated by the Public Schools of Brookline and the Brookline Human Relations/Youth Resources Commission, and subject to the approval of the Department of Education.

Further, the Superintendent of Schools requests the Board of Education to approve a Cooperative Work/Study Program as proposed by the School Committee of the Town of Brookline in order to permit minors over 15 and under 18 attending the Public Schools of Brookline to be employed in industry as required by Section 95A of the Regulations of the Department of Labor and Industries.

I 1 k. Brookline High School Summer School: (Voted 5/17/71, #71-238)

It is the policy of the Brookline School Committee that:

1. Full credit shall be granted for any course which was pursued for a full year and failed in the day school, and subsequently elected and successfully completed in the Brookline High School Summer School. Exceptions to this rule will be made with the advice and consent of the Head of School on an individual basis.
2. New courses may be elected for the first time in the Summer School, and if completed successfully, the maximum of 1/2 of the credit per course will be allowed for diploma purposes. This applies only for courses NOT OFFERED in the regular day school. The Brookline High School transcript will record the completion of these Summer School courses.
3. The School Committee is prepared to recommend that independent study projects, properly supervised and with stringent requirements and contracts, be included in future Summer School Programs, to be accorded the same credit as a student would earn by completing the same project in the day school.

I 1 l. Miscellaneous Adult Education Policies:

(Voted 3/18/71, #71-237; 5/17/71, #71-238; 2/3/75, #75-32; 4/28/75, #75-153)

I. Attendance of Resident High School Students in Adult Education Programs

1. High School students who are Brookline residents enrolled in any secondary school, public or private, are permitted to enroll in any of the courses offered in the Brookline Adult Education Program or the Brookline High School day school, subject to space and teacher availability.
2. If the course is to be taken for high school credit towards a Brookline High School diploma, it is further recommended that credit will be granted only with the approval of the Head of School and subject to the recommendation of the Director of Adult Education Program and the Director of the discipline concerned. Upon satisfactory completion of the course, as well as a 75% attendance record, such credit will be granted.
3. If a student enrolls in a full-year academic course in the Adult Education Program which meets at least 4 hours weekly, and which requires homework and outside preparation, this course may be granted the equivalent credit of the day school. The Head of School reserves the right to approve this credit subject to the recommendation of the Director of Adult Education and the Director of the discipline concerned, under the same conditions described in #2 above.
4. If a student completes a full-year academic course in the Adult Education Program in a course which meets less than four hours per week and which does not require homework or outside preparation, and which satisfies the requirements listed in No. 2 above, this course may be accorded .5 credit toward a Brookline High School diploma, subject to the conditions described above.

II. Minimum Registration and Enrollment for Adult Education Classes

The Brookline School Committee adopts the following policy regarding the minimum number of students to be registered in the Adult Education Program in order to begin a class, and the minimum number to be enrolled in order to continue a class in that program:

Category	Min. Registration	Min. Enrollment
1	10	6
2	16	10
3	24	15

III. Registration Fee Waivers and Textbooks

- a. The Adult Education registration fee shall be waived for all Brookline residents who are 65 years of age or older.
- b. All students in the Adult Education Program shall be required to buy and retain their textbooks.

IV. Length of Term and Course Credit

- a. Academic and business courses which are part of the Adult Education Program shall be offered for credit towards a Brookline High School diploma, and these courses shall be offered for 28 weeks at no additional cost. Approval for High School students to enroll must be given jointly by the Head of School of the High School and the Director of the Adult Education Program.
- b. The majority of Adult Education Programs work on a standard 10-week term for two terms. The Brookline Adult Education Program shall also operate on two ten-week terms.

V. Payment to Adult Education Teachers for Non School Days.

Adult Education teachers shall be paid for non school days.

I 1 m. Policy on Remote Learning (Voted 9/14/20; #20-113)

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

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

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available to deliver content for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services while sharing resources as needed;
- Provide resources and services to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e., after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning curricula to implement, as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the School Committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students

at all levels, including:

- use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - ensure access to appropriate content for all students;
 - specific accommodations for students at high risk, including special education students, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared to the extent possible in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

SECTION I INSTRUCTION

2. *Instructional Materials/Workbooks:* (Voted 6/2/94, # 94-56)

When workbooks (write-in manuals) are the central text of the curriculum, as in the case of K-6 mathematics, they will be purchased annually for each student and treated as consumables.

When workbooks are important to the curriculum but ancillary to the course, they will be purchased with a life expectancy of three years. Students will, when necessary, write answers in notebooks or on separate sheets of paper. In the event that a workbook is written in, defaced, lost or otherwise rendered not usable, the student will be responsible for the replacement cost of the workbook in the same way that they are currently held responsible for hard cover texts.

I 2 a. Material Selection and Evaluation (Revised Policy)

The legal responsibility for the selection and purchase of instructional materials rests with the School Committee. The process for selecting materials is the responsibility of the Superintendent or his/her designee, within the following parameters:

- The specifics of any major adoption or revision must be described as part of the budget process.
- The Superintendent may authorize materials for trial use. Such materials may be used for a period not to exceed two school years. Materials approved by the Superintendent for trial use shall be restricted to the classes/courses specified.

In addition, the School Committee directs the Superintendent to consider the following criteria in the selection of any instructional materials, and to be prepared to discuss these criteria with the School Committee as part of any adoption and/or selection process:

- Correlation to Objectives
Instructional materials will reflect the local Brookline student learning goals and objectives, as described in the Learning Expectations, Brookline High School syllabi, the Brookline High School standards (when available), and State Curriculum Frameworks.
- Quality of Materials
Materials will reflect the learning of state and local standards, will make real-life connections, will contain concepts that are current and accurate, and contain opportunities for critical thinking and problem-solving practices.

Materials will reflect Brookline's philosophy of inclusion, alternative approaches for various skill levels, and where appropriate, factual information on diverse cultures and ethnicities, and nonsexist perspectives.

- Readability
Materials will reflect appropriate grade level and progression of readability.

Requests for Reconsideration of Instructional Materials

Requests may be made by parents or guardians to remove or restrict the use of instructional materials from the Public Schools of Brookline. Formal, written requests to remove items from the school(s), or limit their use, will be reviewed by the Superintendent or designee. Process for review of such requests will proceed in accordance with the procedures established by the Superintendent. Decisions of the Superintendent or designee may be appealed to the School Committee for final determination.

**Original Policy Voted 6/3/74, #74-191,192; 6/5/78, #78-209, 210; 9/10/98, #98-81
Revised Policy Adopted by the Brookline School Committee: 12/8/05, 05-131**

(Administrative Procedures to be developed by Teaching and Learning Office.)

I 2 b. Curriculum Development: (Voted 9/14/76, #76-318; 11/20/84, #84-500)

Major changes in curriculum, whether on a pilot basis or for general adoption, will be reviewed by the School Committee at a regular meeting before implementation. This includes curriculum activities initiated under general funding and those supported by outside sources. Regulations regarding curriculum and instructional changes are as follows:

1. The administration will continue to support individual efforts by teachers to institute new activities in their classrooms which facilitate learning.
2. Individual teachers or small groups of teachers will be encouraged to work together with a principal or director/supervisor to develop new methods of instruction.
3. Teachers and administrators will continue to work together to review and revise curriculum materials and teaching strategies as needed.
4. Such activities may result in decisions to modify curriculum or instructional methods for a given school, program area, or on a pilot basis for the system as a whole. The School Committee will be informed by the Superintendent or his/her delegate about such activities before they are implemented on a large- scale pilot basis or proposed as major changes in current curriculum or instructional practices. Information provided to the School Committee will include:
 - a. Description of the activity, including objectives, evaluation, anticipated consequences, etc.
 - b. specific details of proposed change;
 - c. grades and/or schools participating;
 - d. rationale for implementation
 - e. personnel involved in the development of the proposed curriculum;
 - f. costs associated with the proposed curriculum.
5. Projects developed for outside funding should follow the procedures outlined above. In addition, the School Committee will be informed of proposals submitted for funding. Copies of each proposal will be available for review. At least once a year, a list of funded operating projects will be submitted to the School Committee.
6. As always, it is the intent of the School Committee and administration to encourage teachers to investigate a variety of curricular and instructional activities which are consistent with the goals of the Public Schools of Brookline.

I 2 c. Curriculum Development Procedures: (Voted 7/10/90, #90-296)

INTRODUCTION

Curriculum development is an ongoing process to provide students in the Public Schools of Brookline with learning experiences that are intellectually challenging, innovative, appropriately sequenced, and current with respect to the best available research and materials. This is done in two ways--informal and formal. Teachers at all levels are involved in an ongoing way improving upon existing materials within individual classrooms and courses. These efforts are considered informal. Formal curriculum development, on the other hand, encompasses major changes in the content or substance of existing programs or major new directions or requirements.

Formal Curriculum Change

Formal curriculum change is a systematic, long-term process. It may take 3-5 years or longer, depending on the nature and depth of the changes. In most cases, formal curriculum change will evolve from a curriculum presentation, a task force report, teacher workshops, a department at the high school, accreditation or evaluation, recommendations from a specific group of staff or others in the school community.

In many cases following a curriculum presentation, a task force may be formed to develop the general framework, goals and objectives. This may be followed by curriculum development activities and then staff development activities including institutes and workshops. Usually during the second, third and fourth year of a development effort, curriculum development, staff development, and initial implementation action are occurring concurrently. Full implementation usually occurs in about the fourth year.

Two examples of curriculum change schedules in Brookline are included below:

K-8 Science

Science Presentation	1987-88
Science Task Force	1988-89
Science Institutes/Workshops	1989, 90, 91
Full Implementation	Fall, 1991

K-8 Social Studies

Social Studies Presentation	May, 1990
Social Studies Task Force	1990-91
Social Studies Curriculum Development	1991-92
Social Studies Institutes/Workshops	1992, 93, 94
Begin Implementation	Fall, 1994

While these might be the norm, there are other changes which might take longer. There are changes that involve refinement, as opposed to overhaul. Mathematics is an example of curriculum refinement with less involvement of task forces, institutes, etc.

K-12 Mathematics

Mathematics Presentation	1989
Mathematics Evaluation	1990
Presentation	Feb., 1991
Refinements, New Directions	1991-93

It is important that a school system limit the number of formal initiatives it is involved in at any one time in order that it might concentrate its resources in the most effective manner, and in order that teachers have appropriate time to assimilate changes.

