

INSTRUCTIONAL GOALS

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

Adoption: 1/18/1996

First reading 2006 revision: January 25, 2006

Second reading: February 15, 2006

Adoption: March 8, 2006

Proposed reconsideration: March, 2011

Hull Public Schools

ACADEMIC FREEDOM

Academic freedom is the right of a teacher to be free from unreasonable restraints in research, publication, and classroom discussion. The student has the right to learn and to have access to all points of view; but these rights are not without limitation.

Both the teacher and student have a responsibility to abide by the School Committee Policies and Administrative Regulations and to comply with the requirements of the law of the land.

It is recognized that the application of the principle of academic freedom may result in controversial issues. Such situations occur in matters of interest in which there is no agreement approaching unanimity among students, teachers and community.

In the presentation of controversial issues, the teacher has the following responsibilities:

1. To provide a learning atmosphere which presents divergent points of view;
2. To be objective and impartial;
3. To present materials which are relevant to the subject area; and
4. To discuss issues which are appropriate to the students' level of ability and maturity.

LEGAL REFS: Constitution of the Commonwealth of Massachusetts

Adoption: 1/18/1996

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Hull Public Schools

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent after collaboration and consultation with the Hull Teachers' Association and then submitted to the School Committee for approval by May 1st of each year.

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

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

The calendar shall consist of 180 teaching days, one day before the start of school for orientation and one day for a professional day for a total of 182 (days are contiguous.)

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

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

CONTRACT REF: Collective Bargaining Agreement

Adoption: 1/18/1996
First reading 2006 revision: March 13, 2006
Second reading: March 27, 2006
Adoption: April 10, 2006
Proposed reconsideration: April, 2011

Hull Public Schools

SCHOOL DAY

The length of the school day at various levels, as well as the specific opening and closing times of the schools, will be recommended by the Superintendent after collaboration and consultation with the Hull Teachers' Association and then set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval, after meeting any bargaining obligations.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day unless bus schedules require earlier admittance.

LEGAL REFS: M.G.L. 15:1G; 71:1; 71:59
Board of Education Regulations for School Year and Day, effective 9/1/75

CONTRACT REF: Collective Bargaining Agreement

Adoption: 1/18/1996
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Hull Public Schools

ORGANIZATION OF INSTRUCTION

The Hull Public Schools offer a diversified, research based educational program compatible with the needs of the community, and reflective of the best instructional practices and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.

Adoption: 1/18/1996

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Proposed reconsideration: March, 2011

Hull Public Schools

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the Hull Public Schools are to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise and gathering input from parents, students and community members.

The Superintendent will spearhead curriculum development for the Hull Public Schools. The Superintendent will direct the creation of curriculum committees for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

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

Adoption: 1/18/1996
First reading 2006 revision: January 25, 2006
Second reading: February 15, 2006
Adoption: March 8, 2006
Proposed reconsideration: March, 2011

Hull Public Schools

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals and curriculum guidelines of the Hull Public Schools.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals and curriculum guidelines. The new program or course of study will be presented to and reviewed by the Committee and acted upon at a subsequent meeting. The Committee itself will consider, and officially adopt, curriculum.

The School Committee shall not act upon adoption of new curriculum until the meeting following the presentation by the administration to allow the Committee the opportunity to study the proposal. The Committee shall be informed of all new courses and substantive revisions in curriculum.

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

Adoption: 1/18/1996

First reading 2006 revision: January 25, 2006

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Hull Public Schools

BASIC INSTRUCTIONAL PROGRAM

Massachusetts General Law Chapter 71, Section 1 requires that schools:

... shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states (*M.G.L. Ch. 71:2*): *In all public elementary and high schools American history and civics, including the Constitution of the United States, the Declaration of Independence, and the Bill of Rights, and in all public high schools the Constitution of the Commonwealth and local history and government will be taught as required subjects...*

Physical education is offered to all students, compulsory through grade 12. No student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

Curricula

1. The curricula of the Hull Public Schools shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and colors;
2. All school books, instructional and educational materials shall be reviewed for *gender* and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials;
3. Text and materials must reflect established Hull Public School curriculum goals and instructional programs;
4. All teachers hired by the Hull Public Schools shall review curriculum materials for simplistic and demeaning generalizations, lacking intellectual merit on the basis of race, color, sex, religion, national origin and sexual orientation; and shall provide appropriate activities, discussions and/or supplementary materials to be used to provide balance and context for any such stereotype depicted in such materials.
5. School books, instructional and educational materials purchased after the date of 603 CMR 26.00 shall in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles; and
6. Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex nor designed to have an adverse impact on members of either sex.

LEGAL REFS: M.G.L. 71:1; 71:2; 71:3; 71:13
603 CMR 26:05
#MOA24 Curriculum Review - DOE

Adoption: March 8, 2006

First reading 2007 revision: March 12, 2007

Second reading: March 26, 2007

Adoption: April 11, 2007

Proposed reconsideration: April, 2012

Hull Public Schools

SUPPLEMENT, NOT SUPPLANT

USE OF FUNDS

Title I funds allocated to the Hull Public School District may not take the place of—supplant—public school education services that are to be provided to all students. The Hull Public School District uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in Title I programs.

