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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.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

CROSS REF.: AD, Mission Statement
ADA, School District Goals and Objectives

ACADEMIC FREEDOM

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

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

SOURCE: MASC October 2016

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

Revised by the Somerset Berkley Regional School Committee, January 18, 2018
Amended by the Somerset Berkley Regional School Committee August 25, 2021

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. 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 Elementary and Secondary Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. 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.

For the information of staff, students, and parents/guardians, 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; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

SOURCE: MASC April 2019

Revised by the Somerset Berkley Regional School Committee, January 18, 2018
Amended by the Somerset Berkley Regional School Committee August 25, 2021

SCHOOL DAY

The length of the school day is established by the Superintendent consistent with the provisions of any relevant collective bargaining agreements., The specific opening and closing times of the school will be recommended by the Superintendent and 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.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help ensure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless circumstances require earlier admittance.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 15:1G; 69:1G 71:59
603 CMR 27.00

Amended by the Somerset Berkley Regional School Committee November 9, 2021

CURRICULUM DEVELOPMENT AND ADOPTION

Constant adaptation and development of the curriculum is necessary if the Districts 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.

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

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committees themselves will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

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

SOURCE: MASC - Updated 2023

LEGAL REF.: M.G.L. [15:1G](#); [71:1](#); [69:1E](#)

603 CMR [26:05](#)

Adopted by the Somerset Berkley Regional School Committee August 13, 2024

SUPPORT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services to meet the needs of all students.

The Director of Special Education/Principal shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC Updated 2023

CROSS REF.: [ACE](#), Nondiscrimination on the Basis of Disability

Amended by the Somerset Berkley Regional School Committee August 25, 2021

Amended by the Somerset Berkley Regional School Committee August 13, 2024

REMEDIAL INSTRUCTION

Remedial Math/Reading

Remedial math/reading teachers and/or remedial math/reading tutors shall be assigned to assist those students accepted into a remedial math/reading program. Standard procedures will be established for entry into and exit from the remedial math/reading program. The procedures will be reviewed annually.

ALTERNATIVE PROGRAMS

It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, 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 interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.

Development

Any project shall have been discussed with the Administration and must receive its endorsement prior to development.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.

Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes 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 continuation of the programs.

Approval

Alternative programs shall be approved by the Committee prior to implementation.

PROGRAM/CURRICULUM REVIEW BY SCHOOL COMMITTEE

It shall be the policy of The Somerset Berkley Regional School Committee that the Committee shall schedule special meetings to examine various aspects of the educational program. Principal, supervisors, teachers, and other school personnel will be asked to prepare special reports on their work and present current information for the study of the Committee and that The Somerset Berkley Regional School Committee shall, on a regular basis, schedule such personnel to present special reports on their work and current educational information at regularly scheduled School Committee meetings and such notice of scheduled presentations will be given by the Superintendent as needed.

Curricula

- (1) The curricula of all public school systems 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 sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.
- (3) 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 rolls.
- (4) The 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

HEALTH EDUCATION

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, research-based health education program as an integral part of each student's general education. Health education will be taught as a separate class.

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 alternate 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 district's health education program.

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

SOURCE: MASC April 2019

Revised by the Somerset Berkley Regional School Committee on July 19, 2018

Amended by the Somerset Berkley Regional School Committee August 25, 2021

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.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:1](#)

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 9-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse 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 and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians 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

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

Approved by the Somerset Berkley Regional School Committee August 16, 2016

Amended by the Somerset Berkley Regional School Committee March 22, 2022

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

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

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

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

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

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

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

SOURCE: MASC April 2019

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

Revised by the Somerset Berkley Regional School Committee, January 18, 2018

Amended by the Somerset Berkley Regional School Committee August 25, 2021

Somerset Berkley Regional School District

STUDENT SERVICES PROGRAMS

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC – Updated 2023

Amended by the Somerset Berkley Regional School Committee August 13, 2024

**COMPENSATORY EDUCATION
(Title 1)**

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

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

CROSS REF.: [DEC](#), Federal Funds Supplement Not Supplant Policy

SOURCE: MASC – Cross Reference Update 2023

Amended by the Somerset Berkley Regional School Committee August 13, 2024

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades 9 through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary & Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English,
- observations,
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

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

The District shall provide additional information as required by the Massachusetts Department of Elementary & Secondary Education to comply with federal laws.

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

SOURCE: MASC April 2019

Revised by the Somerset Berkley Regional School Committee on July 19, 2018
Amended by the Somerset Berkley Regional School Committee August 25, 2021

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Special Education.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Licensed teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF.: 603 CMR [28.03](#) (3)(c)

SOURCE: MASC - Updated 2023

Amended by the Somerset Berkley Regional School Committee August 13, 2024

HOME EDUCATION

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets with 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 their 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 14 days before the program is established and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing 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/guardian 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/guardian.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

SOURCE: MASC - Updated 2023

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)

Amended by the Somerset Berkley Regional School Committee August 13, 2024

ALTERNATIVE SCHOOL PROGRAMS

The School Committee will provide alternative education programs where a need has been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school district.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC Updated 2023

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

Amended by the Somerset Berkley Regional School Committee, Jan. 18, 2018

Amended by the Somerset Berkley Regional School Committee August 25, 2021

Amended by the Somerset Berkley Regional School Committee August 13, 2024

MAGNET SCHOOLS

The School Committee is committed to ensuring an educational program of consistently high quality. In order to meet unique educational needs, better serve the needs of the school community, and/or assist in maximizing the use of existing facilities, the School Committee may establish magnet school programs in specific schools. Such programs shall operate under the direct supervision of the school Principal.

Magnet school programs shall be subject to the periodic review of the School Committee, and the School Committee may direct expansion or discontinuance based on factors such as program effectiveness, changing needs, and availability of funds.

LEGAL REFS.: M.G.L 71:37I; 71:37J
 Board of Education Regulation 603 CMR 24:00

REMOTE LEARNING

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such an 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 school district 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 school.

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 for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably 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 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;

- equitable access to appropriate content for all students;
- specific accommodations for students at high risk, including clients of special education, students with disabilities, English 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 in advance 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.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)
 15 U.S.C. §§ 6501–6506 Children’s Online Privacy Protection Act (COPPA)

CROSS REFS.: EBCD – Emergency Closings
 IGA/IGD – Curriculum Development
 IGB – Support Services Programs
 IHBEA – English Learner Education
 IJND – Access to Digital Resources
 IJNDB – Empowered Digital Use
 IJNDC – Internet Publication
 IJNDD – Policy on Social Media
 IHBEA – English Language Learners
 JB – Equal Educational Opportunities
 JBB – Educational Equity

SOURCE: MASC – Cross Reference Updated 2023

Adopted by the Somerset Berkley Regional School Committee, January 19, 2021
Amended by the Somerset Berkley Regional School Committee August 13, 2024

SUMMER SCHOOLS

The school 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 tuition-free 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 to high school students in line with regulations of the school district.

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

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

SUMMER SCHOOL ATTENDANCE

The rules and regulations regarding attendance for summer sessions will be the same as in the current Somerset Berkley Regional High School STUDENT MANUAL. Modifications may be made to accommodate the abbreviated summer format.

ADULT EDUCATION

It shall be the policy of The Somerset Berkley Regional School Committee that the Committee shall encourage Adult Education through attendance in the Evening School of Practical Arts and the Somerset High School Evening Diploma Program. The Superintendent shall review and approve, where appropriate, attendance in adult programs.