GUIDELINES FOR FORMAL CURRICULUM DEVELOPMENT

Following are the procedures and guidelines for curriculum development:

1. Curriculum provides students with knowledge so they may develop a heightened capacity to organize and order that knowledge.
2. Curriculum provides a framework for teachers to help students increase their knowledge, develop the ability to solve problems, find and analyze data, and assess the validity of opinion.
3. Curriculum for each content area reflects the concrete expression of philosophy developed and approved by the School Committee.
4. Curriculum fits logically, developmentally, and intellectually within a K-12 sequence.
5. Curriculum connects logically, developmentally and intellectually with other disciplines at the same level. Connections between subject areas should be identified and wherever possible developed.
6. Curriculum includes instructional strategies that enable all students to be successful learners.
7. K-8 curriculum materials are organized by content area and available in each school library and the main town library. The Program Descriptions include four parts:
 1. Program Overview
 2. Scope and Sequence Charts,
 3. Grade Level or Grade Cluster Descriptions,
 4. Resources (print, film, software, etc.)
8. At the High School, each course is described in a Course Overview. This includes three sections: Goals, Course Materials, and a Course Outline. Course overviews are compiled by department and are available in the school library and the main town library.

THE PROCESS OF CURRICULUM DEVELOPMENT

Initiation

The need for change may emerge from teacher or administrator interest, from research or national reports, from a task force, accreditation or evaluation process; from student, parent, or community interest, or from other sources. The primary responsibility for curriculum change or innovation is with teachers and administrators who are knowledgeable about their academic discipline, as well as current research in educational theory and practice.

Development

Major curriculum development includes the involvement of school professionals and representatives from a broad range of parent and community constituencies. Normally the PTO's and citizen groups are asked to participate. Groups whose perspective is not represented may petition the Superintendent for participation at appropriate stages. An ongoing account of the development process will be maintained.

1. At the High School Level

- a. In the case of formal curriculum efforts, the Head of School's Advisory Committee will receive a presentation from the coordinator after the coordinator has discussed the proposed change with the Administrative Council of the High School.
- b. The Head of School and Curriculum Coordinator formalize the proposal and include a timetable and appropriate participants. This proposal is presented to the Assistant Superintendent for Curriculum and the Superintendent for review, consideration and approval.
- c. The Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator meet with participants to structure a framework for the curriculum change, and to identify outside authorities in a particular discipline including community, university and institutional resources. The Assistant Superintendent provides financial and strategic support, feedback, training and consultants, as needed.

2. At the K-8 and Systemwide Level

- a. Based upon recommendations from teachers, coordinators, principals, parents, or others, the Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator will propose the need for program review/change to the Superintendent. This proposal includes a schedule, a charge, and a request for participants. It is shared with teachers, principals, coordinators, relevant citizen groups, and the School Committee, and approved by the Superintendent.
- b. The Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator meet with participants to structure a framework for the curriculum change and to identify outside authorities in a particular discipline, including community, university, and institutional resources. The Assistant Superintendent provides financial and strategic support, feedback, training, and consultants, as needed.

Review and Approval

This stage represents an opportunity for continued input before recommendations are finalized. Interim reports are shared with the School Committee, various staff, parents, citizen groups, and interested individuals at the appropriate time before School Committee action takes place. Comments and feedback from these groups are included in the final report to the Superintendent.

1. Superintendent's Recommendation

The Superintendent reviews the recommendations and accompanying comments and forwards a recommendation to the School Committee.

2. School Committee

The School Committee or appropriate subcommittee will hold a public discussion of recommendations and will refer areas of concern back to the Superintendent. The Superintendent is expected to address concerns and to report back to the School Committee. The School Committee has responsibility for final decisions.

Implementation

At the beginning of this step, the Assistant Superintendent, and the appropriate K-8 Curriculum Coordinator meet with local PTO's and groups to present the results of the elementary curriculum development work, and to indicate the timetable for implementation. At the High School level, the Assistant Superintendent, Head of School, and appropriate Curriculum Coordinator will meet with the Head of School's Advisory Committee to conduct this review. Materials and necessary training will be made available to all staff expected to use this curriculum.

Evaluation

After a period of refinement and acceptance, during which a new program becomes established practice, an evaluation completes the curriculum development cycle. At the appropriate time an Evaluation Committee, composed of school personnel and parents, frames and monitors a formal review. The Evaluation Committee designs evaluation instruments for the larger community of teachers, parents, administrators, and students. Outside experts may conduct interviews and observations, against criteria established by the Evaluation Committee. This committee prepares recommendations for action by the Superintendent and professional staff. The Superintendent will update and advise the School Committee throughout the evaluation process.

I 2 d. Curriculum Complaints: (Voted 6/5/78, #78-209; #78-210)

Participation by parents and students in the ongoing process of education is encouraged by both the School Committee and staff of the Public Schools of Brookline. In order to ensure that this is done in a constructive way, resulting in improved education and support for the children, the following guidelines are offered to both parents and students. It is hoped that this procedure for handling individual queries concerned with materials, programs, and staff will ensure fair and equitable treatment of persons involved, and that it will supply the citizen with the desired information.

The general guidelines for handling complaints are as follows. More specifics are listed in the Curriculum Inquiry Process.

1. The teachers should be consulted, since many issues can be resolved through informal discussion.
2. The query may then go to the appropriate principal, curriculum coordinator, or to an officer of the PTO.
3. The next person who may be consulted is the Assistant Superintendent for Curriculum and Instruction.
4. The matter may then be brought to the attention of the Superintendent of Schools.
5. At any time, the parent or student may contact individual members of the School Committee.

I 2 e. Curriculum Inquiry Process: (Voted 7/10/90, #90-295)

INTRODUCTION

This Curriculum Inquiry Process is the process by which Brookline parents and citizens may inquire about aspects and issues of current curriculum. These issues may be general or specific; they may be about curriculum philosophy or teaching strategies; they may be about an individual child's progress; they may be about expectations, course content, or course work load.

K-8 subject area curriculum outlines will be available in each school library and in the Main Library in Brookline. All High School curriculum outlines will be available at the High School Library and the Main Library in Brookline.

This Curriculum Inquiry Process is an attempt to improve communication and foster cooperation between the teachers, administrators, and interested parents and citizens. There are appropriate steps to take for specific inquiries; this process sets them out clearly. If an inquiry is not satisfactorily answered at one level, this process provides the recommended next level for such inquiry. It is our goal to provide responses at each level in a timely manner.

ELEMENTARY SCHOOLS

K-8 subject area curriculum will be available in each school library and in the Main Library in Brookline.

1. Parent Inquiry

Level 1: Teacher

A child's individual teacher should answer questions about a student's progress in relation to the curriculum questions about specific lessons or teaching strategies, and broader questions about the intent or direction of the total curriculum in a given area.

Level 2: Principal and Curriculum Coordinators

a. Inquiries that are not resolved at Level 1 should be referred next to the Principal, who responds, if appropriate, or contacts a specific Curriculum Coordinator to help clarify curriculum issues.

b. Specific parent inquiries about school based implementation of the curriculum should be addressed directly to the Principal, who will involve Curriculum Coordinators, as needed.

Level 3: Assistant Superintendent for Curriculum

a. Issues not resolved at Level 2 should be directed to the Assistant Superintendent for Curriculum.

b. Inquiries dealing with the K-12 curriculum, its philosophy, and the articulation between the elementary schools and high school, should come directly to the Assistant Superintendent for Curriculum. Such inquiries may be made by individuals, or through parent representatives to various groups. If inquiries are of interest to a number of parents or schools, they can be addressed through formal meetings, written reports or presentations arranged by the Assistant Superintendent for Curriculum.

2. Citizen Inquiry

Level 1: Curriculum Coordinators

Any general inquiry about the scope and sequence of a specific curriculum area should be directed to the Curriculum Coordinator who oversees that curriculum.

Level 2: Assistant Superintendent for Curriculum

a. Inquires not resolved at Level 1 should be referred to the Assistant Superintendent for Curriculum for consideration or clarification.

b. Inquires that overlap several content areas should go directly to the Assistant Superintendent for Curriculum.

HIGH SCHOOL

High School curriculum outlines will be available in the High School Library and the Town's Main Library. Students will be provided by the teacher with materials on course expectations. Parents may obtain this material on request.

1. Parent Inquiry

Level 1: Teacher

The student's individual teacher should answer questions about the student's progress in relation to the curriculum, and can explain how lessons and activities address course objectives.

Level 2: Curriculum Coordinators

a. Inquiries not resolved at Level 1 should be referred to the High School Curriculum Coordinator who oversees the program area, unless the Curriculum Coordinator is also the classroom teacher, in which case proceed to Level 3.

b. Inquiries about department curriculum or policies should be directed to the Curriculum Coordinator. The Coordinator may refer the inquiry to the department as a whole, or to the team of teachers responsible for curriculum development. The Coordinator also is the person who decides on requests to visit classrooms, and on consultation with teachers, may arrange for such visits if s/he deems this as the best way an inquiry may be addressed, and if a visit will not disrupt students' learning experiences.

Level 3: Head of School

a. Issues not resolved at Level 2 should be referred to the Head of School for consideration.

b. Inquiry into the impact of a school policy, procedure, or philosophy that affects curriculum should be initiated with the Head of School. The Head of School may seek advice on the issue from the Head of School's Advisory Council--a group made up of parent representatives from the PTO, and representatives from the staff and students.

Level 4: Assistant Superintendent for Curriculum and Instruction

a. Issues not resolved at a previous level should be referred to the Assistant Superintendent for Curriculum and Instruction for consideration.

b. Inquires dealing with the K-12 curriculum, its philosophy, and the articulation between the elementary schools and the High School should come directly to the Assistant Superintendent for Curriculum and Instruction. Such inquiries may be made by individuals, or through parent representatives of various groups. If inquiries are of interest/concern to a number of parents/schools, they can be addressed through formal meetings, written reports, and/or presentations arranged by the Assistant Superintendent for Curriculum and Instruction.

2. Citizen Inquiry

a. Inquiries about department curriculum or policies should be directed to the Curriculum Coordinator. The Coordinator may refer the inquiry to the department as a whole, or to the team of teachers responsible for curriculum development. The Coordinator also is the person who decides on requests to visit classrooms, and on consultation with teachers, may arrange for such visits if s/he deems this is the best way an inquiry may be addressed, and if a visit will not disrupt students' learning experiences.

ROLE OF THE SUPERINTENDENT AND SCHOOL COMMITTEE

The Superintendent and members of the School Committee will direct curriculum questions to the various levels described above. Both the Superintendent, and ultimately, the School Committee, provide further levels of referral for curriculum questions or concerns not resolved at the level of the Assistant Superintendent for Curriculum and Instruction. Inquiries that go directly to the Superintendent or School Committee encompass the following:

a. Superintendent

The Superintendent answers inquiries into the philosophy of the Public Schools of Brookline, the financing and personnel decisions, as they affect curriculum, and the policies and procedures that have been developed by the School Committee around curriculum issues.

b. School Committee

The School Committee develops the policies and procedures for the development, implementation, and evaluation of the K-12 curriculum. Inquiries related to these School Committee responsibilities should be referred to the School Committee. The School Committee may refer inquiries to, or seek advice from, the Curriculum Subcommittee of the School Committee.

