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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 State.

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts
 M.G.L. 71:2

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval by May 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

The Somerset Berkley Regional School District will operate for a minimum of 180 days. Every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

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

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

SCHOOL DAY

The length of the school day, as well as 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.

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

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

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

The organization is designed to meet the standards of accreditation as required by the State Department of Education and to serve the needs of all students.

CURRICULUM DEVELOPMENT

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

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

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

SPECIALIZED SUPPORT SERVICES

To support the curricular activities and other instructional needs of the District, various educational services as listed shall be provided. The Specialized Support Services teachers will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the school.

Support Services

The Director of Special Education/ Principal shall be responsible for specialized support services for identified students, homebound and hospital tutoring, and such other programs as may be assigned to the Specialized Support Services.

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.

CURRICULUM ADOPTION

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

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

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

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

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.

BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

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

BASIC INSTRUCTIONAL PROGRAM

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

PHYSICAL EDUCATION

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

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

LEGAL REFS.: M.G.L. 71:1; 71:3
Board of Education Regulations Pertaining to Physical Education, adopted 4/25/78,
effective 9/1/78
603 CMR 26:05

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in grades 9 through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational, cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.
Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77

HEALTH EDUCATION

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

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

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

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

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

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

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 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

Somerset Berkley Regional School District

**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 his/her own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

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

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

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

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

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

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students which 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.

**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.

ENGLISH LANGUAGE LEARNERS

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 regulations and guidance.

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

The District shall certify to the Massachusetts 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 the No Child Left Behind Act.

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

HOMEBOUND INSTRUCTION DUE TO TEMPORARY DISABILITY

Any student who becomes temporarily disabled, may remain in school until such time as the student or his/her physician feels it best or necessary to temporarily withdraw from attendance according to standard practice. At such time home instruction will be provided according to standard practice.

At the termination of the disability the student shall be readmitted to daily attendance in his/her regular program to complete the school year.

Should the end of the school year precede the termination of the disability, final examinations, as required, shall be provided. Grades recommended by the home instruction teacher for the period covered shall be averaged with previously earned grades for the term and year and together with grades of required examinations shall provide the basis for final grades and the award credit. The Principal shall monitor the aforementioned activity.

SOMERSET BERKLEY REGIONAL SCHOOL DISTRICT
SOMERSET, MASSACHUSETTS

HOME EDUCATION POLICY

The Somerset Berkley Regional School District recognizes and respects the right of parents/guardians to home school their child(ren). The mission of the Somerset Berkley Regional School District is to provide, and to assist parents, in the provision of the best education possible for all the children in this district. Understanding the approach to home education is different than public education, the Somerset Berkley Regional School District is committed to forming a healthy relationship with each parent/guardian in the best interest of the child(ren). This Home Education Policy is designed for thoroughness with a minimum of administrative control. This will allow each home education family the freedom to create and implement an individualized program, and still allow the Somerset Berkley Regional School District to fulfill the obligation required by state law.

APPLICATION

We request that the parents(s)/guardian(s) of the child(ren) concerned indicate their intention to instruct the child(ren) in a home education program at least two months prior to the intended date of inception of such program. The parents should do this by contacting the Superintendent of Schools or his/her designee in writing, providing all the information requested in this policy. The Superintendent or his/her designee has the authority to shorten the two month time period.

REQUIREMENTS

PLEASE NOTE: Approval of a home education plan will be given only from the proposed date of inception to the end of the current school year. Application must be made for each subsequent year. Individualized plans must be submitted for each child in the family. No joint plans will be given consideration.

1. The proposed home education plan must include a statement as to the academic background and life experiences of the parent educator(s) which may aid the Superintendent or his/her designee or the School Committee in determining the educator's(s) competency to conduct the home education program. Parents need not be certified teachers nor have college or advanced degrees.
2. The proposed plan must indicate a written statement of intent to provide at least 180 days of instruction.
3. The home education proposal must include a complete list of materials and/or resources to be used. The titles, publishers, and dates of publication is sufficient for texts and workbooks. Brief descriptions of other materials may be necessary.