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those materials both print and non-print, found in school libraries, which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student

- based on knowledge of students.

- based on requests of parents and students.

- Needs of the individual school

- based on knowledge of the curriculum of the school.

- based on requests from the professional staff.

Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.

Provision of materials of high artistic quality.

Provision of materials with superior format.

Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Reevaluation of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material which is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books which are deemed "standards" or "classics" will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items which present the same information but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material which lacks utility in one building may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC – Cross Reference Updated 2023

LEGAL REFS.: M.G.L. 30B:7, 71:48; 71:49; 71:50
BESE Regulations 603 CMR 26:00

CROSS REF.: KE, Public Complaints
IGA/IGD, Curriculum Development and Adoption

Adopted by the Somerset Berkley Regional School Committee September 27, 2012

Amended by the Somerset Berkley Regional School Committee August 25, 2021

Amended by the Somerset Berkley Regional School Committee August 13, 2024

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

- Religion -- Factual, unbiased material on religions has a place in school libraries.
- Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.
- Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

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

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

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

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

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

SOURCE: MASC – Formatting Update 2023

Amended by the Somerset Berkley Regional School Committee August 13, 2024

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the Principal. The Principal is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the district. The committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

To advance the educational objectives of the school system and particular objectives of the course program.

To contribute toward continuity, integration, and articulation of the curriculum.

To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

The needs of all learners must be provided for.

Attention should be given to gender roles depicted in the materials.

The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.

Because textbooks are selected for several year's use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REFS.: 71:48; 30B:7; 71:50
 603 CMR 26:05

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

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal, subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

SOURCE: MASC – Reference added 2023

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KE, Public Complaints

REFERENCE: American Library Association – Library Bill of Rights

Amended by the Somerset Berkley Regional School Committee August 13, 2024

LIBRARY MATERIALS SELECTION AND ADOPTION

The continuous review of integrated learning center (library) materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials shall be withdrawn shall rest with the professional staff.

Among the other reasons for withdrawing an item shall be the following:

Curricular changes have rendered as superfluous materials (or multiple copies of materials) formerly used but no longer in demand.

Materials contain information which is no longer accurate or current.

Materials intended for recreational reading have become dated or unattractive and are no longer in demand. Some books which are deemed standards or classics shall be retained even though they rarely circulate.

Materials have worn out, been damaged or physically deteriorated, and have lost utility, and/or appeal.

Materials have been superseded by newer items which present the same information but in superior format.

LEGAL REF.: 603 CMR 26:05

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner. The School Committee intends to support such use with appropriate budgetary allocations, providing for timely updates to technology as necessary.

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources.

SOURCE: MASC 2023

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Amended by the Somerset Berkley Regional School Committee March 22, 2022

Amended by the Somerset Berkley Regional School Committee March 19, 2024

Somerset Berkley Regional School District Acceptable Use & Internet Safety Policy (AUP/ISP)

SOMERSET BERKLEY REGIONAL HIGH SCHOOL

Computer, Network, and Internet - - Terms and Conditions

The Somerset Berkley Regional School District (SBRSD) believes that the use of computers and networked services, including the Internet, have become, if used appropriately, an integral part of the educational program. To this end, SBRSD provides both computers and network access for educational purposes, which includes the preparation and completion of classroom lessons and assignments; use of online educational resources; independent research; and other pertinent school business. This policy is intended to comply with the Children's Internet Protection Act (CIPA, NCIPA), and the Protecting Children in the 21st Century Act.

SBRSD expects all students, teachers, staff, and families to work together in creating a safe and secure learning environment when using technology. In support of this, SBRSD takes several steps to accomplish this goal, including educating students about appropriate online behavior in social networking and being aware of cyberbullying and responses to it. In addition, SBRSD implements both network filtering and monitoring to help encourage and supervise appropriate behavior.

SBRSD expects that parents/guardians will supervise their child(ren) when using technologies from home. It is the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using technology.

SBRSD has implemented the LARK framework, which provides general principles and guidelines that we expect our students to follow:

L.A.R.K.: Legal, Appropriate, Responsible, and Kind

Legal: Respect copyright laws by copying text, pictures, music and videos only with permission, and by citing where the materials were found. Permission must be obtained before taking pictures or videos of others. Illegally copied or downloaded software, files, pictures, music or games may not be used on any SBRSD computer, nor may the computers or networks be used for any illegal purpose.

Appropriate: School technology is to be used for educational purposes, and only appropriate words and images may be used and viewed. If inappropriate materials are viewed or received, it is the responsibility of the recipient to delete them. The guidelines set forth in the Acceptable Use and Internet Safety policy should be followed at all times.

Responsible: Diligent care should be taken with all hardware, systems settings (including shared computer screensavers or systems files) and software, so as to prevent damage, changing, or misuse, whether intentional or not. Personal information and passwords should be kept private.

Kind: Using computers does not change our obligations to be kind to one another. Do not use the computer to tread on the rights or feelings of others when communicating online. Be polite and kind when using online

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communications and tell an adult if you observe misuse of online communication that might be harmful to you or to others.

Although the Internet offers vast opportunities to access resources, we must maintain an environment that promotes both responsible and ethical conduct in all computer activities conducted by students and staff.

STAFF AND STUDENTS ARE TO ACT RESPONSIBLY IN FOLLOWING OUR ACCEPTABLE USE/INTERNET SAFETY POLICY FOR EDUCATIONAL PURPOSES ONLY.

Acceptable Use/Internet Safety Policy

Somerset Berkley Regional High School provides access to many kinds of equipment and networked resources. Members of the SBRSD community are encouraged to use the computers, peripheral hardware, software applications, electronic mail, and software installed by SBRSD technology department for educational or school-related activities and for the exchange of useful information. The equipment, software, and network capacities provided through SBRSD computer services remain the property of the Somerset Berkley Regional School District.

Access to SBRSD computing resources, including the Chromebook provided, is a privilege, and certain responsibilities accompany that privilege, including those described in this policy. SBRSD users are expected to demonstrate the same level of ethical and professional behavior as that of face-to-face or written communications.

General Principles

1. Follow the LARK principles at all times when using school computers or networks, regardless of location or device.
2. Do not attempt to damage, subvert, or bypass the SBRSD network (including firewalls and network filtering), SBRSD computers, or equipment belonging to others.
3. Any student-owned electronic devices, such as cell phones, etc. are subject to the Electronic Device Policy as noted in the Student Handbook.
4. Do not attempt to modify the computing hardware provided by SBRSD.
5. SBRSD recognizes that the Internet has become a focal point for entertainment, business, and social uses as well as education.
6. Any information contained on any device purchased or leased by SBRSD is considered to be the property of Somerset Berkley Regional High School. SBRSD reserves the right to inspect any data, including email, and instant messages stored on SBRSD devices or transmitted on SBRSD networks at any time, in order to retrieve SBRSD information and records, engage in routine computer maintenance and housekeeping, carry out internal investigations, check Internet access history, provide data or files to law enforcement authorities, or for other purposes related to school business. SBRSD staff may take immediate action as needed when a problem has been detected, including disconnecting systems from the network and blocking email messages or other uses that threaten the security, integrity, or functionality of the network.
7. All users must understand that SBRSD cannot guarantee the privacy or confidentiality of electronic documents and any messages that are confidential as a matter of law should not be communicated digitally.