SECTION I INSTRUCTION

3. INSTRUCTIONAL PHILOSOPHY

a. Field Trips

The Public Schools of Brookline (the “PSB”) recognizes that first-hand experiences provided by school-sponsored trips (“Field Trips”) are an effective and worthwhile means of learning. Therefore, the PSB encourages Field Trips that are related to the total school program and curriculum, or otherwise provide meaningful experiences for students. Field Trips shall be organized, planned and approved in accordance with this policy.

I. Purpose of Field Trips

All Field Trips shall be designed to supplement the educational program or provide meaningful enrichment opportunities for students.

II. Approval

Field Trips shall be organized and approved in accordance with this policy. Each Field Trip must be approved in advance by the Superintendent and the applicable school leader provided that the Superintendent and/or the applicable school leader may designate one or more persons to approve Field Trips on her/his/their behalf. Any such designation may apply to all or a certain subset of Field Trips as determined by the Superintendent or the applicable school leader. In addition to the foregoing, all Field Trips involving overnight, out-of-state or international travel must be approved by the School Committee. Neither the Superintendent nor any school leader (nor any respective designee thereof) shall approve a Field Trip unless and until the following information regarding the Field Trip has been provided to the Superintendent, the applicable school leader, or their respective designee(s), as applicable:

- Purpose
- Date(s)
- Itinerary
- Estimated number of students
- Costs per student
- Designation of PSB staff leader(s)
- Anticipated ratio of chaperones to students
- Transportation arrangements
- Meal and lodging arrangements
- Means of financing/funding
- Drafts of contracts associated with the Field Trip
- Description of process to determine student eligibility
- Emergency crisis plan

- Travel Insurance (if and to the extent required by the Superintendent or her/his/their designee).

All requests for the approval of a Field Trip must be submitted in accordance with the following schedule:

<u>Field Trip Type</u>	<u>Deadline for Request</u>
In-State Trips	30 days prior to Field Trip
Out-of-State Trips	60 days prior to Field Trip
International Trips	May 15 th of the academic year preceding the academic year in which the Field Trip will take place ¹

III. Access

The right of a student to participate in any Field Trip shall not be infringed upon or impaired because of gender, race, ethnicity, color, national origin, ancestry, religion, sexual orientation, sexual identity or disability.

Files for all students participating in a Field Trip shall be reviewed to determine if any accommodations, supports or modifications are required in order for a student to participate in and have equal access to such Field Trip.

The Field Trip proponent(s) shall ensure that no student is denied participation in a Field Trip because of financial inability to pay the fee or costs associated with the Field Trip. A student's ability to pay shall be determined pursuant to the Public Schools of Brookline's Student Financial Assistance Policy. School leaders, students and groups may engage in reasonable fundraising efforts to defray the cost of a Field Trip provided that all such fundraising is conducted in accordance with all PSB policies including, without limitation, any policy relative to student activity accounts.

No student shall be denied participation in a Field Trip as a form of punishment for previous behavior for which he/she/they have been disciplined. A student may only be excluded from a Field Trip if the date or dates of his/her/their suspension or expulsion from school coincides with the scheduled date or dates of the Field Trip, or if, in the reasonable judgment of the Principal/Head of School in consultation with school-based staff, a student's previous or current behavior poses a substantial risk to the health, safety and welfare of the student, other students and/or staff participating in the Field Trip.

¹ Provided that such requirement may be waived by the Superintendent in her/his/their discretion
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IV. Non-Participating Students on Curriculum-Based Field Trips

Students who do not participate in a curriculum-based Field Trip that takes place during the regularly scheduled school day shall be provided with alternate instructional activities that have related academic and intellectual value.

V. Cancellation/Rescheduling

Approval of all Field Trips shall be conditional. Such approval may be revoked or a Field Trip may be rescheduled due to an exigency or other circumstances that warrant cancellation or rescheduling of a Field Trip. The PSB and the Brookline School Committee will not be responsible for any financial obligations incurred, any monies that are non-refundable or any monies that are otherwise lost due to the cancellation or rescheduling of a Field Trip, or due to a student's exclusion from participation and access to a Field Trip as a result of the student's suspension or expulsion from school, or safety-based exclusion on the date or dates of the Field Trip.

VI. Conflicts of Interest

All PSB staff members involved in organizing and/or attending a Field Trip shall comply with all applicable ethics law(s) including, without limitation, such laws relative to conflicts of interest.

PSB staff members who privately conduct educational tours or trips, or are employed by any other person or company that privately conducts trips (a) may not solicit students for any such trips through the school system and (b) must clearly state that these trips are not school-sponsored and that the School Committee and the PSB do not sanction the trip nor assume any responsibility or liability for the trip.

VII. Student Conduct

All rules and policies of the Public Schools of Brookline and the applicable school community shall apply on all Field Trips.

VIII. Procedures

The Superintendent, or her/his/their designee, shall develop procedures for the review and approval of Field Trips. The procedures must include provisions that ensure, without limitation, that (i) all students have parental/guardian permission for Field Trips; (ii) all Field Trips are properly supervised by PSB staff or qualified chaperones that have undergone adequate background checks, (iii) all safety precautions are observed, (iv) students participating in Field Trips will have access to adequate transportation, lodging and meals, and (v) all Field Trips allow for equal access and reasonable accommodations by all interested students. All such procedures shall comply with this policy, and all applicable state and federal laws.

Originally Adopted: 11/20/84, #84-497; Revised and Approved: 5/21/91, #91-173; 2/7/02, #02-19; 2/2/06, #06-14; 5/13/10, #10-41; 4/30/20, #20-39

I 3 b. Homework Guidelines:

(Voted 6/18/73, #73-147; 9/23/80, #80-346; 5/7/87, #87-189, 190; 2/28/89, #89-89)

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

In accordance with this policy, the staff shall promulgate Homework Guidelines, listed below, which will be made available to staff, parents, and students, through such mechanisms as PTO Handbooks, the BHS Student Handbook, and other appropriate communication channels.

HOMEWORK GUIDELINES

What is Homework?

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

Purposes of Homework

Homework fulfills many purposes, both academic and non-academic. It should meet the needs of the individual student and the discipline involved. It provides an opportunity for interrelating home and school experiences by:

1. Supplementing and reinforcing skills and work done in class;
2. Enriching the totality of the student's school experience;
3. Improving research skills and student awareness of out of school learning resources (library, museum, townspeople, etc.);
4. Providing opportunities to use knowledge and skills learned in schools in creative ways outside of school;
5. Promoting individual responsibility, initiative and motivation;
6. Teaching the ability to recognize and establish priorities, to budget time accordingly and to organize one's materials.
7. Creating opportunities for independent study;
8. Developing leisure interests in learning that will enhance later experiences in life.

Some examples of possible homework assignments might be: a reinforcement of skills learned in class, and a review of these skills; long-term projects; a sharing of outside experiences; the participation in family experiences (trips, outings, etc.); the viewing of various media (TV, movies, plays, etc.); the use of a variety of resources such as human resources or community resources (museums, aquariums, zoos, symphonies, governmental processes, etc.).

Participating Roles

Teacher, parent and child should work together to meet common goals and to ensure a successful educational experience. For a homework policy to be successful, all participants must understand each other's roles.

Student

- a. To be sure s/he understands a specific assignment before leaving school;
- b. To plan when she will complete the assignment. S/he should confer with the teacher if other obligations prevent her/him from doing the work;
- c. To know that s/he, alone, is responsible for the completion of assignments.
- d. To confer with parents and/or teachers if assignments are consistently too difficult or lengthy.

Teacher

At the beginning of each year, the classroom teacher will correspond with parents outlining his/her intention regarding homework, and in that correspondence, set up a mechanism to ensure communication with the parents regarding completion of assignments. Additionally, it is the teacher's role:

- a. To encourage the child to pursue classroom-related activities outside of school;
- b. To assign specific homework appropriate to the individual capabilities of each child. The purpose of each assignment must be stated clearly. The teacher must make clear the need for and relevance of an assignment;
- c. To evaluate the results of the homework;
- d. To ascertain why a child does not complete an assignment and, where necessary, to confer with both child and parent to solve problems;
- e. To vary types of assignments so as to hold the child's interests and to meet differing needs;
- f. Where appropriate, to confer with parents about the student's needs and about how parents can help;
- g. To take into consideration the student's out-of-school responsibilities when making assignments.

Parent (or Guardian)

- a. To encourage the child to accept the responsibility for completing home assignments;
- b. To provide a quiet study environment, free from distraction;
- c. To assist the child when the teacher and parent have conferred and agreed that this assistance would be helpful;
- d. To keep aware of the time spent on homework and to confer with the teacher if the amount of time appears to be excessive or too little;
- e. To confer with the teacher if assignments appear consistently to be too difficult or unclear;
- f. To notify the teacher if an unforeseen occurrence prevents the child from completing an assignment.

Supervisor

- a. To understand and interpret this policy;
- b. To confer individually with teachers;
- c. To help teachers to vary their assignments;
- d. To help the faculty to apply the principles enunciated herein.

Time and Frequency

We accept the belief that school children at all grade levels will profit from some time on home study. Homework should be assigned depending on the grade level and the teacher's judgment of the academic needs, the ability and the interests of the student. This policy rejects the idea of specific time allotments by credit or by subject. This policy is intended to allow the teacher flexibility without limiting or discouraging individual student interest.

Supervision

In the elementary schools, supervision of these policies is the responsibility of the building principals for grades K-6, and the joint responsibility of building principals and coordinators for grades 7 and 8. At the High School, it shall be the responsibility of the Department Chairpersons, or the Directors functioning as Department Chairpersons, to see that these policies are followed. Home study should be assigned from grades K-12. The amount and type of such assignments are the responsibility of the supervisors working with teachers under their direction. If a parent feels that his/her child's home assignments are not in keeping with these policies, s/he should feel free to contact the child's teacher.

Assignments over Vacations, Low Attendance Holidays, and Holy Days of Religious Observance

If a homework assignment requiring a substantial amount of reading or writing is made over a vacation period, adequate time must be provided to the student, either before or after the vacation to complete the assignment. Exceptions to this policy may be made at the discretion of a teacher, as long as the assignment is not extensive, or is an unanticipated result of classroom work immediately prior to a vacation period. Students at Brookline High School who feel that the spirit of this rule has been violated are urged to take their grievances to the Fairness Committee.

No homework shall be assigned on the last day of school before a low attendance holiday that is not immediately preceded or followed by a weekend.