The Hull Public School District follows the guidelines below in adhering to the fiscal provisions of the No Child Left Behind Act and any other similar state or federal requirements, when utilizing any state or federal grant allocations:

1. Federal and State Grant funds at the district and individual school level will be expended to augment locally funded appropriations;
2. Federal and State Grant funds will supplement the amount of funds available from non-federal and non-state sources for the education of students participating in the Title I program, Special Education, Limited English Proficient and other Hull programs;
3. Federal funds will not be used to supplant funds that would, in the absence of Title I funds or other grant allocations, have been spent on Title I students and other grant-targeted student populations.

TITLE I SCHOOL IN THE SCHOOL DISTRICT

Targeted Assistance Schools – Jacobs Elementary School

STUDENT SELECTION CRITERIA FOR TARGETED ASSISTANCE SCHOOLS

School-level criteria:

The following multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those most in need from this pool to be served. This selection criteria includes:

1. Students at the end of Kindergarten through Grade 1 performing in the lowest 20% on the Hull Early Literacy Inventory/Marie Clay Observation Survey. Students are rank ordered by text level at which they achieved at 90% accuracy score or greater.
2. Students in Grade 2 performing below text level 18 on the Developmental Reading Assessment achieving a score below 90% accuracy on the oral reading component and below 70% on the comprehension component.
3. Students in Grade 3 achieving a raw score of 25 or below on the MCAS Reading Test and/or MCAS Mathematics Test.
4. Students in Grades 4 or 5 achieving a score of 230 or below on the MCAS English Language Arts Test and/or the MCAS Mathematics Test. Students in Grades 3 through 5 performing at the 40th percentile or below on the STAR Reading or STAR Mathematics Assessment.

Students automatically eligible:

In addition to the students identified by the criteria above, the following students are also eligible for Title I services:

1. A student who, at any time in the preceding two (2) years, received services under Title I, Part C, Migrant Program.
2. A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
3. A student who is homeless and attending any school in the school district.
4. A student who is Limited English Proficient.
5. A student with disabilities as specified in an individualized educational plan may receive additional supplemental services including Title I when appropriate.

Title I teachers will maintain a weighted list of eligible students rank ordered from highest to lowest weighted score. Students eligible but not receiving services will be placed on a waiting list prioritized by their educational needs. If students move out of the program, other eligible students will be added from the prioritized waiting list. Transferred students who enroll after the beginning of the school year will be considered for Title I services in priority order of need as documented by the student selection criteria.

TARGETED ASSISTANCE FUNDS

Program design and compliance:

Compliance with the Supplement, not Supplant requirement will be reviewed by the Superintendent of Schools, the school department Business Manager, The Title I Director, Title I school principals, the Special Education Director, and other relevant staff, as designated by the Superintendent, on an ongoing basis.

Evidence:

1. Needs Assessment Survey
2. NCLB Strategic Plan
3. School supplied evidence
4. Information demonstrating that students with disabilities and students who are limited English proficient are receiving required non-Title I services specific to their needs.

Student selection:

The Title I Director will review each targeted assistance school to ensure that the schools have identified and selected students for Title I services based on the school district-established student selection criteria and any additional school-established student selection criteria.

Evidence:

- School-developed selection criteria
- List of students identified as eligible for service. List of students selected for services.
- Data supporting identification and selection.
- Student exit data (for those deemed no longer in need of services).
- Documentation that LEP and special education students are selected on the same basis as other students.

Students served:

The Title I Director will visit and review schools to ensure that students being served by Title I funds are those who have been identified to be served based on the student selection criteria.

Evidence:

1. Title I program description.
2. Student participant list.
3. School schedule for Title I services.
4. Notes/student attendance from Title I staff.
5. Discussions with regular and Title I staff.

Staffing:

The school district will only use Title I funds to supplement professional staff at targeted assistance schools as specified in the District's NCLB Strategic Plan. The school district will maintain records that demonstrate that the Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be carried out through means such as spot-checks, reviews, interviews with staff, and interviews with students.

The Title I staff will maintain a schedule of their daily work that must be approved by the Title Director. The Title I Director must approve all scheduling changes.

Evidence:

1. For 100% Title I-funded staff, the staff daily schedule of activities.
2. For split-funded staff, staff daily schedule with clear delineation of time spent on the Title I program.
3. Other documentation that demonstrates accurate charges to the Title I program (e.g., detailed position descriptions for split-funded staff).

Professional development:

Professional development provided through Title I funds will be aligned with the educational needs of the Title I students. These activities will supplement professional development provided through other local and state funds. Schools will maintain or provide to the school district office a description of the school-level professional development paid for by Title I funds. The school district will maintain a description of the professional development provided at the district level that is funded with Title I funds.

Evidence:

1. The described professional development is aligned with the needs of the Title I students.
2. Descriptions of all professional development activities list of participants. (School district staff will ensure the participating staff are those who teach or provide support to Title I participants.)
3. The professional development does not duplicate that which the school district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff.

Parental Involvement:

Title I parental involvement activities will be provided to assist parents/guardians in better supporting their child. These programs will be offered to all parents/guardians of Title I students and available to others if space is available. The school district will maintain a description of the

school district-level parental involvement activities paid for by Title I funds. The schools will maintain a description of school-level parental involvement activities paid for by Title I funds.

Evidence:

1. The described parental involvement activities are aligned with the needs of the Title I students.
2. List of participants. (School district staff will review to ensure they are parents/guardians of Title I students, although others may be invited to participate.)
3. The parental involvement activities do not duplicate those that the school district provides for non-Title I parents/guardians that, in the absence of Title I funds, would be provided to all parents/guardians. Descriptions of all other parental involvement activities will be available.