Use of the Network

1. The school network is to be used for educational purposes that are for the purpose of work pertaining to your SBRHS class work only.
2. Students are not allowed to bring in their own computing devices. Upon delivery of school-issued devices to all students, any non-District owned devices will not be allowed to connect to the school network.
3. Student Chromebooks will be assigned automatically to Google Management Admin server.
4. Streaming is allowed for educational purposes. Streaming media for entertainment (such as YouTube, Netflix, Hulu, Vimeo, HBO Go, Pandora, Spotify, and others) is not permitted on the SBRHS network. Non-educational use IS NOT ALLOWED as it can overload the network, interfering with the educational work of others.
5. Overloading the network, bypassing or otherwise interfering with the network infrastructure (including firewalls, network filters, and network monitors), attempting to subvert the security of other computer systems, or using the network to interfere with the work of other students, teachers, and staff, IS NOT permitted.
6. Playing computer games IS NOT permitted in the library media center, or in any situation which interferes with the network use or educational work by other students.

Examples of Inappropriate or Unacceptable Use

1. Forging, reading, deleting, copying, or modifying of electronic mail messages of other users is prohibited.
2. The creation, propagation and/or use of computer viruses are prohibited.
3. Deleting, examining, copying, or modifying files or other data belonging to other users is prohibited.
4. Unauthorized copying or installation of software belonging to the school is prohibited.
5. The hardware or software shall not be altered, mishandled, or abused in any way, aside from normal software customization.
6. Gambling activities are prohibited.
7. Accessing proxy sites, installing software or plugins to use proxy services, or other attempts to bypass the security or other network filtering of the SBRHS network is prohibited.
8. Intentionally destroying, deleting, or disabling SBRSD-installed software on any SBRSD computer is prohibited.
9. Vandalism, including (but not limited to) any attempt to harm or destroy the data of another user; to harm the network or any networks or sites connected to the network or Internet; or to breach security codes or passwords is prohibited.
10. Illegally copied or downloaded software, files, pictures, music or games may not be used on any SBRSD computer, nor may the computers or networks be used for any illegal purpose.

Illegal Activity/System Security

Users will not attempt to gain unauthorized access to the District system or to any other computer system through this local area network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's hardware and files. These actions are illegal, even if only for the purpose of "browsing". Users will not make deliberate attempts to disrupt the computer system's performance or destroy data by spreading computer viruses or by any other means. These actions are illegal. Users will not use the District network to engage in any illegal acts.

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Users are responsible for the use of their individual account(s) and should take all reasonable precautions to prevent others from being able to use/access their account. Under no conditions should a user provide their password to another person. Users will immediately notify the main office or administration if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access. Users will not upload, create, or spread computer viruses.

Violations may result in a loss of access as well as other disciplinary or legal action. Consequences may include, at the discretion of school staff:

- Confiscation of the SBRSD computer or other device
- Loss of access to the network
- Revocation of privileges, athletic participation, or extracurricular participation
- Parental/Guardian meeting
- Saturday School
- Principal's Hearing (37H3/4)
- Felony charges:
 - MGL Ch. 266, Section 126a
 - Willful Destruction of Private Property (in severe cases) /Theft: Because of the importance of computing within the SBRHS curriculum, SBRHS prefers not to take computers away from students. However, if you break the AUP, it will be taken away and in cases of repeated violation of this policy, SBRSD reserves the right to take it away for any period of time up to and including the remainder of the school year.

SBRHS Online AUP/ISP Agreement Form

All SBRHS students must complete the SBRHS Online AUP/ISP Agreement Form included in this document. This agreement includes a statement that the student has read and agrees to this policy. These statements are expressly incorporated as part of this policy. Before receiving a Chromebook, students must complete this form, and both students and parents/guardians must read and sign the following Computer Maintenance and Support Agreement, which incorporates this policy as well.

SBRSD expects that both students and parents/guardians have read both this policy and the Chromebook agreement before signing.

The decision of SBRSD regarding inappropriate use of the technology or telecommunication resources is final. In situations requiring repair or replacement of equipment, SBRSD may seek monetary compensation for such costs. Somerset Berkley Regional School District reserves the right to amend or revoke this policy.

Computer Care, Maintenance and Support Agreement

The Somerset Berkley Regional School District (SBRSD) has initiated a program to provide each student with a Chromebook while the student is actively enrolled in Somerset Berkley Regional High School (SBRHS).

This agreement relates to the computer issued to the student while enrolled at SBRHS. By accepting possession of the computer, software, and related peripherals such as cables and chargers, we hereby agree to the following terms and conditions. We understand that by signing this agreement, we agree to participate in the SBRSD Chromebook Loaner Program.

Somerset Berkley Regional School District

As a student, I agree to:

1. Use the Chromebook as a tool for learning.
2. Bring a fully charged Chromebook to school each day.
3. Follow the direction of teachers for when and if Chromebooks should be open and used in class.
4. Utilize device for academic work only.
5. Abide by all provisions of the SBRSD Acceptable Use Policy/Internet Safety Policy (AUP/ISP).
6. Use streaming media at school only when authorized by a teacher to do so.
7. Get permission from all people involved before making audio or video recordings.
8. Make my own backups of the data on the Chromebook on external storage devices or network-based backup services.
9. Only download large files and software updates while at home.
10. Keep my Chromebook with me or in a secure location at all times.
11. Keep the Chromebook in the appropriate, protective case provided by the tech department at all times.
12. Close my Chromebook and carry it in a protective sleeve or backpack when moving. I understand that walking with an open Chromebook is more likely to cause damage and loss of data.
13. Not mark the Chromebook in any way with markers, stickers, etc. School issued Chromebook case may be personalized on the top portion of the case without covering the identification information.
14. Not insert foreign objects (paperclips, pens, etc.) into the ports (openings) of the Chromebook.
15. Not eat or drink near the Chromebook or use it with food or drink nearby as it may cause damages.
16. Not leave the Chromebook in a car or any other location in conditions of extreme heat or cold, which can damage the Chromebook.
17. Not use water or other cleaning solutions on the Chromebook. I will wipe the surfaces lightly with a clean, soft cloth. I will avoid touching the screen.
18. Not loan my Chromebook to someone else.
19. Not damage, degrade the performance, or abuse my Chromebook or anyone else's Chromebook in any way.
20. Not try to repair it myself. I will bring Chromebook problems to the SBRHS IT Department.

As a parent/ guardian, I agree that:

1. I am responsible for supervising my student's Internet and computer use at home.
2. I understand that school filtering services are active 24 hours per day, 7 days per week for the entire calendar year inside and outside of the school building and that monitoring software on the Chromebook will continue to monitor and record Internet history.
3. I am responsible for allowing my student to locate access to Internet service. A low-cost internet service can be found at www.internetessentials.com.
4. I will ensure my student will abide by the terms of this agreement and the SBRHS Acceptable Use Policy/Internet Safety Policy.

Together, as student and parent/guardian, we agree that we:

1. Have read, understand and agreed to adhere to the SBRHS Acceptable Use Policy/Internet Safety Policy and the SBRHS Chromebook Care, Maintenance and Support Agreement.

Somerset Berkley Regional School District

2. Understand that only the student has the right to use the Computer System while enrolled at SBRHS.
3. Understand that the student must comply with the software license agreements for the software installed on the computer.
4. Agree to return the Computer System, including all peripherals, to SBRHS in the same condition as when we took possession, excepting reasonable wear and tear, by the deadline established by the school if we transfer from SBRHS or withdraw before graduation. This means that the Chromebook and charger must be fully operational with no cracks, dents or breakage of the case. They must be free of markings other than those made by Somerset Berkley Regional School District. We understand that SBRSD may charge a late fee equivalent to the cost of the remaining lease value of the Computer System and/or seek any other appropriate remedy.
5. Will not sublease, sell, or otherwise grant any individual or business any right or security interest to the Computer System, or otherwise encumber Somerset Berkley Regional School District's lease or ownership of the equipment.