4. The proposed plan must include an outline of concepts and skills to be learned in each subject area for the period covered by the plan (this includes reading, written and oral language, spelling, mathematics, science, social science, the arts (music, art), American history, citizenship duties, health and physical education, industrial arts and homemaking skills, and vocational and educational guidance as appropriate to the age and individual needs of the child). This provision may be met by supplying the Somerset Berkley Regional School District with list of textbook chapter titles or curriculum scope and sequence plans. However, the parent(s)/guardian(s) is/are not required to use textbooks to instruct the child(ren). Parents may choose from a variety of methods, including conventional and non-conventional approaches.
5. The educational plan must include one method of periodic reporting. In order to verify that education is taking place, the parent(s) will provide the Superintendent or his/her designee a reasonable evaluation that best corresponds to the type of educational program being followed. The parent(s) will choose one of the following methods of evaluation:
 - A. Student work portfolio reviewed periodically by school superintendent or his/her designee
 - B. periodic consultation with the principal of the appropriate school (where the child(ren) would be assigned if attending public schools) with student work portfolio
 - C. an independent report made by someone acceptable to both the Somerset Berkley Regional School District and the parent(s), containing student's progress in each subject area
 - D. quarterly written progress reports made by the parent(s) and mailed to the principal
 - E. annual standardized test results as administered by a neutral third party
 - F. dated work samples mailed to the appropriate principal on a quarterly basis
 - G. any other method agreed to by both school officials and the parent(s)
6. The parent(s)/guardian(s) may be represented in the application and home education reporting by a representative of a local religious organization who shall serve as a liaison between the parents and the Somerset Berkley Regional School District.
 - A. A "local religious organization" shall be defined to include a church, synagogue, mosque, etc. or private religious school.
 - B. The liaison may be clergy, his/her designee, the school principal/headmaster, private religious school teacher, or other recognized leader within the "organization."

- C. The home educating family will submit all information required in this policy in a form acceptable to both the liaison and the parent(s)/guardian(s) to the liaison in time for the liaison to inform the Superintendent or his/her designee two months in advance of inception of the home education plan that this option is being utilized.
- D. The liaison will provide in writing the following information to the Superintendent or his/her designee:
1. the name(s) of the home educating parents(s)/guardian(s) and the name(s) and birth date(s) of the child(ren)
 2. the name of the religious organization and the liaison's position within the organization; he/she may also include information as to his/her qualifications (academic and life experiences) which will aid him/her in acting as a liaison
 3. written intent to act as a liaison for the family
 4. a summary of the home education plan shall be provided to the Superintendent or his/her designee
- E. At the conclusion of the home education plan, the liaison will contact the Superintendent and his/her designee notifying him/her that education has taken place and explain the method of evaluation used to make that determination, and summarizing the student's educational progress.

ROLE OF THE SOMERSET BERKLEY REGIONAL SCHOOL DISTRICT

It is the intention of The Somerset Berkley Regional School Committee school staff shall act as a resource to persons involved in home education. School personnel shall share materials with parent(s)/guardian(s) whenever possible if requested by the parents. However, the development of the proposed home education plan is the sole responsibility of the parent(s)/guardian(s), and they agree to accept all responsibility, including financial responsibility, for the child's(ren's) education.

Within twenty-five (25) days of receipt of proposed home education plan the Superintendent or his/her designee will review the plan and will recommend it for approval or disapproval to the School Committee. The parent(s)/guardian(s) will receive notification of the plan's presentation to the School Committee (not less than two (2) days in advance) and will be informed as to whether the recommendation will be made to approve the plan.

Before rejecting a proposal, the School committee will provide parents(s)/guardian(s) an opportunity to explain their proposed plan and present witnesses on their behalf. If, after such a hearing, the School Committee deems a proposal unacceptable, the School Committee will detail reasons for the decision. The parent(s)/guardian(s) will then be given opportunity of revising the proposal. However, the parent(s)/guardian(s) may commence the education of their children at home during this process.