Guidance and Counseling:

The school district and schools will demonstrate that guidance or counseling services paid for by Title I funds are provided to Title I participants and are supplemental to other available guidance and counseling services.

Evidence:

1. List of participants. (School district staff will review to ensure they are Title I students.)
2. Description of services that demonstrates they meet the needs of Title I students and parents/guardians.
3. The guidance and counseling services do not duplicate those that, in the absence of Title I funds would be provided to all students and parents.

REFERENCE:

Statute:

Sections 1120A(b) and (d) of Public Law 107-110, *The No Child Left Behind Act of 2001*

Regulations:

§200.63(a) and (b); 34 CFR Part 200, Part VII, Volume 60, No. 127

§200.79 (Exclusion of funds) 34 CFR Part 200, Part IV, Volume 67, NO. 231

First reading: May 10, 2004

Second reading: June 6, 2004

Adoption: August 16, 2004

Proposed reconsideration: August, 2009

Hull Public Schools

PHYSICAL EDUCATION

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body;
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every day life;
3. To increase appreciation of physical fitness and its importance in regard to good health; and
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

LEGAL REFS: M.G.L. 71:1; 71:3

Adoption: 1/18/1996

First reading 2006 revision: January 25, 2006

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Adoption: March 8, 2006

Proposed reconsideration: March, 2011

Hull Public Schools

PHYSICAL EDUCATION / INTERSCHOLASTIC SPORTS CONTRACT

Students that participate in 2 or more interscholastic sports during one school calendar year may be awarded physical education credit to meet their graduation requirement for the year of application. A contract will be entered into between the student, the guidance department, and the Athletic Director at the beginning of the school year or semester.

Students who do not complete the 2 sport requirement will be required to complete additional physical education coursework to meet the graduation requirement. There will be no limit on the number of years a student may enroll in this program. This contract must be endorsed by the parent, student, guidance counselor, Athletic Director, and Principal.

The focus of this offering is to allow student/athletes the opportunity to enroll in additional full year academic subjects and/or electives they may not have had the option, due to being locked into a schedule with the physical education requirement dictating their choices.

First reading: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

ALTERNATIVE PHYSICAL EDUCATION PROGRAM POLICY AND APPLICATION PROCESS

It shall be the policy of the Hull Public Schools to allow provision for those students who wish to receive alternative credits in physical education. The costs associated with the alternative physical education program will be borne by the students and families requesting alternative physical education credit.

In the alternative physical education program, students will be required to acquire, refine, and demonstrate proficiency in one of the suggested categories of program activities: aerobics, aquatics, dance, gymnastics, ice skating, or individual sports. All program activities must meet the approval of the principal. Proficiency shall be verified by ratings or acknowledgment by the instructor(s) who is/are recognized as having expertise in the designated activity.

Procedures

1. The student shall (a) submit to the Lead Teacher in Health and Physical Education written goals to be met by his/her participation in the alternative program, (b) submit a monthly report detailing progress in working toward meeting these goals and (c) submit a portfolio at the conclusion of the program which identifies how the student met these goals. These goals must address the areas of motor skill development, fitness (strength and cardio-respiratory), and personal, social and cognitive competency. With these reports, the instructor(s) of the alternative program(s) shall submit observational records and assume pupil attendance accounting. The Principal, upon review of all reports and student portfolio that have been approved by the Lead Teacher in Health and Physical Education, shall determine the awarding of credit.
2. Instructional time in a program activity shall be a minimum of 3 hours per school week.
3. Applicants must apply for each year they wish to receive credit for alternative physical education. One request is allowed per school year, and only in grades ten through twelve. A maximum of three requests will be considered over the duration of a student's high school career.

Application Process

1. A student applying for participation in the alternative physical education program shall obtain an application form from the student's Guidance Counselor, following a conference relative to student credit status.
 - A. Identify in writing on the form the goals to be met by participation in the alternative physical education program, as indicated above under procedures.
 - B. Secure on the form the parent's/guardian's written permission for the proposed program.
 - C. Indicate on the form also will be the times and places that the alternative physical education activities will take place and the identification of the instructor(s) or coach(es). The proposed instructor's (or coach's) signature(s) is (are) also required on the form.
2. Submit the application form to the Lead Teacher in Health and Physical Education.
3. If the information meets the criteria indicated above, the Lead Teacher will return the signed application to the student within two school days following receipt. The Lead Teacher's signature approving the alternative program must be secured prior to moving forward.
4. After receiving a sign-off from the Health and Physical Education Lead Teacher, the completed application will be submitted to the student's Guidance Counselor no later than 10 days after the start of the fall semester, and by January 15 for the second semester. Pre-enrollment in May is permitted for the following fall.
5. No late applications will be accepted.

6. Applications will be screened and evaluated by the student's Guidance Counselor. Within two days, students will be advised of the Guidance Counselor's decision, and then all qualified applications will be forwarded to the Principal for action.
7. The Principal will advise the student of approval or denial of the application within 5 days of receipt of same. Approval will not be unreasonably withheld. The Principal's decision is final and there is no appeal process.
8. At the end of the academic period for which alternative physical education has been requested, the student will submit to the Lead Teacher for Health and Physical Education the portfolio and reports stipulated under procedures above which identify how the student met indicated goals. The instructors or coach's observation records and pupil attendance records will also be submitted. The Lead Teacher for Health and Physical Education will review all materials and appropriately will sign-off, recommending whether the Principal shall award credit.
9. The Principal, upon review of all reports and student portfolios, will determine the awarding of credit.