Extended Maintenance Fee (EMF)

Somerset Berkley Regional High School will protect the device against accidental damage, theft, fire, flood, natural disasters, power surge and vandalism. Police reports will need to be filed through law enforcement for theft, fire, flood and vandalism. This EMF will cover full replacement cost coverage and will protect the item worldwide (on and off school grounds). If the damage is deemed intentional, you will be responsible for the replacement/repair costs. The coverage is also transferable to the replacement unit. Lost items are not covered by the EMF. If a Chromebook is lost, the replacement cost is approximately \$250. **Students are responsible for replacing lost power cords.** The EMF offers our families full coverage on Chromebook repairs, theft and accidental damage.

The fees are as follows:

Incoming freshman: \$100

Chromebook must be returned upon graduation or exiting the district.

Should there be a designated need for a student to retain the Chromebook, requests can be made to the Principal or designee.

* Upon graduating from SBRHS, you will be able to keep your Chromebook.

Chromebook Repair Pricing

Hinge Set	\$20.00
WiFi Card	\$20.00
Top/Bottom Cover	\$40.00
Protective Case	\$25.00
LCD Bezel	\$26.00
Touchpad	\$21.00
LCD Back Cover	\$40.00
LCD Panel	\$54.00
Battery	\$55.00
Keyboard	\$30.00

Steps for Repairs

When a Chromebook needs to be repaired, the student should take the following steps:

Somerset Berkley Regional School District

- All claims should be reported to the SBRHS IT Department immediately. DO NOT TRY TO FIX THE DEVICE YOURSELF.
- Damaged Chromebooks will be repaired in-house.
- In the case of damage or theft, SBRHS will make a loaner Chromebook available for student use. There are a limited number of loaner Chromebooks.
- In the event of a theft, fire, flood and vandalism you must report the incident to a law enforcement agency immediately and no later than 3 days after the theft. A Police Report must be submitted with your claim. Filing a false Police Report is a felony under the law.

Approved by the Somerset Berkley Regional School Committee on August 29, 2017

Amended by the Somerset Berkley Regional School Committee September 11, 2019

Amended by the Somerset Berkley Regional School Committee March 11, 2025

Somerset Berkley Regional High School
SBRHS AUP/ISP & Care, Maintenance, and Support Sign-Off

Terms and Conditions Statement:

I (we) have read the **SBRHS AUP/ISP** and **SBRHS Computer Care, Maintenance and Support Agreement** and agree to abide by the terms and conditions herein. Specifically, I (we) acknowledge that the computer is on loan and remains the property of Somerset Berkley Regional School District. If the student leaves SBRHS for any reason prior to graduating, the computer must be returned in good working condition showing only reasonable wear and tear.

STUDENT NAME: _____

STUDENT SIGNATURE: _____

YEAR OF GRAD: _____ DATE: _____

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN EMAIL: _____

DATE: _____

ACCEPTABLE USE OF DIGITAL RESOURCES

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Technology procedures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

Annually, all students must agree to and sign an appropriate digital use form developed by the Superintendent in conjunction with the Director of Technology; this form must also be signed for the parent or guardian for students under the age of 18.

All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources. Employees must use district resources for the purposes directly related to educational and instructional purposes.

On the recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which digital resources can be made available to the community. All guest users will be prompted to and must accept a digital use agreement prior to use.

Those violating the digital use agreement will be subject to appropriate consequences.

SOURCE: MASC 2023

LEGAL REF: 47 USC § 254

CROSS REF: [GBEE](#) PERSONNEL USE OF TECHNOLOGY

JICJ STUDENT USE OF TECHNOLOGY

KDC COMMUNITY USE OF DISTRICT RESOURCES

Amended by the Somerset Berkley Regional School Committee March 22, 2022

Amended by the Somerset Berkley Regional School Committee March 19, 2024

POLICY ON SOCIAL MEDIA

Digital communication, which may include, but is not limited to electronic mail, social media, texting, and cellular communication, can provide both educational and professional benefits.

The Somerset Public Schools and Somerset Berkley Regional School District are committed to ensuring that all District stakeholders who utilize digital or electronic communication for educational purposes, including employees and students, do so in a safe and responsible manner. As such, employees may utilize digital and electronic communication in their professional capacity to the extent that it supports the academic and extracurricular goals of the schools.

In recognition of the importance of maintaining proper decorum and appropriate communication in the online, digital world as well as in person, employees must conduct themselves in ways that do not disrupt or interfere with the educational process.

Employees are reminded that social media content is subject to electronic records requirements. Content shared on the District's public-facing social media platforms may be subject to the Massachusetts Public Records Law.

The Superintendent of Schools and the School Principals shall annually remind employees and orient new employees concerning this policy. The orientation and reminders shall give special emphasis to the conduct expectations and prohibitions set forth below, and may include examples of behaviors to avoid.

I. General Expectations for Use of Social Media

A. District employees are cautioned that speech on or off-duty, made pursuant to their official duties, being speech which owes its existence to the employee's professional duties and responsibilities, is not protected speech under the First Amendment and may form the basis for discipline if deemed detrimental to the District.

B. When employees post information related to, or comment about the activities of their classrooms, school and District activities, including but not limited to students, student work, or classroom or school activities, they should assume that they "speak for the District" and are expected to conduct themselves accordingly and should do so with the appropriate permissions. Employees shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the District, unless specifically authorized to do so by an appropriate administrator.

C. Employees will be oriented about monitoring practices and penalties for improper use of District computers and technology.

D. Employees will be oriented about the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in online conduct. Additionally, law enforcement officials may be notified if abuse, neglect, or other criminal conduct is suspected.

II. Expectations for Use of Professional Social Media

Somerset Berkley Regional School District

A. Employees may maintain professional social media accounts for educational purposes and/or for the purpose of communicating about school and District- related activities, as well as professional educator learning. The District reserves the right to monitor all content on professional social media accounts and to remove any inappropriate material.

B. Employees shall not post items with obscene, sexually suggestive or explicit content; with false or defamatory information about the District, its employees or others who have a relationship to the District; which exhibit or advocate the use of drugs or alcohol; or which harass, threaten, demean, defame, bully, haze or otherwise violate the District's discrimination and/or harassment policies. Employees shall not post examples of inappropriate behavior, even as behavior to avoid.

C. Employees shall not use professional social media accounts for any commercial, political, or religious activity or for personal gain.

D. Employees who manage professional social media accounts on behalf of the district, school, or school group must share administrative privileges and passwords with an administrator/additional administrator. For security purposes, employees shall not otherwise share administrative privileges or passwords unless authorized by an appropriate administrator.

III. Expectations for Use of Personal Social Media

A. District employees are free to express themselves as private citizens on social media sites and pages to the degree that their speech does not violate state or federal law or the policies of the District.

B. Employees should maintain separate personal social media accounts if they wish to post appropriate personal information, including information relating to out-of- school activities or political activities beyond those used for related classroom purposes.

C. The District expects employees to maintain clear boundaries between their personal and professional lives. Employees shall not post personnel information or student information, including photographs of students, student work, discussions about students, or other information that could be considered part of a student record, to personal social media accounts.

IV. Contact with Students and Content of Social Media Posts

A. Employees shall not engage in improper fraternization with students using social media or other electronic means, including:

1. Employees may not "friend", "follow", "like", or use any similar method to link themselves with current students or their content on social media.