Any student who is unable to complete a homework assignment due to religious observances shall inform the teacher, who will arrange with the student an alternative time for completion of the work, without loss of credit.

I 3 c. Flag Protocol and Pledge of Allegiance (Voted 4/28/11, #11-30; Note: this policy was moved from Section K School/Community Relations to Section I Instruction, 6/5/14, #14-43)

Definitions

Flag: The Flag of the United States of America.

Pledge of Allegiance: “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.” (*Public Law 829, Chapter 806, Section 7, as amended June 14, 1954*).

Recitation: Aloud, verbatim repetition of the Pledge of Allegiance.

Opportunity: A regular, planned time when all members of a school community present in school have equal chance to participate in saying the Pledge.

Active acknowledgment: Co-recitation, standing, and/or use of hand gestures (e.g., a salute or placement of hand over heart) that accompanies recitation of the Pledge.

Flag Protocol²

Display of the Flag of the United States

The Flag must be displayed, weather permitting, on school buildings or grounds on every school day and on every legal holiday or day proclaimed by the Governor of the Commonwealth of Massachusetts or the President of the United States for special observance.

Display Inside the Building

A Flag must be displayed in the assembly hall or other room where opening exercises/announcements on each school day are held as well as in every classroom.

Flag Code for Buildings

The Public Schools of Brookline (PSB) shall observe the flag protocols for raising and lowering the flag, including designation of full mast or half mast, pursuant to MGL Chapter 71, Section 69 and/or as followed by other public buildings in the Town of Brookline.

Amendment Passed by the Board of Selectmen on May 18, 1970

“Flags are to be flown on such other occasions of local, state or national significance as may from time to time be determined by the Executive Secretary to the Board of Selectmen upon receipt of a specific request and recommendation from a Board, Committee or Commission, or from its duly authorized representative(s).”

² Flag protocol based on 1966 Manual of Administration.

I 3 c.1. Lowering the Flag: (Voted 6/4/73, #73-174; amended 4/28/11, #11-30)

It is the policy of the Brookline School Committee (BSC) that the American Flag at all PSB buildings shall be lowered to half mast in the event of a death of a presently enrolled student.

Pledge of Allegiance to the Flag

While Massachusetts General Laws c. 71, s. 69 requires teachers to lead their classes in a daily recital of the Pledge of Allegiance to the Flag, the Courts have determined that it is unconstitutional for any student or staff to be compelled to participate in the Pledge. Therefore, we believe that no member of the school community can be compelled by policy to recite or lead a recitation of the Pledge of Allegiance.

The BSC is committed, however, to honoring longstanding civic tradition and practice, which is for Brookline students to learn and have an opportunity to recite the Pledge of Allegiance in school. The following, therefore, will guide all PSB schools regarding recitation of the Pledge of Allegiance.

Learning/Recitation of the Pledge in Schools

A PSB Principal/Head of School (or his/her designee) shall allow a member of the school community an opportunity to recite the Pledge of Allegiance once a week as a part of school-wide morning announcements.

Non-Coercive Environment

Respect for Human Differences, a Core Value of the PSB, will be observed. Public recitation of the Pledge will be received with respectful silence, as would be the norm for all school-wide announcements. Any individual in the school may choose to recite the Pledge along with the public recitation.

No staff member or student shall cause or encourage any other individual in a school to recite the Pledge of Allegiance or establish in any way a norm of active acknowledgment.

No staff member or student may prevent, prohibit, or demean active acknowledgment (or absence of acknowledgment) of the Pledge by another student or staff member.

Pedagogical Context and Learning

The BSC believes the most important lessons to be drawn from the Pledge of Allegiance are best learned in the context of the regular curriculum and therefore supports Brookline Learning Expectations that promote age- and grade-appropriate discussion of the Pledge, its historical practice and significance, and the debates around compulsory recitation in schools.

Nothing in this policy shall be construed as requiring recitation of the Pledge of Allegiance in the Public Schools of Brookline.

I 3 d. Teaching About Religion: (Voted 10/17/66, #66-337)

The Brookline School Committee, recognizing the part that religion plays in the history and culture of mankind, and yet mindful of the need for the State to remain neutral with respect to matters of religion, hereby adopts the following policy regarding religious holy day observance in the Brookline Public Schools:

1. Any religious holy day programs developed by the Brookline Public Schools should expose children to the historical, cultural, and ethical values of the world's great religions.
2. The Brookline Public Schools should leave to the churches and synagogues the development of religious holy day programs of a devotional nature. The use of any religious symbols should be avoided, as should any program which might teach the nature of a particular religion.
3. The Brookline Public Schools may select art, music, poetry, and literature appropriate to the holy days, but not as part of any program leading to religious observance.

I 3 e. Substance Use Prevention and Education (Voted 12/1/16, #16-76)
(Replaced Teaching about Drugs, Alcohol, and Tobacco Voted 3/16/70, #70-92)

Purpose:

Mass. Gen Laws c. 71, s.96 requires each public school:

- to have policies regarding substance abuse prevention and the education of its students about the dangers of drugs, alcohol, and tobacco;
- to notify students' parents or guardians about the related policies and procedures, professional development support of staff; and
- to post the policies on the school district website.

And requires schools to file these policies with the Department of Elementary and Secondary Education (DESE).

In accordance with state and federal law, and this policy the PSB shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 5-12.

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

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

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

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or his/her designee.

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1; 71:96
M.G.L. 71:2A; 71:96; 272:40A

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students
IHAMB, Teaching about Alcohol, Tobacco, and Drugs
GBEC, Drug Free Workplace Policy

I 3 f. Handwriting Instruction Guidelines: (Voted 5/14/73, #73-152)

The School Committee accepts and adopts the following guidelines developed by the Handwriting Committee, which revises the curriculum for manuscript writing for grades K-3.

1. As in the past, manuscript writing will be taught in grades K-3.
2. The introduction of cursive writing for purposes of initial instruction will be taught in grades 4-6 beginning October 15, 1973. 15 minutes per day of instructional time will be set aside for handwriting.

The Handwriting Committee is recommending this policy because of the great concern of parents, and the interest children have shown, in learning cursive. Although research suggests that there are some advantages to manuscript writing, the results are rather inconclusive. The data is not clear enough, nor persuasive enough, to suggest that we ignore the expressed wishes of parents and the desires of students.

3. Each school will continue to give instruction in cursive writing upon written request by the parents to students in grades 7 & 8. This practice will be discontinued in 1975 because pupils in the grades 5 & 6 in 1973 already will have had cursive writing instruction. In 1975, there will no longer be an optional handwriting course for grades 7 & 8.
4. If necessary, the Superintendent of Schools will be authorized to transfer funds from different accounts to cover the cost of implementing the cursive writing program.

SECTION I INSTRUCTION

4. Philosophy Statements

a. Computer Education:

(Voted 12/2/80, #80-414, 415; 9/22/81, #81-431)

In the past ten years, the progress which has been made in the computer industry parallels the progress from the first flight of the Wright Brothers to the moon landing. Computers, which initially cost millions of dollars, and occupied entire buildings, now cost hundreds of dollars and can be housed on a desk-top. They are moving out of university laboratories and the high technology industry into offices, businesses and homes. It has been estimated that the output of computers has increased by a factor of 10,000 in the past fifteen years, and that the per function cost today is down 100,000 fold. If the automobile industry had progressed as rapidly as the computer industry, a Rolls Royce would cost \$2.00 today.

These developments have caused a technological revolution which will continue to affect the nature of work, the structure of business and industry, and our home environment. This revolution caused by computer use has presented a critical challenge to education. The future effectiveness of today's students will depend increasingly on their ability to understand computers and to utilize them advantageously.

The study of computers and computing is viewed as a means of stimulating intellectual curiosity and extending the limits of creative intelligence. Students will learn to use computers as extensions of themselves to solve problems too tedious to analyze by other means, to complete tasks they would not have otherwise attempted, and to explore creatively and logically new dimensions of the human mind.

We recognize that the computer lends itself to a variety of educational applications. It may assume the role of the learner, allowing the student to develop and express a deep understanding of pertinent subject matter through writing a computer program. The computer may: serve as a tool, permitting a student to perform calculations, analyze data, or store information as part of the problem solving process; provide drill and practice in skill areas or stimulate learning situations which would not otherwise be available in the classroom, and expand students' abilities beyond their present skill levels. We believe that each of these uses has educational value and that all should be pursued. By utilizing the computer as a learning instrument, thinking and understanding will be refined and extended, demonstrating clearly to the student the value that results from mastery of this powerful technology.

The major goals of computer instruction are awareness, literacy, control and fluency. These goals are interrelated and interdependent. Computer awareness includes understanding the capabilities and limitations of computers and their moral, social, vocational, and educational implications. Computer literacy involves the ability to operate the machine, to read and understand the functioning of computer programs and to interpret information supplied by a computer. Control of the computer implies that the student is able to develop problem solving strategies which utilize the computer's capabilities effectively through use of computer languages. Fluency means having a high level of expertise in one of more computer language.

Students will begin learning about computers and computing from the time they enter school and will continue such learning throughout their school career. Computer utilization is interdisciplinary. Teachers in all curriculum areas at every level will implement a developmental approach which promotes increasingly more sophisticated use of the computers to meet educational goals. The

computer will assist teachers to help students achieve competence in the skills and concepts unique to each program area.

It is important that students of both sexes, different ability levels, and varying educational and occupational interests have equal access to the computer. Computer instruction will be individualized to meet the needs of students who will seek employment immediately following graduation, as well as those who will continue their education in vocational-technical schools or colleges and universities. Resources necessary are staffing, equipment, facilities, supplies, staff training, and curriculum adaptation to support this accessibility and individuation.

Computers may be employed by teachers to help carry out the functions of assessment and evaluation. Computers may be used by teachers as diagnostic tools for analyzing student abilities and will be available to implement specific academic programs to meet individual student needs. It is hoped that eventually computers will also maintain a record of each student's progress and provide immediate and direct feedback to students and teachers with appropriate safeguards to assure privacy.

Within the schools, teachers and administrators with interest and enthusiasm can serve as catalysts to promote widespread acceptance of instructional value of computers. Students with advanced computing skills are encouraged to serve as tutors for other students and to assist teachers in developing curriculum and software. Member of the community who are involved in computer related professions can be especially helpful as advisors and advocates. Close cooperation with regional computer education groups, other school systems, and local colleges and universities also valuable. Students, staff, parents, and other community members are essential resources and will be involved in the process of developing an effective computer education program.

I 4 b. Student School Technology Use Policy

The Public Schools of Brookline (PSB) views technology as an important tool for advancing educational excellence. In keeping with the system's educational mission, teachers may use and introduce to students a variety of technologies in order to help students learn more effectively. This policy and its related administrative procedures and school technology use contract are designed to ensure that students utilize school technology responsibly and safely.