Adoption: March 24, 2003
First reading: January 25, 2006
Second reading: February 15, 2006
Adoption: March 13, 2006
Proposed reconsideration: March, 2011

WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

Preamble

Whereas, children need opportunities to be physically active and access to healthy foods in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education:

Whereas, only 2% of children (ages 2-19) eat a healthy diet consistent with the five main recommendations from the Food Pyramid Guide;

Whereas, the life stages of childhood and adolescence are pivotal times for preventing sedentary behavior among adults and whereas, children spend most of their time in school, the type and amount of physical activity encouraged in schools is very important;

Whereas some students may engage in regular physical activity only through the mandatory physical education of the Hull Public Schools and recess periods in grades PK-5, and only approximately 60% of the high school student body participates in interscholastic sports in each of the three seasons.

Thus, the Hull Public School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting physical activity and healthy eating. Therefore, it is the policy of the Hull Public Schools' that:

- Schools will provide physical education and nutritional education to foster lifelong habits of physical activity and healthy eating, and will establish links between health education and school meal programs.
- The environments of the Hull Public Schools will promote wellness through physical education and nutrition; opportunities for physical activity on a regular basis; and food service based on *U.S. Dietary Guidelines for Americans*.
- Hull Public Schools will encourage school, classroom and group celebrations, fundraising activities, and school-sponsored events that promote physical activity and healthy food choices, and will provide resources for healthy ideas to principals, teachers, students, and parents.
- Hull Public Schools will support the school-home partnership to encourage regular physical activity and a healthy diet for all children through the school website, newsletters, local media, and PTO, and ideas for healthy celebrations, parties, rewards, and fundraising activities.
- Hulls contracted food service, Chartwells, will offer varied and nutritious food choices that are consistent with the Federal Government's Dietary Guidelines for Americans. The guidelines refer to the current set of recommendations of the Federal Government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic risks.

- Menus will be planned in accordance with State, local, and Federal Government standards. Students with special dietary needs (e.g. diabetes, allergies, celiac sprue) will be accommodated as required by USDA regulation.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

LEGAL REF: The Child Nutrition and WIC Reauthorization Act of 2004

First reading: October 10, 2006

Second reading: November 13, 2006

Adoption: November 27, 2006

Proposed reconsideration: November, 2011

Hull Public Schools

HEALTH EDUCATION

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

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

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be taught as an integrated academic discipline in grades K through 12.

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

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

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

Adoption: 1/18/1996

First reading 2006 revision: January 25, 2006

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Proposed reconsideration: March, 2011

Hull Public Schools

**HEALTH EDUCATION
(Exemption Procedure)**

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

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

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

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

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

Adoption: 1/18/1996

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Hull Public Schools

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

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

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 Hull Public Schools should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

1. To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels;
2. To relate the use of drugs and alcohol to physical, mental, social and emotional practices;
3. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions;
4. To understand the personal, social and economic problems that may cause the misuse of drugs and alcohol; and
5. To develop an interest in preventing illegal use of drugs in the community.

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

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

Adoption: 1/18/1996

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Hull Public Schools

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Hull School Committee has adopted this policy on the rights of parents and guardians of our students in relation 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 curriculum we offer that primarily involve human sexual 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 planned curriculum change during the school year, to the extent practicable, 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 they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment; and
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. 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 the dispute.

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

REF: Department of Education April - 1997 Sample Policy

Adoption: 4/15/1997

First reading 2006 revision: January 25, 2006

Second reading: February 15, 2006

Adoption: March 8, 2006

Proposed reconsideration: March, 2011

Hull Public Schools

SAMPLE NOTICE TO PARENT/GUARDIANS

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum. Our professional staff, under the guidance of the community health education advisory council, has developed this program. 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 teenage years and beyond.

Sex education is part of the health education curriculum in grades 7 and 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's 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 matter concerning your child's education, please call me.

Sincerely,

Principal
[Phone Number]

Enclosure: [course outline; list of curriculum materials for sex education]

Adoption: 4/15/1997

First reading 2006 revision: January 25, 2006

Second reading: February 15, 2006

Adoption: March 8, 2006

Proposed reconsideration: March, 2011

Hull Public Schools

SPECIAL EDUCATIONAL PROGRAMS AND ACCOMMODATIONS FOR CHILDREN WITH SPECIAL NEEDS

The goals of the Hull Public School special education program are to allow each child to grow and achieve at his/her own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

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

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

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

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

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

LEGAL REFS: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through 7/1/81 also 603 CMR 28:00 inclusive

Adoption: 1/18/1996

First reading 2006 revision: January 25, 2006

Second reading: February 15, 2006

Adoption: March 8, 2006

Proposed reconsideration: March, 2011

Hull Public Schools

HULL PUBLIC SCHOOLS SPECIAL EDUCATION PROCESS BOOK

(Placeholder for SPED process book)

Original adoption: December 17, 2001
First reading 2006 revision: January 25, 2006
Second reading: February 15, 2006
Adoption: March 8, 2006
Proposed reconsideration: March, 2011

Hull Public Schools

CHALLENGE AND ENRICHMENT PROGRAMS

Gifted and Talented students demonstrate abilities, talents and potential for accomplishment in one or more areas of endeavor that require special provisions to meet their educational needs.