2. All electronic contacts with students should be through school-sanctioned modes of communication, except in emergency situations.

3. Electronic contacts with parents/guardians related to a student's academics or other school-related matters shall be through school- sanctioned modes of communication only.

B. Employees shall oversee all class, team or student organization pages and shall maintain administrative access to and control of these pages.

1. All contact and messages by employees with students through social media shall be sent to all members of the group (e.g. class, team, student organization). Employees shall not use the private message feature of social media to contact students.

2. Employees shall not give their private cell phone or home telephone number to students without prior approval of the Principal or District.

3. Inappropriate contact via phone or electronic means with students is prohibited.

V. Privacy of Online Content

A. At all times, and in the use of any form of communication, employees may not disclose information that is confidential or proprietary to the District, its students, or employees that is protected by personnel, student, or other data privacy laws.

B. All photographs, videos, or work samples which may identify individual students require permission from the subject, or in the case of minor children, the parent or guardian.

C. Employees are reminded that items placed online are never fully private. The Superintendent or designee may periodically conduct Internet searches to see if employees have posted inappropriate content online. When inappropriate use of computers, websites, or social media is discovered, the School Principals and Superintendent will promptly bring that use to the attention of the employee and may consider and apply appropriate disciplinary action up to, and including termination.

D. In order to maintain safety, live-streaming video of students from classrooms and school spaces is prohibited without prior permission of the Principal or appropriate District administrator.

E. When utilizing professional social media accounts and/or the District's network, employees are responsible for following all applicable laws, regulations, District policies, school rules and codes of conduct, just as they are for other modes of communication. Employees should have no expectation of privacy with respect to electronic devices or digital media used in school or for school activities.

VI. Use of Social Media during School/Work Time

A. Employees may use professional social media sites during school time to the extent that it does not interfere with the educational process and complies with the policies of the Somerset Public Schools and Somerset Berkley Regional School District.

B. The use of personal social media sites during school and/or work time, and/or on the District's network, is expressly prohibited.

This policy shall not be construed to limit communications protected under M.G.L. c.150E, specifically, comments which involve protected, concerted activities for the purpose of collective bargaining or other mutual aid or protection. Furthermore, this policy shall not be construed so as to limit the First Amendment rights of all employees to engage in free speech when such speech involves a matter of public concern, is not made in the employee's official capacity as a District employee and does not possess the potential to affect the District's operations.

The provisions of Sections IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, and V.B of this policy shall not apply to communications that are exclusively among and/or between family members. Employees whose family includes students in the Somerset Public Schools and Somerset Berkley Regional School District should take special care to avoid potential conflicts of interest and violations of this policy through inappropriate contact with non-familial students via social media.

Legal Ref: Family Educational Rights and Privacy Act of 1974; 603 CMR 23.00 et seq.; M.G.L. c.149, §52C; M.G.L. c.150E; M.G.L. c.66, §10

Cross Ref: AC-Discrimination/Harassment; GBAB-Acceptable Use for Students, GBI-Political Activities of Staff

IJNDB-Internet Terms and Conditions of Use

JRA-Student Records

JRA-R-Student Records

JT - Electronic Device Policy

JU - Electronic Device Policy Between Students and
Staff/Teachers/Coaches

Student Photo/Video Release in Student Handbooks

Thank you to Franklin Public Schools for Allowing Use of Their Policy IJNDD as of 7/27/2022

Adopted by the Somerset Berkley Regional School Committee September 28, 2022

FIELD TRIP POLICY

I. PURPOSE

To establish procedures for planning, financing, and conducting field trips in support of the instructional program and student activities for Somerset Berkley Regional School District.

II. DEFINITIONS

A. Instructional Program Field Trip

Planned outings away from the school involving one or more students under the supervision of a teacher or other school official to enrich and extend the classroom Instructional program. Field trips may be required for certain courses. For optional field trips, if a student does not participate, the school will provide an appropriate educational alternative.

B. Student Activity Field Trips

Planned outings away from the school involving one or more students under the supervision of a teacher or other school official in support of academic or athletic teams, performing groups, or other student activities. Student participation is expected yet not required by Somerset Berkley Regional School District.

C. Routine Field Trip

1. Does not present safety or liability exposures beyond those expected or experienced in the classroom (i.e. museum, etc.)
2. Does not include overnight travel or water-related activities.

D. Unusual Field Trip

1. Presents liability exposure to student safety to Somerset Berkley Regional School District
2. Includes water-related activities (e.g., swimming pools, educational boat excursions, amusement parks, etc.).
3. All overnight and international travel shall require a majority vote from the members of the School Committee during an open session meeting at a minimum of ten weeks prior to the field trip.

III. PLANNING

Proper planning and follow-up to each field trip must be carried out by teachers in cooperation with their Principals.

IV. SPONSORSHIP

- A. SBRSD-sponsored field trips are organized and supervised by SBRSD staff using SBRSD resources. A booster club or PTO group may support and provide assistance. The Principal should consider the following characteristics about a field trip to determine if it may be considered an SBRSD-sponsored optional field trip:

1. Takes place during the school day or it is an approved after-school field trip.

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2. Relates to curriculum or is recommended for an SBRSD class.
3. Makes use of SBRSD resources and communications.
4. Makes use of SBRSD staff members for supervision in the course of their SBRSD job duties.

The Principal should not approve field trips for sponsorship by SBRSD if they are judged to be too great a liability exposure and require:

1. Travel time that is too long for the age of the students involved.
2. Inordinate expense.
3. Excessive or inappropriate absence from school.

Any field trip or event sponsored by an employee of the District, a booster club, music group or PTO which uses district resources in any way shall be considered a School District sponsored event and shall comply with this policy as well as Policy JJH (Student Late Night or Overnight Travel) and JJH-R (Student Travel Regulations).

- B. Non-SBRSD field trips or activities shall have no access to school district resources unless specifically authorized by the Superintendent and upon written agreement that the organizer will:
1. Notify parents in advance that SBRSD is not the sponsor of the trip.
 2. Not advertise the trip as SBRSD-sponsored or organize it during SBRSD contract or instructional time.
 3. Not name SBRSD on any related contract or use school letterhead (including SBRSD permission forms and emails) to advertise or convey information about the trip.
 4. Clearly communicate the cost of trip per student.

V. APPROVAL PROCESS

A. Routine Field Trips

1. Content Coordinators/Instructors shall submit request for student field trip. Request should include location, date, time, approximate amount of students attending, total cost and cost per student.
2. Approval by the Principal is required.
3. The organizer shall request approval using the Request for Approval of Field Trip form.
4. The parent or guardian of the student must complete and return Parental Authorization and Acknowledgement of Risk for Field Trip form provided by the organizer or Content Coordinator/Instructor.

B. Unusual Field Trips – Continental United States, Alaska, Hawaii, and United States Possessions

1. Approval of the Principal is required.
2. The organizer must request approval using Request for Approval of Field Trip form, Parental Authorization and Acknowledgement of Risk for Field Trip form, a detailed itinerary describing all planned activities, travel arrangements, and lodging details (name, address, and telephone numbers) and related contracts (except contracts from SBRSD contracted vendors).
3. The parent or guardian of the student must complete the Parental Authorization and Acknowledgement of Risk for Field Trip form, provided by the organizer.
4. Upon approval by the Principal, the request packet must be submitted to the SBRSD General Insurance Contractor for general review and discussion.
5. Allow for at least four weeks before the meeting of the School Committee to consider approval of the planned trip for SBRSD General Insurance Contractor to review and comment on the request.