I 4 b.1. Definitions

For purposes of this Policy, the following words and terms shall have the meanings set forth below:

School Technology: A range of digital or electronic tools provided to students by the PSB to enhance learning and/or facilitate communications.

Inappropriate: Unsuitable, illegal or destructive, including, but not limited to, spreading computer viruses, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, or otherwise objectionable or criminal language in a public or private message, bullying or retaliation. Attempting to gain unauthorized access to breach, and/or override, school technology security.

Academic: Related to scholarly performance in school, or any other school-related work.

I 4 b.2. Student Use of School Technology

The purpose of student use of school technology is academic. When students use school technology, they are expected to use such technology in an ethical, respectful, and responsible manner. Therefore, students are prohibited from using school technology for:

- Inappropriate communications;
- Intentionally viewing and/or downloading inappropriate material;
- The unauthorized duplication, distribution or use of software, also known as “pirating”; and
- Any other unauthorized or illegal use.

To promote internet safety, the PSB will implement safety measures to reduce the risk that student users of school technology will encounter inappropriate subject matter and materials while using such technology. These measures will include:

- Installing appropriate firewall security protection;
- Providing all students and their parents/guardians with a copy of this Policy at the

beginning of each school year, with the related student technology use contract;

- Educating all students, in age-appropriate language, of the content of this Policy and of appropriate safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet; and
- Ensuring that students' school technology use contracts are signed, collected and retained in the student record.

The PSB reserves the right to monitor all student use of school technology for the purpose of ensuring compliance with this Policy and shall not be liable for any unauthorized student use of school technology.

(Originally voted 6/29/92, #92-308-Technology Education and 4/25/96, #96-47-Internet Use and Contract Guidelines; Revised 4/6/06, #06-38 and 6/22/06, #06-74; Revised 4/28/11; #11-29)

School Technology Use Contract

I, _____ ("Student") and _____
(Parent(s)) of Student, hereby acknowledge that I/we have read and fully understand the terms of the foregoing Student School Technology Use Policy. In consideration of the benefit of using School Technology, Student hereby agrees to abide by the terms of this Policy when using any and all School Technology. Student and Student's Parent(s)/Guardian(s) further acknowledge that Student's use of School Technology in violation of this policy may result in termination of the right to use such School Technology.

Student (Grade 4 and above)

Student's Parent/Guardian

Student's Parent/Guardian

Date: _____, 20____

I 4 c. English: (Voted 3/19/79, #79-79; 9/22/81, #81-431)

In teaching English, we address two very different tasks: exploration of the humanities, and acquisition of skills. In the first sense, English examines aesthetic and intellectual ideals and deepens self-awareness. Students learn through literature what the world has been and what they themselves may become. In the second sense, English develops specific skills. Students learn to express themselves fluently and correctly, and they learn to understand with increasing sophistication what others express.

Mastery of these tasks is incremental. We cannot teach a child to appreciate literature in grade two, review the criteria in grade three, and assume that learning is complete. Similarly, we cannot teach the paragraph at one level and assume that this concept has been mastered for all time. As students mature, literature and paragraphing become more complex concepts which must be increasingly refined.

If mastery of these tasks is incremental, it must also be active and personal. Students learn by doing. Moreover, they will not all proceed at the same rate or even by the same path. In essence, they will learn to read well by reading, to write well by writing, not by hearing some else's account of reading or writing.

We believe that our program is strong when it provides for individual differences. We also believe that individual needs do not always differ and at such times may best be served collectively. Our different approaches to instruction must therefore converge upon the same expectation for all students: maximal competency.

Present Approaches

The English Program for the Public Schools of Brookline consists of four interrelated components: Reading, Writing, Speaking, and Listening. By their very nature, these components are often taught in concert. Instruction also centers on each component individually.

Reading

As a major focus of the English Program grades K-12, reading is approached both as skill and art. Students learn to read for information and for pleasure through a broad range of activities. In the beginning stages, instruction includes two elements: word identification and reading comprehension. Applying knowledge of phonics, using words in context, and developing sight vocabulary are all stressed. In addition, teachers read and discuss children's literature with the whole class. They also assist students in selecting books for independent reading, a practice which continues throughout the grades. In the first grade, students also visit the library and begin the practice of locating reference materials. The study and reference skills taught become increasingly complex each year.

Starting in the second grade, groups of students read the same book and share oral and written assignments. As the student moves through the grades, comprehension and word-analysis skills continue to be taught and reinforced with materials of increasing complexity. Students also learn to distinguish fact from opinion and to respond to literary style. Through interdisciplinary units which engage such content areas as Social Studies, Science, Mathematics, and Unified Arts, reading instruction is broadened.

During the intermediate grades, students in groups continue to read works of children's literature, building skills and deepening appreciation. Assignments for the whole class are frequently based on specific genres or themes, with different groups reading books at their appropriate levels. The staff

uses a variety of criteria for selecting books for students to read: literary quality, vocabulary level, and thematic appeal. In addition, materials are screened for cultural bias and sex-role stereotyping.

In the seventh and eighth grades, students read to observe models of excellence, to gather information, to understand and share ideas, to explore values, and to stretch their powers of imagination. Teachers monitor individual programs, as well as small-group and whole-class reading experiences, to foster the acquisition of skills. All the genres are explored: poetry, drama, the short story, the novel, and the essay. The use of library resources and reference materials--from the dictionary and thesaurus to the encyclopedia and Reader's Guide--supplements reading instruction, as it does throughout the elementary grades.

Reading instruction at the High School is accomplished chiefly through whole-class study of literature. In each of the ninth grade courses, all the genres are read and analyzed in whole group activities. In the tenth and eleventh grades, some of the semester length electives emphasize the intensive reading of a specific genre, for example Short Fiction and Shakespeare, while others include all genres, for example Humanities and American Literature. In the twelfth grade, the full year electives return to all of the genres for more sophisticated textual analysis, in a variety of courses from Ancient Literature to Contemporary Literature.

The English Program at the High School also provides opportunities for individualized and small group reading experiences. In fact, some course options in English and Reading Tutorial give special attention to individualized reading programs. Supplementary or outside reading is encouraged in all cores, and reading and study skills are continually addressed. Specific mini courses in remedial reading and vocabulary development are jointly sponsored by the English Department and Pupil Support Services.

Writing

As with reading, both the skill and art of writing receive major emphasis at all grade levels. Students learn to clarify and communicate their thoughts and to practice them for basic modes of expression: narrative, descriptive, expository and argumentative. In the initial stages, manuscript printing is taught. Cursive handwriting is introduced in the third grade, and starting with fourth grade, is required for all finished work.

During the primary grades, children begin to translate their experiences into written language. Through a variety of activities, teachers encourage them to want to write, and to share their work with peers and adults. With careful guidance, students learn to proofread and correct their written work. Individualized instruction, as well as formal lessons in grammar, usage, and spelling are provided. Students are also assisted in evaluating their work over time. Through the use of the permanent composition folders and other records, both students and teachers can assess progress.

In the middle grades, students are expected to write more and to write better. The narrative and descriptive modes are emphasized. Students learn to develop plot, create character, establish mood, and produce detailed description. The expository mode is introduced as students acquire skill in gathering information and organizing it coherently.

Writing is at the center of the English Program in the seventh and eighth grades. Expository writing skills are further developed as students produce reports, biographies, magazines, trade journals, and newspapers from information gathered in interviews and library research. Creative writing activities are also provided through different units of study--in poetry, short story and science fiction. Skill mastery is increasingly emphasized in formal instruction and in conferencing.

In the ninth grade, all writing skills are systematically reviewed through the use of various textbooks and Skills for Effective Writing, a booklet written by teachers of ninth grade students. This booklet explains matters of traditional grammar and mechanics, along with techniques of sentence combining. Language instruction is pursued in exercises, and more importantly in the context of a student's own writing. Each ninth grade course includes the writing of expository essays, as well as more personal forms.

The electives of the tenth and eleventh grade offer specialized writing experiences--from Expository Writing and the Art of the Essay, to Autobiography and Fiction Workshop. Further study of grammar and usage, presented in a specially prepared English Review Booklet, is required of all sophomores and juniors. Finally, the culmination of each student's writing experience at the High School is a major piece of work, the Senior Paper, completed during the semester prior to graduation.

Speaking and Listening

Virtually all the activities in English classes, grades K-12, call into play the skills of speaking and listening. Students learn to speak before the group and to listen to others. In the beginning stages, discussion technique emphasized the basic responsibility of all students as speakers and listeners, to be sensitive to and considerate of others. Through a wide range of activities, teachers lead students to appreciate and develop the skills of oral communication. Language games, listening exercises, vocabulary study, oral reports, group presentations, debate activities, and classroom discussion provide useful approaches to the skills of speaking and listening. Specific courses, such as Public Speaking and Semiotics, explore the types and topics of oral language in depth. Whether the lessons examine the importance of the effective use of the right word or the proper attitude of the responsive listener, speaking and listening are inseparable components of the English program.

Program Implementation

Supervisory personnel make explicit the program goals and provide support for their implementation. Management and reporting systems are also considered an integral part of the instructional program. Teachers record concept and skill acquisition and report this information to students and parents.

Future Directions

Throughout the years, changes in the English curriculum have been gradual and steady. While the department has provided leadership for effecting these changes, the process has always been influenced by many factors: parent, teacher, and student input, research findings, standardized testing results, and societal changes. As the unending process reaches its latest phase, there appear to be areas where further change is indicated.

Grammar:

Attention should be given to more formal instruction, without, however, forgetting that it is but one means to a higher end--the improvement of writing.

Spelling:

Despite programs adopted in grades 3-6, our commitment to spelling must be reinforced through fostering the attitude that correct spelling has value and through using varied materials--such as the graded spelling lists of the skill sequence.

Literature:

Our search for and use of good literature at all levels will continue and be expanded, as will our practice of providing whole class reading experiences in the seventh and eighth grades. More bibliographies and reading lists of works at different reading levels will be prepared in concert with the library and other disciplines. Recreational reading will continue to be encouraged.

Reading in the Middle Grades:

Our focus on reading literature will be expanded to include the further study of non-fiction. The methods and techniques required to teach the skills of reading for a variety of purposes will be refined through staff in-service programs.

Speaking and Listening:

In the four-part structure of the English Program, Grades K-12, the components of speaking and listening will be more systematically pursued and developed.

Management and Reporting Systems:

The English Department, in accordance with the policy of the Public Schools of Brookline, will further systematize its management and reporting systems.