A Gifted and talented educational program, if established, shall be identified and provided for students to develop task commitment and linguistic, special, interpersonal, interpersonal, mathematical, artistic, and analytical abilities and interests

The program shall be flexible, responsive to individual student needs and provide a variety of options for gifted students. These options should include higher level learning activities and experiences, opportunity for independent study, access to multiple resources and intellectual peer interaction.

The program shall provide gifted and talented students, families and educators an atmosphere of support and guidance.

Adoption: 01/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

**COMPENSATORY EDUCATION
(Title 1)**

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

Adoption: 01/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

BILINGUAL INSTRUCTION

As required by law, the School Committee will annually, prior to March 1, determine the number of school age children of limited English speaking ability residing in the town. Whenever there are more than 20 such children of one language group (excluding children in parochial schools) the School Committee will provide a program in transitional bilingual education.

Any child whose primary language is other than English and who has difficulty performing ordinary class work in English may participate in these classes. The classes will consist of students of approximately the same age and level of educational attainment. Classes may also be offered in preschool and summer school programs.

Within 10 days after a student's enrollment in the transitional bilingual educational program, the student's parents or guardian will be provided with, in both English and their native language, the following information:

1. A clear statement of the purpose, method, and content of the transitional bilingual education program; and
2. A statement of parental rights, which include:
 - a. Visits to the transitional bilingual classes;
 - b. Conferences with school personnel; and
 - c. Right to withdraw the student at any time upon written notification to the school authorities.

The offering of this program makes it necessary to provide sufficient numbers of bilingual teachers and aides to implement it. The School Committee will make every effort to recruit and develop a highly qualified and motivated staff to carry out this program.

LEGAL REFS: M.G.L. 71A:1 et seq.
Board of Education Regulations for use in Administering Programs in
Transitional Bilingual Education

Adoption: 01/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

ENGLISH AS A SECOND LANGUAGE

In keeping with the intention of the state of Massachusetts to offer educational opportunities to those children whose dominant language is other than English, the Hull Public Schools shall provide suitable instructional programs for all such students in grades kindergarten through 12 in accordance with the requirements of state statutes and the Massachusetts Department of Education.

Foreign exchange or visiting students are not eligible for English as a Second Language programs.

Adoption: 01/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

HOMEBOUND INSTRUCTION

Home or hospital instruction shall be authorized by the Superintendent in the following situations:

1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than two consecutive weeks and who school personnel determine can educationally benefit from such a program; or
2. To any child whose educational needs, as determined by a case study and reviewed in a multi disciplinary staff conference, are most appropriately and effectively met by such a program.

Adoption: 01/18/1996

First reading 2006 revision: March 13, 2006

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Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 21 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the Hull Public Schools, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects;
2. The competency of the parents to teach the children;
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents; and
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

LEGAL REFS: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

CROSS REF: LBC

Adoption: 04/10/2006

First reading 2008 revision: September 15, 2008

Second reading: October 14, 2008

Adoption: October 27, 2008

Proposed reconsideration: October, 2013

Hull Public Schools

APPLICATION FOR HOME INSTRUCTION

Directions:

- Please read the School Committee policy on Home Education.
- Complete this form; attach any supportive documents; and forward it to the Superintendent of Schools at least 21 days prior to the planned start of a home education program.

1. Parent/guardian name(s) and address:

Telephone: _____

2. Name(s) of student(s) who will be taught at above designated home and current comparable public school grade level(s):

Name _____ DOB: _____ Grade _____

Name _____ DOB: _____ Grade _____

3. Period of time for which approval is sought (Max. 1 year):
_____ through _____.
month/year month/year

4. Teachers: Attach a statement providing the following information about any persons who will serve as teachers in this program.

5. Subjects to be taught: Attach a description of each subject to be taught including the scope, major goals and objectives for the child, the major materials and methods to be used in each area.

6. Scheduling of instruction: Attach a description of the schedule you plan for instruction during the period for which approval is requested. Include the number of hours and days planned.

7. Materials and Methods: Attach a listing and description of the texts, materials, methods and programs to be used. A sample of these materials would be extremely helpful and will be returned to you.

8. Evaluation: Attach a statement describing the tests or measurements that will be used to evaluate your child's educational growth during this period. If this home education plan is approved, the Hull Public Schools will expect to implement a periodic evaluation of the child's progress similar to the school-attending students and may set guidelines and standards for this purpose to ensure the evaluation of reasonable educational progress.

9. Response by Superintendent of Schools: Ordinarily, you will receive a response to your proposal plan within 20 days from receipt of your application.
10. Visits: We offer home schooling students a visit from a school administrator two (2) times per year. Would you like to participate?
Yes _____ No _____

Date of Application

Signature of Person Completing Application

Adoption: 04/10/2006
First reading 2008 revision: September 15, 2008
Second reading: October 14, 2008
Adoption: October 27, 2008
Proposed reconsideration: October, 2013

Hull Public Schools

HOME SCHOOLING REGULATIONS

In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled *Care and Protection of Charles*, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for children of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supercedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.

There are four main components to the decision, which may be summarized as follows:

- I. The School Committee may enforce the compulsory school attendance law through a care and protection proceeding.

The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age children whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section I) states that "the School Committee of each town shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the School Committee to do so is a petition to find the children in need of care and protection with respect to their educational care.

- II. The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.

The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:

Every child between the minimum and maximum ages established for school attendance by the board of education (6-16) ... shall ... attend a public day school ... or some other day school approved by the School Committee ... unless the child attends school in another town ... but such attendance shall not be required of a child ... who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee.