C. Unusual Field Trips – International

All international field trips require approval of the Principal and Superintendent.

1. Prior to Superintendent approval, the Principal must review the guidelines outlined in the SBRSD General Insurance policy. The Director of Business and Finance will provide this information.
2. The organizer must also review the U.S. Department of State website for any current travel warnings or public announcements for countries that may pose a travel risk prior to the students' departure. Field trips to countries on the State Department's "travel warnings" list are not permitted.
3. The organizer shall request approval using the Request for Approval of Unusual Field Trip form, Parental Authorization and Acknowledgement of Risk for Field Trip form, a detailed itinerary describing all planned activities, travel arrangements, and lodging details (name, address, and telephone numbers) and related contracts (except contracts from SBRSD contracted vendors).
4. The organizer must submit the request packet to the Director of Business and Finance to review with General Insurance Contractor after approval by the Principal and the Superintendent. Allow for at least three months before the planned trip for General Insurance Contractor and Director of Business and Finance to review and comment on the request.
5. Once steps 1-4 have been completed the proposal shall be submitted to the school committee for approval before any action is taken to distribute applications for international travel to students.
6. The organizer must provide parents with the following details regarding the trip prior to departure:
 - a) Itinerary including planned activities, travel arrangements, and lodging details.
 - b) Emergency Contacts – Establish a coordinated communication plan and discuss the details with parents and all trip participants.
 - c) Financial Policies – SBRSD is not responsible for advance payments or lost funds if a trip is canceled because of safety concerns or any other reason. Parents should receive a copy of any travel agency refund policies related to the trip before they sign up or pay for the trip.
 - d) It is recommended that the organizer host a meeting with families to discuss details of the trip.
 - e) The parent or guardian of students must complete Parental Authorization and Acknowledgement of Risk for Field Trip form.

VI. FIELD TRIP FINANCING

A. Appropriated Funds (for all content areas)

Funds appropriated for required field trips are allocated during the annual budget process with the approval of the Superintendent of Schools.

B. Non-appropriated Funds

Fees associated with an optional field trip may be passed on to students if the field trip is approved by the Principal. The fees may not exceed the cost of the field trip. Communications to parents or students requesting payment of student fees must include information regarding the availability of financial assistance, including fee waivers.

1. PTO groups, booster clubs, and other local organizations may provide funds for field trip transportation and fees with the approval of the Principal.
2. School activity funds may be used to fund field trips when the field trip will benefit the student body. The Principal, or the specific group of students involved in a specific student activity for which the student activity account is established, is responsible for the decision to use school activity funds for a field trip.

C. Student Fees

SBRSD may charge student fees for SBRSD-sponsored optional field trips if approved by the Principal. Total fees collected may not exceed the cost of the field trip.

D. Surplus Funds

1. Surplus funds are those fees collected for an activity over the actual cost of the activity.
2. Any surplus funds exceeding \$10.00 per student must be returned to the students and parents from whom payment was collected.
3. All surplus funds must be returned no later than the end of the school year in which such funds were collected.

E. Refund Policy

- a. Written refund policies must be provided to the student's family regarding any limitations on a family's ability to receive a refund in the case of cancellation or the student's nonparticipation in a trip.
- b. The refund policy must identify a cut-off date to request refunds, fixed costs that will not be refunded, and costs that may be refunded.

VII. CANCELLATION

- A. If school is canceled due to inclement weather or other reasons involving student safety or security, field trips will be canceled unless authorization is granted per section.
- B. If school is delayed due to inclement weather or other safety or security reasons, the Principal will determine whether or not to proceed with the field trip.
- C. A Principal may request permission from the Superintendent to allow unusual field trips, such as trips out of the area, when school has been canceled. It is the responsibility of the Principal to ensure student safety by monitoring travel conditions prior to requesting an exception.

VIII. SUPERVISION

A. Chaperones

The Principal will determine the number of chaperones needed for a field trip. At least one teacher, other SBRSD staff member, or designated school official must attend every SBRSD-sponsored student field trip. Chaperones are prohibited from taking siblings of students or other children on SBRSD-sponsored field trips. All Chaperones must have a Criminal Offender Record Information (CORI) check performed prior to the scheduled field trip.

No individual student or group of students may be transported to or from any school-related event, including but not limited to, field trips and awards ceremonies, and regardless of the time of day, by one school district employee or by one person other than the parent of the student being transported. Any administrator, teacher or other employee providing such transportation must be accompanied by at least one other adult member of the district staff or a chaperone approved by the principal, and if the principal is providing transportation, the second adult must be approved by the Superintendent, and if the Superintendent is providing transportation, the second adult must be approved by the Chairperson of the School Committee. This provision is not intended to preclude mutually agreed upon arrangements made between parents for the transportation of their children to and/or from school events.

The field trip organizer is responsible for maintaining gender appropriate chaperone to student ratios of at least one (1) adult chaperone to every eight (8) students on overnight field trips.

In the case of overnight travel, descriptions of arrangements for lodging must be shared as part of the planning process. Accommodations will include enough rooms that no students are rooming with Chaperones unless a parent of a participating child is chaperoning. In this case the parent(s) who are also chaperones may only share a room with their own child(ren).

B. Administration of Medication

1. School staff members must be trained to administer medications and must accompany students on a field trip to help those students who require medication and/or health procedures as specified in their individual 504 health care plans.
2. Volunteers and chaperones are prohibited from administering medications.

IX. TRANSPORTATION

- A. The use of parent-driven vehicles may never be used for any field trip. Proper transportation, including but not limited yellow buses or vans, must be used for any field trip.
- B. Transportation must be facilitated with the Content Coordinator and Principal and an approved contracted vendor.
- C. Only authorized passengers will be permitted to ride a bus on field trips. Authorized passengers are limited to students, teachers, chaperones, coaches, or other school personnel with assigned responsibilities and will be approved in advance by the Principal. The number of authorized passengers transported must not exceed the vehicle capacity.

X. COMPLIANCE WITH STATE ETHICS DISCLOSURE OF FINANCIAL INTEREST

In no event shall staff members involved in organizing and/or attending an approved field trip be compensated, directly or indirectly, from any company, sponsor or others for their role in organizing or attending the field trip. However, the State Ethics Commission does allow for the costs of the trip for the staff member/chaperone to be covered, in which case the staff members(s)/chaperone(s) must file a Disclosure of Financial Interest Form with the School Committee and Town Clerk. The School Committee shall first make the determination that the trip serves a legitimate educational purpose and that the benefits to the students and the education process outweigh the private benefit to the teacher, the tour company and/or the chaperones.

XI. LODGING AND LUGGAGE SEARCHES

- A. Lodging and luggage may be searched at any time during the trip to ensure participant safety. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred. Searches shall be conducted by a designated staff person in the presence of at least one other staff member and/or chaperone. Should a search uncover any substances or contraband, discipline will align as documented in the Student/Parent Handbook (section "Policy Regarding Searches and Seizures.")
- B. Students and parents will be informed in writing prior to the trip that a luggage search may and/or will be conducted. Parents must complete and return parental approval form to school officials, prior to departure. No student will be permitted to participate in the planned field trip unless the form is returned and properly completed, by indicating one of the following:
 1. Consent to a search of the student's luggage by school officials (or designees).
 2. Certification that the student's luggage does not contain illegal substances or prohibited items.