For Brookline, excellence is an abiding theme, yet a recurring issue. The issue is not whether excellence be pursued, but rather how excellence should be pursued. Two views predominate. According to one view, excellence resides in no other form save the human. It is a quality characteristic of the teacher who, by warmth and enthusiasm, renders personal what would otherwise remain arid and detached. Excellence in this form honors no single style of teaching, no privileged structure, no select method. It creates its own demands and provides its own discipline. According to the other view, excellence resides in content and consistency. Once chooses the best that has been thought and said, sets rigorous goals, selects the appropriate method, articulates steps toward reaching set goals, and then uniformly implements the resulting curriculum.

We believe that excellence embraces both views. While no known content or method guarantees success, clearly the choice of materials and method is crucial. Although mastery of communication skills follows no infallible sequence, nor progresses at a fixed rate, steps toward mastery may still be planned and regularly assessed. And though rigid adherence to any curriculum does not vouchsafe learning, consistency among levels and schools is plainly desirable. Rather than absolute uniformity, we believe that teaching requires the kind of structure that makes goals and expectations clear, but also grants teachers flexibility and permits, indeed encourages, creativity. Such structure is provided by the new skill sequence. At the same time, we wish to underscore our commitment to excellence in both teaching and learning. Minds sufficiently stretched never retract, whereas minds unstretched only sometimes expand.

I 4 d. Gifted and Talented: (Voted 1/8/85, #85-10; 4/7/92, #92-118)

Purpose

All Brookline children are entitled to appropriate educational opportunities. The overall goal of the Gifted and Talented Program is to meet the educational needs of academically advanced and intellectually gifted children. Academically advanced and intellectually gifted children need educational opportunities that are appropriately challenging. An expanded curriculum is crucial in order for these children to remain engaged in their education and to achieve their educational potential. The program works to include children whose cultural background, gender, learning style, or uneven development may obscure their giftedness. In this context, the Gifted and Talented Program has the following objectives:

1. To recognize and support academically advanced and intellectually gifted children;
2. To provide services to students and teachers;
3. To foster understanding of the special learning needs of this population;
4. To help the community understand the impact of educational practices and policies on this population;
5. To promote and acknowledge academic success and pride in intellectual achievement.

Structure

In order to achieve its objectives, the Gifted and Talented Program works cooperatively with curriculum coordinators, principals, guidance counselors and teachers in a system of shared responsibility. It is the curriculum coordinator's role, in conjunction with the Gifted and Talented Program Coordinator to gather and create materials and curricula to meet the learning needs of this population. The Gifted and Talented Program Coordinator works in partnership with the Assistant Superintendent of Curriculum, the curriculum coordinators, and teachers, in the implementation of appropriately challenging work in the classroom. The principals set educational priorities in their schools, bearing this population in mind. Classroom and resource teachers working collaboratively can meet the learning needs of these students by incorporating appropriately challenging curricula. In addition to the above classroom support, options such as mentoring, homogeneous grouping, town-wide conferences, and seminars, acceleration, counseling and pull-out programs which support and expand classroom experiences, should be considered to ensure that our brightest children reach their potential.

A strong Gifted and Talented Program promotes a climate of pride in intellectual achievement and provides a community where an excitement for learning can be shared and celebrated.

I 4 e. Libraries: (Voted 11/18/78, #78-485; 9/22/81, #81-431)

The library program of the Public Schools of Brookline requires a wealth of carefully selected well-organized library resources. Thus, the library program of service evolves from the requirements of the curriculum. The library program should extend the student's knowledge of the world, foster and encourage a love of reading and learning, and provide materials to meet the interests of a multicultural student body. The libraries should be educational and cultural environments where students become comfortable with books and ideas.

In the selection and approval of books and audiovisual materials, the policy of the Public Schools of Brookline is to develop procedures which will:

Develop the life-long habit of wide reading which fosters freedom in the exchange of ideas, a basic principle in the operation of democracy.

Develop critical reading, viewing and listening skills for application in life-long learning.

Stimulate growth in knowledge, literary appreciation, aesthetic values and ethical standards.

Support and enrich all subjects of the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.

Present the many racial, ethnic, religious and cultural groups and portray the role of their contribution in the development of America.

Present all aspects of social, scientific, economic and political systems and issues so that students have practice, under guidance, in the processes of critical examining, thinking and assessing-processes that support an informed citizen's part in the preservation of American institutions and ideals.

Offer the students an opportunity to develop an awareness of a social order which values freedom and allows for the fullest development of the individual.

Give an extensive background of information and factual knowledge which will enable pupils to make intelligent judgments in their daily lives.

Support and be consistent with the objectives and goals of specific courses of study approved by the School Committee.

This library materials selection policy is rooted in, and supportive of, the following documents:

1. The Constitution of the USA, especially the First Amendment.
2. Academic Freedom in the Secondary Schools, American Civil Liberties Union, 1968.
3. The Student's Rights to Read, National Council of Teachers of English, 1972.
4. Intellectual Freedom Documents of the American Library Association.
5. Media Programs District and School, ALA/AECT, 1975.
6. Statement of School Library Policy, Public Schools of Brookline, 1980.
7. Program Goals of Department of Library Services, Public Schools of Brookline, 1981.

Planning and implementation of the library program of services by the library staff of professionally trained librarians and support staff in cooperation with other appropriate school personnel should:

Foster a love of reading and an appreciation of literature in all its forms by:

Providing reading, listening and viewing programs and facilities for individuals, small groups and class use.

Cooperating with and encouraging the use of other types of libraries.

Provide and teach reference and bibliographic services and skills, in conjunction, wherever possible, with classroom activities by:

Promoting the learning and application of library and visual literacy skills within curricular areas.

Promoting cooperative planning and information exchange among various areas of the school program to ensure the most effective use of resources.

Participating actively in curricular planning with teachers and administrators.
Ensure the selection, organization and distribution of materials in accordance with the Materials Selection Policy.

Provide for the evaluation and revision of library programs and services to meet the needs of students and faculty.

Encourage appropriate use of communication technologies.

Provide teachers and library staff with opportunities for growth and improved professional expertise.

The libraries in the Public Schools of Brookline shall be the resource centers of the schools. Under the supervision of trained librarians, they shall contain selected, organized materials for support of the school program, and they shall provide viewing and listening facilities for individual or group use of library materials. From the central library in each building, other points of access to instructional resources can be effected through the mobility of library staff and materials.

Since the libraries shall contain the materials for curricular and extracurricular programs, curriculum planners shall determine the resources to be acquired and shall structure assignments to utilize those resources. Where it may seem necessary to call upon the resources of other libraries, requests shall be made in accordance with the Interlibrary Loan Code.

The library program shall be designed to meet the school objectives and to undergrid the instructional program. Its planning and implementation shall involve administrators and faculty members responsible to the Assistant Superintendent of Schools for Curriculum and Instruction. While initiation of planning shall be the responsibility of the Director of Libraries, the principals, and the directors of instruction and all teachers shall participate. Program planning shall embody:

- Selecting, organizing and distributing materials to meet curricular needs;
- Outlining service to students and teachers;
- Defining areas of responsibility for librarians, teachers, principals, and directors of instruction;
- Providing reference and bibliographic services and skills;
- Teaching library and study skills;
- Providing guidance in listening, reading, and viewing;
- Engaging in in-service education;
- Evaluating the effectiveness of the library program in instructional areas.

The library shall be available, at the point of the student's need, for class visits and for individual and small group use. Any scheduling shall be flexible, emanating from the teachers' plans for activities, assignments, and projects requiring library resources.

The resources of all of the libraries in the Public Schools of Brookline shall be available to all of the members of the school system. Possible ways of coordinating school library resources and services with those of municipal, state, or regional libraries shall be a matter of continuous concern.

This policy statement is based on and adapted from the guidelines for school libraries, prepared in conjunction with the Knapp School Libraries Project. The full report of the Knapp demonstration school libraries is contained in Realization: The Final Report of the Knapp School Demonstration Project, edited by Peggy Sullivan, American Library Association (1968). Both the "guidelines" and Realization may be referred to with the assurance that they represent the manner in which the school libraries of the Public Schools of Brookline shall be developed.

I 4 e. 1. Selection of Books and AV Equipment: (Voted 9/22/81, #81-431)

I. Responsibility For Selection

The purchase of library materials is legally vested in the School Committee. The Committee delegates to the library staff the responsibility to develop final recommendations for purchase. The actual selection of materials is the responsibility of professionally-trained personnel on the library staff who know the courses of study, methods of teaching, and the individual needs of the pupils. The librarians will choose materials as determined by the interests and needs of the students and faculty. In this task, the librarians will be aided by suggestions from administrators, faculty, students, and parents. The widest participation is encouraged by acquainting the faculty with materials available through book examination collections and preview services. The school librarians are responsible for the final evaluation and selection of materials for their respective library.

II. Criteria For Selection

Criteria for the selection of materials are consistent with the guidelines for materials and selection noted above and are based on the needs of the individual school. These are derived from a thorough knowledge of the curriculum, suggestions of administrators and teachers, known needs of the individual student and requests of parents and students.

Materials are selected which present subject matter suitable for the grade and the interest level at which they are intended.

A wide range of materials is provided on all levels of difficulty, with a diversity of appeal and representing differing points of view.

Factual accuracy, authoritativeness, balance and integrity are required in the materials provided. Materials of high artistic quality and superior format are sought, with consideration given to stimulating presentation, including imagination, vision, creativeness, and style appropriate to the idea.

Selection is an on-going process which includes the replacement of lost and worn resources of substantial educational value and removing materials deemed no longer appropriate.

III. Gift Books

Gift materials are judged by the criteria established in the selection policy and are accepted or rejected on these bases. Materials which fail to meet established criteria will be (a) returned to the donor, or (b) disposed of. The donor may stipulate a choice.

IV. Procedure For Handling Objections

A. The suitability of particular print or audiovisual resources may be questioned by any parent, student or citizen of the town. A request form is available from the Supervisor of Libraries to anyone seeking formal consideration of his criticism. This form should be completed by the complainant and presented to the Assistant Superintendent for Curriculum and Instruction, who

will forward copies to the Principal, appropriate Director/Supervisor and Librarian of the school involved.

B. The material in question shall be reviewed by a committee of seven composed of: Assistant Superintendent for Curriculum and Instruction; Building Principal; Teacher from the building involved in the subject field of the questioned material; PTO representative appointed by the building organization; Lay person interested in school affairs appointed by the Assistant Superintendent for Curriculum and Instruction; and Director/Supervisor Librarian

The review committee shall function at the call of the Assistant Superintendent upon receipt of a complaint. The material shall be considered with the specific objections in mind. The complainant or the group questioning the school materials shall have the opportunity to meet with the review committee and to present opinions and evidence. The school Librarian, the Director/Supervisor and any other persons involved in the selection or use of the questioned material shall have the same opportunity. The review committee shall use its best efforts to arrive at a decision as rapidly as possible and shall transmit its decision, including minority reports, if any, to all the interested parties. If the complainant is not satisfied with the decision of the review committee, s/he may ask for School Committee consideration of the matter.