The court concluded that this grant of authority to the Superintendent or School Committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See Massachusetts General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:

For the purposes of this section, 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.

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

- III. Parents have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct children's education must be reconciled. The court agreed with the parents that "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under Massachusetts General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

- IV. Guidelines for approval of home education plans.

Having concluded that the approval process under Massachusetts General Laws Chapter 76, Section 1 is constitutionally permissible the court set forth guidelines for parents and school officials to follow in considering home education plans. They may be summarized as follows:

A. Procedures.

1. Parents must obtain approval prior to removing the children from the public school and beginning the home education program.
2. The Superintendent or School Committee must provide the parents with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a School Committee meeting is sufficient to meet this requirement.
3. In obtaining approval from the Superintendent or School Committee, the parents must demonstrate that the home education proposal meets the requirements of Massachusetts General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."
4. If the home education plan is rejected, the Superintendent or School Committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress

B. Approval factors.

The court listed the following factors that may be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects:

Massachusetts General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the School Committee also to require such other subjects, as it may deem expedient. In addition, the Superintendent or School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.

2. The competency of the parents to teach the children:

Massachusetts General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the Superintendent or School Committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children."

3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents:

The Superintendent or School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."

4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards:

The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."

V. Conclusion.

The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. We recommend that Superintendents and School Committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision as long as the school officials making the

decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.

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

Adoption: 04/10/2006

First reading 2008 revision: September 15, 2008

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Adoption: October 27, 2008

Proposed reconsideration: October, 2013

Hull Public Schools

ALTERNATIVE PROGRAMS

It is the philosophy of the Hull Public Schools to provide program choices for its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the Hull Public Schools, alternative programs may be established.

Definition

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

Development

Projects shall be developed by and through the Administration with involvement of faculty, parents, community, and standards.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the Hull Public Schools unless specifically waived by the School Committee.

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

Approval

The Committee prior to implementation shall approve alternative programs.

Adoption: 1/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

HULL PUBLIC SCHOOLS / WELLSPRING ADULT EDUCATION DIPLOMA

A partnership has been developed between the Hull Public Schools and The Wellspring Adult Education Program located in the Town of Hull. Following the guidelines in the Adult Education High School Diploma Granting Subcommittee Report and Recommendations (Policy: HDB-R) The School Committee of the Hull Public Schools may annually in June, grant a Wellspring Program diploma, bearing the seal of the Hull Public Schools, to those “eligible persons” who have satisfactorily completed the Wellspring Adult Learning program of study and have passed the Massachusetts Comprehensive Assessment system (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education. The Wellspring Program diploma will certify that the student *“has satisfactorily completed the Wellspring Adult Learning Program Course of Study as prescribed by the Massachusetts Department of Education Adult Basic Education Curriculum and approved by the Hull Public Schools School Committee and is therefore awarded this diploma.”* While Wellspring, Inc. will maintain the official transcript of Wellspring Program graduates in accordance with state law; unofficial transcripts of former Hull High School students will be forwarded to the Hull High School guidance office.

REF: School Committee of the Hull Public Schools – Adult Education High School Diploma Granting Subcommittee Report and Recommendations – SC voted to accept the report on February 23, 2004.

First reading: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

WELLSPRING ADULT EDUCATION HIGH SCHOOL DIPLOMA GRANTING REPORT AND RECOMMENDATIONS

The Wellspring Adult Learning Program, under the direction and supervision of its Wellspring Inc. Board of Trustees, is a non-profit “adult basic education program” located in the Town of Hull. The Wellspring program of studies follows the Adult Basic Education curriculum in accordance with state and federal law (Adult Education Act of 1966, Title III, P.L. 89-750, and acts amendatory thereof). The Wellspring program is financed through federal and state grants. Therefore, no funds of any kind are provided from the school district budget of the Hull Public Schools.

Adult education services, including Adult Basic Education (ABE), English as a Second Language (ESL), GED preparation, Civics Education, workplace preparation, and technology skills, are accessible to all persons who qualify without regard to race, color, national origin, age, gender, religion, sexual orientation or handicap in compliance with federal and state law.

“Adult basic education program” means a program of one or more courses in general education subjects taught at the grade school or high school level for “eligible persons” under the supervision of Wellspring, Inc. teachers. “Eligible persons” means persons who

1. have attained the age of sixteen,
2. have not earned a high school diploma,
3. have not been recognized as having achieved an equivalent level of education (GED),
4. and, are not now regularly enrolled in a public or private school.

The Wellspring Adult Learning Program design and implementation process for its program is based on research and effective educational practice. The program of study has made a concerted effort to serve all learners effectively. This effort means the program has appropriate materials for all levels, has posted non-discriminatory policies as required under the Americans with Disabilities Act (ADA), is physically accessible, does not impose “unreasonable” time limits, and provides appropriate accommodations.

The Wellspring Adult Learning Program of study requires that

1. each student spend a minimum of one academic year in study at Wellspring,
2. each student maintain a 90% attendance rate throughout his/her matriculation at Wellspring.
3. each student maintain an academic record of 80% or better in all classes taken at Wellspring,
4. and, no student may graduate before his/her previous graduating class.

Classes are required in Mathematics, English Language Arts, Reading, Writing, Science, Social Studies, career exploration and computer literacy.