CROSS REF.: [JJH](#), Policy Relating to Field Trips Involving Late Night or Overnight Travel
JJE, Student Fundraising Activities

SOURCE: MASC Updated 2023

Amended by the Somerset Berkley Regional School Committee February 23, 2021

Amended by the Somerset Berkley Regional School Committee August 13, 2024

COMMUNITY RESOURCE PERSONS/SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

CROSS REFS: ADDA

SOURCE: MASC October 2016

Revised by the Somerset Berkley Regional School Committee, January 18, 2018

Revised by the Somerset Berkley Regional School Committee November 9, 2021

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the school. Parents, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

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

VOLUNTEER ATHLETIC COACHES

The Somerset Berkley Regional School Committee recognizes that volunteer coaches are capable of bringing unique skills to the district, enriching the athletic program, assisting the district's coaching staff members in the performance of their duties, and enhancing the relationship between the school district and the community. The volunteer coach is to perform duties on a daily basis throughout the course of the season. The Committee directs a program for the utilization of volunteer athletic coaches in grades 6 through 12.

The principal will be responsible for the recruitment and screening of volunteer coaches and their assignment. The district is not obligated to utilize the proffered services of a volunteer coach whose abilities or interests do not serve the needs of the school district as recommended by the Athletic Director to the principal. Coaching volunteers must be persons of good character, responsibility, and integrity and must be recommended by the principal and approved by the superintendent prior to assuming any coaching responsibilities.

Each volunteer athletic coach will be given a copy of this policy and the rules of conduct.

The following guidelines shall govern the service of a volunteer athletic coach:

1. Volunteer athletic coaches may serve only under the direction and immediate supervision of a head and/or assistant coach employed by the Committee;
2. Volunteer athletic coaches must clearly understand their duties and responsibilities in accordance with MIAA coaching guidelines and the Somerset Berkley Regional High School handbook and perform no services outside those duties;
3. Volunteer athletic coaches serve only in a support capacity and only head or assistant coaches employed by the Committee are responsible for the supervision and instruction provided to pupils participating in the athletic program;
4. Volunteer athletic coaches shall respect the individuality, dignity and worth of each pupil;
5. Volunteer athletic coaches are not permitted access to pupil records;
6. Volunteer athletic coaches must exercise discretion in disclosing any confidential pupil matters they become aware of as a result of their volunteer responsibilities.
7. Volunteer athletic coaches must consult with the Head Coach and Athletic Director regarding any matters or questions regarding their duties and responsibilities;
8. Volunteers shall receive no financial remuneration;
9. Volunteer athletic coaches may be immediately relieved of their volunteer responsibilities with or without cause by the principal with such action to be recommended to the superintendent by the principal;
10. Receive appropriate in-service training from head coaches on an annual basis.
11. Volunteer coaches may assist in an advisory capacity during competition at the discretion of the Head Coach.
12. Volunteer coaches shall not contact or speak to the press in their capacity as a volunteer coach. All contact with the press shall be coordinated through the head coach, athletic director, building principal or the superintendent of schools.

Prior to taking part in any volunteer coaching, all school volunteers must have an approved:

- a. Criminal background check (CORI)
- b. CPR certification
- c. MIAA certification within one year
- d. Medical release form
- e. Release and waiver of liability and indemnity

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the school and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/guardians, and the Director of Curriculum^{*}, who will submit the proposal to the School Committee for consideration and approval.

SOURCE: MASC

Amended by the Somerset Berkley Regional School Committee November 9, 2021

HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Home work is not to be used as a form of punishment under any circumstances.

HONOR ROLL – GRADES 9, 10, 11 & 12

Academic excellence shall be recognized by designating students to an honor roll in grades 9, 10, 11 and 12. Student selection shall be for each term of the school year and shall be based on a letter grade point weighting system.

Grade point weighting shall be as follows:

A-, A, A+	=	4 points
B-, B, B+	=	3 points
C, C+	=	2 points—only 1 letter grade of C allowed
C-	=	—automatic exclusion from consideration
D-, D, D+ -	=	—automatic exclusion from consideration
U	=	—automatic exclusion from consideration

Grouping shall be as follows:

3.50 - 4.00	High Honors
3.00 - 3.49	Honors

Any letter grade of C shall need to be offset by an A. In such a case, a student shall need four (4) A's with one (1) C to achieve high honor roll status.

$$(16 + 2 = 18; 18 \div 5 = 3.6 \text{ average}).$$

A student with four (4) subjects shall need three (3) A's and one (1) C to achieve high honor roll status.

$$(12 + 2 = 14; 14 \div 4 = 3.5 \text{ average}).$$

Students in all levels shall have an opportunity for honor roll status under these guidelines.

The honor roll list shall be published in the local newspapers and honor roll certificates shall be issued at the end of the school year. The honor roll list shall also be posted in the departmental areas.

PROMOTION AND RETENTION OF STUDENTS

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

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

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

SOURCE: MASC - Reviewed 2023

Reviewed by the Somerset Berkley Regional School Committee September 16, 2025

COMPETENCY DETERMINATION

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Competency Determination Requirements

A determination of competency shall include:

- Demonstrating a mastery of skills in English Language Arts, Mathematics, and Science; and beginning with the Class of 2027, U.S. History
- The satisfactory completion of relevant coursework aligned to the standards measured by the high school English Language Arts, Mathematics, and Science MCAS assessments administered in 2023.

To show mastery, a student must successfully complete, in accordance with the district's grading policy or by any other appropriate methodology as may be determined by the School Committee:

1. The final assessment for a course; or
2. A capstone or portfolio project; or
1. An equivalent measure identified in the Somerset Berkley Regional High School's Program of Studies. Meeting DESE's established benchmarks for passing MCAS assessments in ELA, Mathematics, and Science is an equivalent measure.

A student enrolled in the Somerset Berkley Regional School District will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	Coursework Requirements	Notes
English Language Arts (ELA)	The equivalent of two years of high school ELA courses.	These courses must be taken in grades 9-12.
Mathematics	The equivalent of one year of both Algebra I and Geometry courses, or the equivalent of one year of both Integrated Math I and Integrated Math II. Whether to follow an Algebra/Geometry or Integrated Math I/II course sequence is determined by the district, but the equivalent length of the courses must still be met.	Middle school math courses may be certified by the district as meeting the coursework requirement for the mathematics component of the CD. Districts must confirm that the course aligns to the high school Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum

		Framework.
Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry, or Technology/Engineering.	This course must be taken in grades 9-12.
U.S. History (Beginning with the graduating class of 2027)	The equivalent of a one-year United States history course.	This course must be taken in grades 9-12.

Aligned Courses:

Aligned courses are listed in the Somerset Berkley Regional High School Program of Studies in alignment with the state curriculum frameworks and DESE's Competency Determination guidance.

Additional Considerations

Students with Disabilities

The Somerset Berkley Regional School District must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be a part of the IEP Team's transition planning.

English Language Learners

The Somerset Berkley Regional School District shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

Late-Enrolling Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Somerset Berkley Regional School District in one or more of the following ways:

- Transcript review by the high school principal or designee and a guidance counselor.
- Additional course requirements as determined by the high school principal or designee.
- A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Appeals Process

Current students and/or parents/guardians may appeal the determination of competency in accordance with the following district procedures:

1. Students and/or guardians may appeal a CD decision in writing to the principal.
2. The principal or designee will review of the student's transcript and coursework evidence.

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3. Input from teachers, counselors, and administrators will be gathered as necessary.
4. The Principal or designee will issue a final decision within 30 days.