C. The library staff shall have no obligation to remove material from use during the review process.

D. The review of questioned materials shall be treated objectively and as an important matter. The best interests of the students, the curriculum, the school, and the community shall be of paramount consideration.

V. Instructions To Evaluating Committee

"...free men and free inquiry are inseparable."

--President Lyndon B. Johnson.

Bear in mind the principles of the freedom to learn and to read and base your decisions on these broad principles rather than on defense of individual material. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked to consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole.

A report, presenting both majority and minority opinions, will be presented to the Superintendent who will forward it to the School Committee for action.

I 4 f. Mathematics: (Voted 3/24/81, #81-77; 9/22/81, 81-431)

Increasingly we live in a society in which competence in mathematics and the understanding of basic mathematical concepts are necessary components of an expanding number of careers and a requirement in making intelligent personal and professional decisions. Like language arts, mathematics is crucial to a general education and its study is a vital, integral part of a student's curriculum. In the broadest sense, mathematics and language have much in common. The best instruction in both emphasizes form and structure to develop logical thinking and clear and concise modes of expression, which permit the presentation of the whole range of ideas from simple, concrete statements of fact to the most abstract and profound thoughts and reasoning.

The mathematics program in the Public Schools of Brookline focuses on teaching students to apply quantitative ideas and skills to realistic problems and situations. It deals with the representation of reality in mathematical terms, the interpretation of results in terms appropriate to that reality, and the manipulation of mathematics for specific purposes.

The program is presented by a combination of methods. Provision is made for teaching those skills best learned by rote. At the same time a high priority is given to helping students define problems, apply rules, and judge the appropriateness of answers. These methods are used, not only to teach mathematics, but to instill confidence in each student so she or he can approach mathematics and other disciplines and situations eagerly and successfully. The program is flexible enough to meet the needs of all students. Students differ greatly in maturation, ability, intellectual preference, and life goals. Therefore, mathematical studies suitable for one student may not be appropriate for another. The mathematics department is responsible for developing, implementing and teaching a curriculum which recognizes the great variation in pupils' mathematical abilities, achievement levels, needs and motivations. The mathematics program seeks to provide the fundamental skills required for all forms of mathematics in a manner appropriate to each student. These skills are also widely applicable in other disciplines. Teachers of all disciplines need to recognize the far-reaching applicability of these skills, and routinely incorporate them into the course material of every discipline.

All students need a background of successful problem-solving experiences. True problem-solving power requires a wide repertoire of knowledge, not only of particular skills and concepts, but also of the relationships among them and the fundamental principles that unify them. We endorse the recommendations of the National Council of Teachers of Mathematics that students learn to: (1) define problems and goal, (2) formulate key questions, (3) discover patterns and similarities, (4) seek out appropriate data, (5) experiment, (6) transfer skill and strategies to new situations, and (7) draw on background knowledge to apply mathematics. Other fundamental skills which are important include: (1) alertness to the reasonableness of results, (2) estimation and approximation, (3) appropriate computation measurement, (4) reading, interpreting and constructing tables, charts and graphs, (5) using mathematics to predict, and (6) familiarity with new technology.

The technological revolution and resulting information explosion mandate a periodic review of the skills taught. Skills now considered essential will become obsolete and necessary new skills will arise from the dimensions of the mathematics pertinent to an age of rapid change. Decisions will be made on which present skills we will cease to teach in order to make time for those new skills which have been given a higher priority.

This new technology also makes it essential that the use of calculators and computers be integrated into the mathematics curriculum. At the very least, students will understand that these machines are tools. Calculators should be readily available in the classroom when the burden of lengthy computations outweighs the educational contribution of the process. Computers are used for developing mathematical concepts and applying mathematics, as well as for checking computational values and for practice and drill.

Computer literacy is the shared responsibility of every discipline. Students need to understand the role of the computer in language, art, music, and the social sciences. The mathematics program provides experiences that facilitate this new literacy.

The Mathematics Department has a special obligation in counseling. Students and parents need to be informed of the value of mathematics. They need to know the importance of algebra and geometry for technical jobs, and the importance of four years of high school mathematics in preparation for college. College calculus is required not only for careers in science and engineering, but also for careers in business, economics, and allied fields. When a student discontinues the study of mathematics early in high school, he or she is foreclosing on many options, both in college programs and in vocational training.

By providing for individual differences in methods of teaching, the program encourages students of all abilities to progress at their own learning pace. The mathematics program is sufficiently diverse to encourage students to study as much mathematics and to learn as many skills as their abilities and desires allow.

I 4 g. Social Studies: K-8: (Voted 2/4/92, #92-39)

Brookline's Social Studies curriculum should be characterized by a core of history which will be integrated and enriched throughout with concepts and information from geography, political science, economics, anthropology, sociology, and psychology.

Such a Social Studies curriculum will help to prepare students to live in the 21st century as knowledgeable, informed, ethical, and active citizens of their community, the United States and the world. In order to become thoughtful participants and decisionmakers in the democratic process, students need a strong background in history and social sciences. The K-8 sequence will provide rigorous, consistent and cumulative learning with the goal of engendering life-long enthusiasm for the study of history and the social sciences.

Goals

In order to assume their important roles as citizens and decision-makers in this country and in the world community, students should exhibit mastery in the following areas of knowledge, values and skills.

Knowledge

Students will exhibit:

~ a solid knowledge of the history, geography, economy, political and social institutions, traditions and values of the United States;

~ an understanding of basic democratic principles, rights and responsibilities, opportunities for and barriers to participation in a democracy;

~ knowledge of the unity and diversity of the world's peoples and their histories;

~ an understanding of the importance of geographic economic, religious, and sociological factors of historic events;

~ the ability to place current events in an historical context;

a recognition of the earth's limited resources.

Values

Students will:

~ develop a sense of history that will enable them to examine the relationship of the past to the present and future events and issues;

~ learn that civic responsibility springs from understanding and acting on democratic values;

~ learn to respect multicultural, international, and comparative perspectives which highlight our shared humanity and the interconnections of human history.

Students will progress in:

- ~ the development of critical and analytical perspectives on the human condition;
- ~ an appreciation of the relationships of people, politics, economies, and technologies throughout history and throughout the world;
- ~ an understanding and evaluation of different beliefs and their consequences in order to develop a capacity for moral judgment and ethical decision-making;
- ~ the development of a sense of worth as a member of one or more cultures, sharing in their cultures' strengths and achievements.

Skills

Students will:

- ~ develop a sense of time and of the chronology of events in human history;
- ~ develop higher level thinking analysis, synthesis and evaluation of historical and current events;
- ~ learn research, data gathering and other library skills;
- ~ learn to think critically, recognize bias and engage in problem solving and decision making;
- ~ understand and interpret maps, charts, graphs, and other visual resources;
- ~ develop oral and written communication skills for clear and persuasive expression;
- ~ understand and have the opportunity to participate in civic life.

I 4 h. Performing Arts : (Voted 9/22/81, #81-431)

The primary purpose of the Performing Arts Program of the Public Schools of Brookline is to provide all students with the kind of aesthetic experiences that affect a wholesome and essential balance in the human personality. Because human achievements are passed on from generation to generation through the arts (oral, notated, written, visualized, graphed, built, painted, crafted), not only individuals and other areas of study, but civilization itself depends on skills based in the arts. In addition, children who acquire skills and appreciation in the arts develop a humane approach to life; they tend to place ever increasing value on the quality of human endeavor. Arts lend purpose to living over and beyond biological survival. Arts make humans humane.

Because aesthetic experience is strongly affective as well as cognitive, the perceptions and values gained through arts education are useful in everyday life. The felt quality of aesthetic experience creates a cohesive bond among what would otherwise be disconnected and chaotic events in individual lives. Because adaptiveness to change and circumstances is inherent in the arts, they are an essential vehicle for mediating differences among people and cultures.

The Performing Arts Department is comprised of three allied arts disciplines Music, Dance, and Drama. The program endeavors to enable each student to discover his or her capacity for the communication of ideas, thoughts, and feelings. Instruction aims to release the spark of creativity contained within each individual through participatory experiences which foster the development of knowledge and skills in the arts. The function of the program is to lead the students toward self-discovery by helping them to acquire a vocabulary appropriate to the art forms; to learn the concepts and principles of design in music, dance and drama; and to develop the mental and motor skills necessary to performance in each of these areas.

Study in the Performing Arts fosters growth in the psychomotor, cognitive, and affective domains. Psychomotor development includes such areas as eye-hand coordination, perception, and spatial relationships. Cognitive development includes problem-solving, transfer of learning, symbolizing, patterning, and discriminating. Affective development reinforces such traits as self-confidence, group involvement, empathy, taste, poise, and self-discipline. Performance is the culmination and integration of these three domains.

In addition to the development of performance skills, the Performing Arts Program recognizes the importance of skills in art appreciation. Not just in the arts but in all aspects of life, modern society stresses the role of the individual as part of an audience, as a spectator or consumer. In an era when mass media often threaten to impose standards that are artistically specious or superficial, schools can and must direct students to the profound, intimate, intense, and ultimately unique learning experiences that define what is truly human and truly aesthetic. This challenge is willingly accepted by the Performing Arts Department of the Public Schools of Brookline.

I 4 i. Physical Education:

(Voted 6/3/74, #74-190; 3/14/77, #77-100; 12/4/78, #78-495; 6/30/83, #83-319; 11/17/86, #86-536; 2/28/89, #89-87; 9/24/98, #98-86)

1. Girls Interscholastics/ Co-Ed Gym/ Equal Time

The Brookline School Committee endorses the girls' interscholastic athletic program in grades 7 and 8; mandates co-educational gymnasium in grades 5-8, and endorses the principle that girls and boys be given equal time and facilities in after-school programs.

2. Course Requirements

The course requirements for Grade 9-12 Physical Education shall be:
1 credit of Physical Education.

3. Individualized Programs ("Contracting For Physical Education")

The coordinator of Physical Education is directed to establish individualized education programs as follows:

When student athletes can demonstrate the need or appropriateness, they be allowed to petition individual physical education contracts for 1 or 2 semesters in the 10th, 11th, and 12th grades, and 1 semester in the 9th grade. Students in the 9th grade may not use individual physical education contracts to substitute for health or integrated health/physical education. These individual petitions, which would be coordinated through the Physical Education Department, would need to be signed by the student, parent or guardian, dean, physical education teacher, and coach.