The Wellspring Program curriculum guides encompass both the statewide learning standards and educational practices. Each content area curriculum guide contains content topics, standards for student performance in alignment with state curriculum frameworks, supporting learning activities, instructional strategies and assessments. The Test of adult Basic Education (TABE) is used to identify a student’s grade level range and achievement of basic skills (reading, mathematics, and language), placement, growth, literacy level, prediction and prescription information. Standardized tests equivalent to the TABE are administered in science, social studies and computer literacy. Students must achieve a minimum score of Grade 12 level of skill on these tests to determine competency and successful completion of studies.

Instructors emphasize from the first day of a learner’s experience with the program, that adult education is an *education* program and participation in the program requires a measurable education or workforce preparation-related goals. The program has developed a consistent

process that is used with each and every learner. This process includes the following step:

1. teachers/learners identify a reasonable goal(s),
2. teachers/learners work toward the goal(s),
3. teachers/learners measure progress toward the goal(s),
4. teachers/learners revise goal(s), methods and learning materials as necessary,
5. teachers/learners monitor progress toward revised goal(s).

When this process is followed with every learner, the program should have a record that confirms that the program is the appropriate placement for the learner.

If a learner is not making progress because of excessive absences, the program has a record of the learner's attendance, a record of the counseling session with the learner explaining/reviewing the necessity for consistent attendance and consistent effort in order for the learner to achieve his/her goal(s). With this documentation, it is not unreasonable to "disenroll" a learner because the learner obviously did not (could not or would not) meet the program's reasonable expectations leading to goal attainment.

In compliance with state and federal requirements for regular monitoring of funded ABE programs, a team of Adult and Community Learning Services (ACLS) monitors from the Massachusetts Department of Education conducted an FY 2003 monitoring visit to the Wellspring Adult Learning Center. The team conducted a review of fiscal records, SMARTT data collection, student files, curriculum and instructional materials, human resource records, and other program management documentation during the visit. In addition, team members individually observed separate classes and conducted interviews with students to corroborate team observations and to gather a broader view of the Program from the students' perspectives. The executive summary of findings highlighted areas of strength in curriculum, instruction, assessment, program planning and evaluation. The executive summary of finding highlighted recommendations in the areas of budget development and financial record system, community outreach and student recruitment, TABE assessment training, facilities.

Subcommittee Recommendations

- The School Committee of the Hull Public Schools may recognize Wellspring, Inc., as an independent program that is not affiliated with the Hull Public Schools, which provides adult basic education services to "eligible persons."
- The School Committee of the Hull Public Schools may endorse the non-profit status of Wellspring, Inc. Accordingly; there would be no obligation on the part of the Hull Public Schools to provide local financial support for the Wellspring program, services or its personnel.
- The School Committee of the Hull Public Schools may require that Wellspring instructional and administrative staff have appropriate educational backgrounds, with credentials and training in adult education, and hold or qualify for the Adult Basic Education Teachers' License issued by the Massachusetts Department of Education or other valid Massachusetts teaching license.
- The School Committee of the Hull Public Schools may not assign any district instructional or administrative staff to Wellspring, Inc. nor acknowledge any affiliation between Hull Public School employee collective bargaining units and its agreements and Wellspring, Inc. employees.
- The School Committee of the Hull Public Schools may approve the Wellspring Adult Basic Education curriculum and its program of study, which has been prescribed in accordance with state and federal guidelines, e.g., Title VI, IX, 504, special education.
- The School Committee of the Hull Public Schools should require that the Wellspring curriculum be reviewed and revised by Wellspring teachers as necessary to be in alignment with the Massachusetts Department of Education Curriculum Frameworks.
- The School Committee of the Hull Public Schools may require the annual review of the Wellspring program of studies and curriculum by the Superintendent or his/her designee of the Hull Public Schools to determine that the program continues to meet local and state

standards.

- The School Committee of the Hull Public Schools may annually in June, beginning in 2004, grant a Wellspring Program diploma, bearing the seal of the Hull Public Schools, to those “eligible persons” who have satisfactorily completed the Wellspring Adult Learning program of study and have passed the Massachusetts Comprehensive Assessment system (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education. The Wellspring Program diploma will certify that the student “*has satisfactorily completed the Wellspring Adult Learning Program Course of Study as prescribed by the Massachusetts Department of Education Adult Basic Education Curriculum and approved by the Hull Public School Committee and is therefore awarded this diploma.*” While Wellspring, Inc. shall maintain the official transcript of Wellspring Program graduates in accordance with state law; unofficial transcripts of former Hull High School students shall be forwarded to the Hull High School guidance office.
- The School Committee of the Hull Public Schools must not issue Wellspring Program diplomas to those “eligible persons” who may successfully complete Wellspring Adult Learning program requirements prior to their identified public/private school year of graduation.
- The School Committee of the Hull Public Schools will not issue retroactive Wellspring Program diplomas. Diplomas will not be awarded to students who complete the GED program.

REF: School Committee of the Hull Public Schools – Adult Education High School Diploma Granting Subcommittee Report and Recommendations – SC voted to accept the report on February 23, 2004.

First reading: March 13, 2006

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Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

KINDERGARTEN TUITION

Office of Elementary School Services, Massachusetts Department of Elementary and Secondary Education (February 2009)

All school districts are required to provide a free, part-time kindergarten education for eligible children. The Department strongly encourages all districts to offer full-day kindergarten free of charge. Districts receiving state funds under the Quality Full-Day Kindergarten grant program may charge tuition for hours beyond the required 425 instructional hours for part-time kindergarten. These grantees must abide by the following requirements and submit a signed Statement of Assurance to the Office of Elementary School Services. All School Committees and the staff involved in kindergarten registration and determining income eligibility should be informed of these policies.