Those enrolled in the Somerset Berkley Regional School District in the classes of 2003 through 2024 that did not earn a diploma may also appeal the decision through the following process:

1. Students from prior graduating classes (Classes of 2003-2024) who were denied a diploma solely for not meeting MCAS-based CD requirements may petition the principal for a diploma.
2. Somerset Berkley Regional High School will review transcripts to verify successful completion of required coursework.
3. Verified students will be awarded a diploma consistent with DESE guidance on retroactive CD eligibility.

LEGAL REFS: [DESE Graduation Requirements and Related Guidance](#)
 [DESE Graduation and Transition Planning for Students with IEPs](#)
 [DESE Competency Determination Guidance and Policy Submission Process](#)
 [603 CMR 30.00](#)
 [M.G.L. c. 69, § 1D](#)

CROSS REFS: Student Handbook
 IKF Graduation Requirements

SOURCE: MASC – 2025

Adopted by the Somerset Berkley Regional School Committee December 16, 2025

LATERAL CHANGES

1. As a general rule, requests for lateral scheduling changes will not be honored.

Exception: A student who fails a subject and is assigned to the same teacher for two (2) successive years may change a class laterally.

2. Parents may appeal this policy to the Principal if they feel there are extenuating circumstances. This must be done by letter stating the reasons for the request and listing the extenuating circumstances.
3. If the Principal does not approve the change, the parents may appeal to the Superintendent.
4. If a parent appeals the Principal's decision to the Superintendent he/she must do so in writing stating the reasons for the request and listing the extenuating circumstances.
5. The Superintendent will keep the School Committee formally aware of all appeals and actions.

GRADUATION REQUIREMENTS

In order to graduate from Somerset Berkley Regional High School, a student must have earned at least 117.5 credits and complied with all local and state requirements. To earn credit for a course, a student must earn a minimum average of 65. Course requirements are the following:

- Four years of English: 20 credits (English I, II, III, and IV/Capstone)
- Three years of Social Studies: 15 credits (U.S. History I & II, Modern World History)
- Four years of Mathematics: 20 credits
- Three years of Science: 15 credits
- 4 semesters of Physical Education: 10 credits (must take one semester per year)
- 2 semesters of Health: 5 credits (Health I and Health II)
- 1 semester of Civics/Financial: 2.5 credits
- 6 full-year courses (or equivalent) of Electives including Art, Design, Technology, Music, World Language, Electives: 30 credits

Other requirements to graduate from SBRHS include:

- the successful completion of twenty (20) hours of community service*; and
- satisfactorily meeting the Massachusetts requirements for competency determination
- A senior must successfully complete at least four full-year courses and one half-year course or five full-year courses if the student receives a waiver for Physical Education. English must be one of the classes passed.

For a student to participate in commencement exercises, one must have fulfilled **all** the minimum requirements necessary to qualify for a diploma. Students in good standing who have not met Somerset Berkley Regional High School's graduation requirements prior to the commencement exercises may participate in the ceremony if they are able to meet the established graduation requirements before the conclusion of the summer that follows the commencement exercises in which they participate. Before permission to participate is granted, however, a formal written plan for completing whatever requirements have not been met must be approved by the Principal. Once the plan has been completed by the student and verified by the Principal, a diploma will be awarded.

A student's status for graduation participation must be established by the close of the school day **(2:05 p.m.)** prior to the day of graduation.

Students not eligible to participate in graduation may have the opportunity to receive their diploma in August by attending summer school.

***Community Service Requirement:** Students will be required to complete twenty (20) hours over four years as a requirement for graduation from SBRHS. For credit, hours must be logged into Aspen; and proof of community service with the advisor's signature must be submitted to the Main Office. The community service project provides students with the opportunity to engage in active learning while developing good citizenship. Using the instructional tool of community service, students will participate in service experiences that meet actual community needs. Students will explore aspects of civil engagement as well as factors in creating and sustaining healthy communities. While completing the requirements of the community service project¹ students will also explore their identity in relation to the greater community. The community service project will be monitored by the assistant principals and/or their designees. **Seniors who do not complete their community service hours prior to prom will not be allowed to attend prom.**

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

603 CMR 30:00

SOURCE: MASC - Updated 2023

Revised by the Somerset Berkley Regional School Committee September 16, 2025

GRADUATION EXERCISES

It shall be the policy of The Somerset Berkley Regional School Committee that student speakers at graduation will be selected in the following manner: The top-ranking student academically, will automatically be Selected as a Commencement Day speaker, and the remaining speaker positions be left to the popular vote of the senior students. The Superintendent of Schools will award diplomas at the graduation exercise. Members of The Somerset Berkley Regional School Committee may participate in graduation exercises and signatures of all members of the School Committee on a high school diploma shall represent the official approval of the Committee in the granting of diplomas.

DISTRICT PROGRAM ASSESSMENTS

A district program of testing for assessment/evaluation shall be coordinated throughout the school district by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

DISTRICT PROGRAM ASSESSMENTS

INTEGRATED LEARNING OUTCOMES ASSESSMENT PLAN

Roles and Responsibilities

District

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report district progress using a qualitative and quantitative format
- Educate the district community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels

School

Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site

Educate the school community about the Integrated Learning Outcomes and their assessments

Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the district's "offerings" or other sources

Bring about the internalization of the Integrated Learning Outcomes by the school community

Report individual student progress

Report school progress

Provide opportunities for parents to be involved in ILO assessment

Collect a variety of evidence, both qualitative and quantitative, regarding the Integrated Learning Outcomes

Provide meaningful articulation between levels utilizing assessment information

Review assessment progress and recommend appropriate changes

Curriculum Evaluation Process Steering Committee

Develop district assessment reporting format

Monitor assessment process

Encourage accountability

Encourage the use of multiple assessment indicators

Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge

Review the assessment process and recommend changes

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy.

The District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: [JRA](#), Student Records

SOURCE: MASC Updated 2023

Adopted by the Somerset Berkley Regional School Committee March 22, 2022

Amended by the Somerset Berkley Regional School Committee August 13, 2024

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the school is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To ensure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain the Principal's permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents/guardians and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted to non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted to outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

CROSS REF.: [IJOB](#), Community Resource Persons/Speakers

SOURCE: MASC - Cross Reference Update 2023

Amended by the Somerset Berkley Regional School Committee August 13, 2024

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

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

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the school since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

LEGAL REF.: 603 CMR 26:05

STUDENT PARTICIPATION IN POLITICAL EVENTS

It shall be the policy of The Somerset Berkley Regional School Committee that all music, drama, athletic and other school sponsored groups shall not be available for partisan or non-partisan political events or activities.

ANIMALS IN SCHOOL

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

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

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

Wild Animals and Domestic Stray Animals – Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.,) – These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

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

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

Somerset Berkley Regional School District

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

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

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

This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

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

Therapy Dogs

The District supports the use of therapy dogs for the benefit of its students subject to the conditions of this policy.

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

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

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

Request. An Owner/handler who wants to bring a therapy dog to school must obtain the permission of the building Principal.

Training and Certification. The animal must be certified by a recognized organization such as Therapy Dog International. The Owner/handler must submit appropriate certification as determined by the Superintendent of Schools or his/her designee. The certification must be current at all times.

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

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

Owner/handler's control at all times.

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

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

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

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

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

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

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

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

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

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

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

Therapy Dog in Training. This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

LEGAL REF: 28 CFR, Part 35
SOURCE: MASC October 2016

Adopted by the Somerset School Committee April 11, 2011

Revised November 9, 2021

Revised by the Somerset Berkley Regional School Committee October 24, 2023