4. Athletics Grade 7-12: (Voted 3/13/97, #97-17)

**BROOKLINE SCHOOL ATHLETICS FOR GRADES 7-12
MISSION STATEMENT**

In the Brookline Public Schools, grades 7 through 12, the school based athletic experience is an essential part of each student's overall education. It builds upon and complements the physical education program, play activities, and the intramural programs in our elementary schools and in high school. Participation in one's school intramural or athletics program plays a significant role in developing positive self-esteem and a sense of well-being, in addition to providing a unique educational experience. The goal at every level of athletics is to strive for excellence. As an integral component of the Brookline Public School curriculum, the educational role of an inclusive, well-staffed athletic program is significant in the development of the whole student.

While learning the principles of self-discipline, fair play, leadership, and teamwork in pursuit of a common goal, student-athletes must be challenged at whatever level of skill they bring to a sport. Every student-athlete, male and female, shall be afforded the chance to participate at the most appropriate level to achieve optimal personal growth. These opportunities to develop their skills and reach their maximum potential will be provided in a well-coached, safe environment,

and at the best facilities the Town can provide. All teams will be qualified to participate competitively in their respective leagues.

The athletic program must be flexible and reflective of the values and culture of the Brookline Public Schools in order to address the needs of its diverse student population. Athletics are a common ground where all of our students can appreciate their peer's skills and contributions in the commitment to reaching a goal.

Participation in school based athletics promotes physical and mental health, and contributes to learning how to interact socially. It nurtures friendship where one might not expect to find it, and fosters a sense of pride in self and the community that lasts far beyond the student's years in the Brookline Public Schools.

I 4 j. Transitional Bilingual Education/English as a Second Language (TBE/ESL)

Program: (Voted 3/24/81, #81-76; 9/22/81, #81-431)

The Brookline Transitional Bilingual Education/English As A Second Language Program is committed to the development and implementation of an educational program responsive to the varied individual and collective needs of persons from diverse linguistic groups. It seeks to encourage each student to realize his/her full potential by providing equal educational opportunity to all, irrespective of race, color, sex, religion or natural origin as required by Title IX of the 1972 Education Amendments and Chapter 622 of the General Laws of Massachusetts Acts of 1971.

In organizing this program the TBE/ESL Department recognizes the complexities inherent in providing instruction in two languages, the student's native language and English. It recognizes that living and learning in two cultures pose problems as well as refreshing solutions. It recognizes that students of limited proficiency in English come from myriad educational, social and economic backgrounds, thus requiring us to create a new frame of reference with regard to the establishment of an educational program. We believe that as educators, we must begin with each child and his/her family and try to understand them in the light of their past experiences, their attitudes and their beliefs. We can then build a sound educational program with challenging standards of competence which maximize the attainment of students' potential.

The Bilingual Program provides English Language instruction and teaches content areas in the students' dominant language. In this way, students learn quickly to function in the classroom. Bilingual Education encourages the integration of students of limited English proficiency in classes and activities in both school and the community. We recognize the richness of our students' diverse languages, cultures and individual experiences.

I 4 k. Visual Arts Program: (Voted 5/7/84, #84-173)

The primary purpose of the Visual Arts Program of the Brookline Public Schools is to expose and engage all students in a wide range of visual and tactile experiences that contribute to the development of a wholesome and humanistic person. The arts, in their many forms (visualized, written, crafted, painted, built, oral, notated) are the instruments used to pass the richness of human achievement from one generation to the next. These artifacts enrich the individual, other disciplines of study and the nation's culture. Historically, in great civilizations, the arts have flourished. Children who acquire skills and appreciation in the arts develop a humane approach to life; they tend to place ever increasing value in the quality of human endeavor. The Arts and Humanities lend purpose to living over and beyond technological achievement and biological survival. A greater appreciation and understanding of the arts enhances all aspects of humanity.

Because aesthetic experience is strongly affective as well as cognitive, the perceptions and values gained through arts education are useful in everyday life. The felt quality of aesthetic experience creates a cohesive bond among what could otherwise be disconnected and chaotic events in individual lives. Because adaptiveness to change and circumstance is inherent in the arts, they are an essential vehicle for mediating differences among people and cultures. Through the study of art history, students gain a deeper appreciation of cultures past and present. Art may be seen as a universal language, for out of the study of the history of art emerges the body of knowledge common to all mankind from which a universally understood symbolic language evolves.

The Visual Arts Program allows each student to develop skills needed to communicate ideas, thoughts and feelings visually. Through the manipulation of art materials and visual elements, students explore the qualities and properties of various media such as paint, pencils, and clay. Students learn to apply this knowledge of materials to a set of design concepts and principles that enable them to organize their ideas using lines, shapes, space and color. Instruction aims ultimately, through problem solving, observation and evaluation, at enabling students to understand the expressive qualities of various visual elements when creating and communicating an image of themselves or their world, and to respond to the immediate and enduring qualities of these forms.

Study in the Visual Arts fosters growth in the psychomotor, cognitive and affective domains. In the educational setting, the many kinds of activities in art (perceiving, analyzing, responding, interpreting, symbolizing and judging) become the process through which students become explorers, appraisers, transformers, creators, communicators, and perfectors. These experiences form a structure for learning that affords unique knowledge and skills in understanding the world, while being compatible and conducive to learning in all subject matter areas.

The Visual Arts Program recognizes the importance of skills in art appreciation. Not just in the arts, but in all aspects of life, modern society stresses the role of the individual as part of a viewing audience or consumer. Visual literacy is fostered by teaching children how to evaluate the impact and affect of a variety of visual symbols and images.

In an era when mass media often threaten to impose standards that are artistically specious or superficial, schools can and must direct students to the profound intimate, intense, and ultimately unique learning experiences that define what is truly human and truly aesthetic. This challenge is willingly accepted by the Visual Arts Department of the Public Schools of Brookline.

I 4 I. Philosophy on Inclusion: (Voted 6/15/00, #00-55)

Introduction

The Brookline Public Schools is a dynamic school system with a strong commitment to excellence, high expectations and standards, and the belief that all students have the right to have their individual needs met in a challenging and supportive learning environment.

Public Law 94-142, the *Education for All Handicapped Children Act*, passed in 1975 and the *Individuals with Disabilities Education Act (IDEA)*, passed in 1990, mandate that students with disabilities must be educated together with peers without disabilities to the “maximum extent appropriate”. *Massachusetts’ Special Education Law, Chapter 766*, defines education in the least restrictive environment as:

“the program and placement which ensures that, to the maximum extent appropriate, a child in need of special education, including children in public or private institutions or other care facilities, is educated with children who are not in need of special education, and that special classes, separate schooling or other removal of a child in need of special education from the regular education environment occurs only when the nature or severity of the special needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” (603 Code Mass. Regs. Sec. 118.0).

While the term “inclusion” does not appear in the regulations, it does respond to the expectation that a student be educated in the least restrictive environment. In this report, “inclusion” refers to the process by which students with special needs, who require support, are placed with peers in the least restrictive and most appropriate environment.

Philosophy

Brookline, as an inclusive school system, holds that all staff, students, and parents are members of a community of learners and can expect a teaching/learning environment which will result in the greatest possible success for each community member. Inclusion is an evolving and dynamic process that acknowledges differences in learning styles, interests, skills and abilities. It is a process that challenges all members of the school community to address learning issues for every student: students who have an Individual Education Plan (IEP, or 504 Plan, and students who do not; students placed within district and students in out-of-district placements. All students are encouraged to build upon their strengths, learn from each other, and prepare for diversity within an inclusive society. A truly collaborative effort is required to maintain a caring and interactive environment within which all children are valued, respected, and challenged to reach their full potential.

SECTION I INSTRUCTION

5. Parental Notification re Sex Education (Voted 6/5/97, #97-56)

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

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

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

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

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

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

SAMPLE NOTIFICATION LETTER

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 8 comprehensive health education curriculum, developed by our professional staff. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students and to help them make wise and informed decisions during their teen-age years and beyond.

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

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

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

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

Sincerely,

Principal

SECTION I INSTRUCTION

6. *Approval of Private Schools*

The Massachusetts Compulsory Attendance Law, G.L. c. 76, §1, states, in relevant part:

School committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching...

Private schools in Brookline shall be evaluated and approved in accordance with the following:

a.) Programs Seeking Initial Approval to Operate in Brookline

Private schools shall apply for initial approval from the School Committee prior to opening and enrolling students. PSB staff shall engage such schools in a full review and shall advise the School Committee whether the program is recommended for “provisional” approval. Such “provisional” approval shall not exceed a period of three years.

At least sixty (60) days prior to the expiration of a school’s “provisional” approval, the school shall seek approval as an “ongoing” program. If upon review, PSB staff does not recommend approval as an “ongoing” program, PSB staff may recommend to the School Committee that the school be granted continued “provisional” approval for a period of time not to exceed three additional years.

b.) Provisional Programs Seeking “Ongoing” Approval to Operate in Brookline

1. Private Schools that are Accredited by a PSB Recognized Accreditation Agency

PSB staff shall maintain a list of PSB recognized accreditation agencies, which may be amended from time to time by PSB staff. The list shall not constitute an endorsement of such agencies by the PSB and/or the School Committee. Private schools that are accredited by a PSB recognized accreditation agency and are seeking “ongoing” approval to operate in Brookline shall provide PSB staff with documentation of their accreditation process. PSB staff may recommend to the School Committee that “ongoing” approval be granted based on the school’s accreditation alone, or may recommend further investigation.

2.) Non-accredited Programs Seeking “Ongoing” Approval to Operate in Brookline

Private schools that are not accredited by a PSB recognized accreditation agency and are seeking “ongoing” approval to operate in Brookline are strongly encouraged to seek accreditation by a PSB recognized accreditation agency. In the absence of such accreditation, PSB staff may require such evidence and information as they deem necessary to ensure conformity with General Law.

c.) Substantial Changes to Previously Approved Programs

Should there be substantial changes to the instructional program of a school that has been granted either “provisional” or “ongoing” approval by the School Committee, the school shall seek approval of the instructional program prior to implementing such changes pursuant to General Law. The School Committee may grant “provisional” approval of such instructional program changes for a period of time not to exceed three years, in accordance with Paragraph 6.a herein.

d.) Criteria for the Approval of Private Schools

PSB staff shall maintain guidelines that shall be followed and a list of the criteria that shall be considered for recommending the approval of private schools under this Policy. Such guidelines and criteria may be amended from time to time by PSB staff. The criteria shall include, but will not be limited to, the following areas: philosophy and objectives, physical plant and safety, curriculum and assessment, educational materials, school staff, administration, records, student services, and financial support.

e.) Fee

A school applying for approval under this policy shall be charged a reasonable fee for the services provided hereunder.

Policy Adopted by the Brookline School Committee: 5/1/03, # 03-33. Adopted as amended, 12/17/09, #09-109.