1. **Chapter 70 and SIMS data reporting:** Children for whom tuition is charged for the second half of the full-day kindergarten program cannot be counted as full-time (1 FTE) students for Chapter 70 reimbursement. Identify these children correctly on the SIMS data submission in October. Use “KF” for children attending **K**indergarten for **F**ree and/or “KT” for children attending **K**indergarten, paying **T**uition.
2. **Children on Individualized Education Programs (IEPs):** Children on IEPs attend full-day kindergarten free of charge if their IEP specifies a full-day placement. If full-day kindergarten is not district-wide, space should be reserved for children with an IEP that specifies a full-day placement
3. **Lotteries:** If the demand for full-day kindergarten is greater than the space available, a lottery may be held. Lotteries must be equitable, conducted through a public process, and selections made by a disinterested party (a person who has no personal stake in the outcome or conflict of interest). Spaces may be reserved for children with IEPs that specify a full-day placement. Lotteries cannot be balanced by gender or at-risk status of the students.
4. **Tuition cap:** The Department of Elementary and Secondary Education reserves the right to cap the tuition charged to parents by grantees. The tuition cap for FY 2010 is \$4000. The average tuition in districts with grants is \$2680. Families earning 25% or less of the State Median Income (SMI) cannot be charged tuition. For families earning between 26 % and 50% of SMI, the maximum tuition on the sliding fee scale is capped at each level if the annual tuition is over \$3000. Refer to the attached sliding fee scale for the income levels.
5. **Sliding fee scale:** Grantees that charge tuition *must* implement a sliding fee scale to ensure equity for all families. Tuition increases gradually from the selected “free” point (e.g., eligible for free and/or reduced lunch, at or below 25% of SMI) up to full tuition (e.g., above 100% of SMI). In addition:

- a. These districts must consider eligibility for *discounted or waived tuition* for any family who may be unable to pay the whole tuition due to unpredicted adverse circumstances at any time during the school year (e.g., serious illness of a parent, homelessness, loss of family business or job, etc.).
 - b. Applications and information submitted by families for tuition assistance is protected by the Family Educational Rights and Privacy Act (FERPA).
 - c. These districts must send a copy of the sliding fee scale to the Office of Elementary School Services. This information is used for reporting to the state legislature.
6. Payment Options: Only one installment of tuition payment, including deposit payments collected at registration, may be collected before July 1st preceding the start of the school year. Districts *must* give families payment options for the remaining tuition. These options may include tuition collected in full prior to the start of school, on a monthly basis, or through a payment schedule with a minimum of 2 payments. In addition:
- a. Families who do not honor their tuition commitment must be contacted directly (e.g. email, letter, and phone) to determine if unpredicted circumstances have limited their ability to pay, if an alternative payment option can be arranged or if a part-time kindergarten schedule is necessary.
7. Deposits: Deposits to reserve a place in the full-day kindergarten are allowable if the amount is applied to the annual tuition. **Nonrefundable deposits are not permissible under this policy.** Deposits cannot exceed 10% of the annual tuition and/or should be adjusted for low-income families based on the sliding fee scale.
8. Fees: Fees for extra-curricular events related to the full-day kindergarten program (e.g., field trips) must be included as part of the tuition. No additional costs may be charged.
9. Use of tuition funds: Tuition collected for full-day kindergarten must be allocated to a revolving account to be used for the full-day kindergarten program.
10. Written tuition policy: A written policy consistent with this policy must be made available to all families interested in full-day kindergarten in advance of enrollment. Information must include eligibility for the sliding fee scale, how to apply for tuition assistance, and any related policies. Information should be provided in the languages families can understand to ensure equal access.

First reading 2009: May 26, 2009

Second reading: May 26, 2009

Adoption: May 26, 2009

Proposed reconsideration: May, 2014

Hull Public Schools

SUMMER SCHOOLS

The Hull Public Schools will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work in reading and mathematics.

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

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

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

LEGAL REFS: M.G.L. 71:28

Adoption: 1/18/1996

First reading 2006 revision: March 13, 2006

Second reading: March 27, 2006

Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

ADVANCED COLLEGE PLACEMENT

It is the belief of the School Committee that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and shall be given assistance in enrolling advanced courses.

Any 11th or 12th grade student whose admission to a college-level course is recommended by his/her counselor may enroll in a course at an approved college for college credit, at no cost to the Hull Public Schools. (Students not in 11th or 12th grade may enroll with the approval of the school principal after consultation with his/her guidance counselor.) If the student wishes to receive high school credit for the course, he/she must request permission from his/her principal, through the counselor, to apply the course toward high school graduation requirements.

Adoption: 1/18/1996

First reading 2006 revision: March 13, 2006

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Adoption: April 10, 2006

Proposed reconsideration: April, 2011

Hull Public Schools

CLASS SIZE

The School Committee is aware that class size has bearing upon effective teaching. It therefore directs the Superintendent to work with principals in attempting to establish a reasonable and equitable class enrollment for each teacher.

The School Committee understands that achieving this goal is dependent upon the financial ability of the Hull Public Schools.

Recommendations for class size are as follows:

- 1. Grade Pre – K: Maximum 17*
- 2. Grade K – 4: Maximum 22*
- 3. Grade 5 – 12: Maximum 30*

CROSS REF: Collective Bargaining Agreement

Adoption: 1/18/1996

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Adoption: April 10, 2006

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Hull Public Schools