Somerset Berkley Regional School District

DISPUTE RESOLUTION

Parent(s)/Guardian(s) are entitled to all due process rights in regard to this policy. Parent(s)/Guardian(s) also have a right to a hearing before the School Committee in regard to any aspect of this policy or in regard to a decision made by the Superintendent of his/her designee. A request for a hearing must be made through the Superintendent's office at least five (5) business days prior to the previously scheduled School Committee meeting at which the parent(s)/guardian(s) wish to have a hearing. Notice of such hearing, along with all relevant materials, will be provided to all School Committee members by the Superintendent's office at least two (2) business days prior to the hearing. At the hearing, parents may be represented by counsel or an advocate, call witnesses, and present evidence.

REF.: M.G.L. CHAP. 76, SECTIONS 1,2, AND 4

Care and Protections of Charles, 504 N.E. 2d 592, 600 (Mass. 1987)

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

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 system, move into another educational setting, or prepare them for successful employment.

LEGAL REFS.: M.G.L. 71:37I; 71:37J
 Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts
 of 1974, Regarding Magnet School Facilities and Magnet Educational
 Programs, adopted 2/25/75

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

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 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.

Re-evaluation (Weeding) 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.

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

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 system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

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

SOURCE: MASC

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

BESE Regulations 603 CMR 26:00

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

Somerset Berkley Regional School District

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

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

LEGAL REF.: 603 CMR 26:05

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.

LEGAL REF.: 603 CMR 26:05

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

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

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the Principal should be informed and shall decide whether its use in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria:

Any expression of a point of view should be clearly identified.

Any advertising that appears on or with any material should be in good taste and unobtrusive.

The source of all material should be clearly identifiable.

LEGAL REF.: 603 CMR 26:05

CURRICULUM AND INSTRUCTION

Access to Electronic Media

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

Safety Procedures and Guidelines

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

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

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

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

Permission/Agreement Form

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

Employee Use

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

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

Community Use

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

Disregard of Rules

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

Responsibility for Damages

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

Responding to Concerns

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

Audit of Use

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

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

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

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

Note: FCC regulations that went into effect April 20, 2001, implementing The Children’s Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

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:

LARK: 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 was 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 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. (SEE BELOW)

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. Therefore, students may use their school computers for personal purposes at home, as long as such use is consistent with family or household rules and does not interfere with school work.
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.

Somerset Berkley Regional School District

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 media for entertainment, (such as YouTube, Netflix, Hulu, Vimeo, HBO Go, Pandora, Spotify, and others) is not permitted on the SBRHS network. Streaming is allowed for educational purposes. 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.

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:

Somerset Berkley Regional School District

- Confiscation of the SBRSD computer or other device
- Loss of access to the network
- Revocation of privileges, athletic participation, or extracurricular participation
- Parental meeting
- Saturday School
- Suspension (in severe cases)
- Felony charges – MGL Ch. 266, Section 126a – Willful Destruction of Private Property (in severe cases)

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. The form includes a statement that the student has read and agrees to this policy. The statements in the online form are expressly incorporated as part of this policy. Before receiving a Chromebook, students must complete that form, and both students and parents must read and sign the Computer Maintenance and Support Agreement, which incorporates this policy as well.

As part of the Chromebook distribution process, students and parent sign an agreement that incorporates this policy as part of the terms and conditions. SBRSD expects that both students and parents 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.

Approved by the Somerset Berkley Regional School Committee on 8/29/17
Somerset Berkley Regional School District

Somerset Berkley Regional High School

**Computer Care, Maintenance and Support Agreement
SBRHS Acceptable Use / Internet Safety Policy
Student and Parent/Guardian 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, the computer must be returned in good working condition showing only reasonable wear and tear.

STUDENT NAME: _____ YOG _____

PARENT/GUARDIAN NAME: _____

PARENT EMAIL: _____

STUDENT SIGNATURE: _____

Date: _____

PARENT/GUARDIAN SIGNATURE: _____

Date: _____

PICK UP NOTES – To Be Filled out by SBRHS Staff

Parent / Guardian Attending: _____

Staff Initials: _____

PICK UP NOTES – To Be Filled out by SBRHS Staff

Chromebook Charger Student Signature Parent Signature

Technology Fee Collected Staff Initials: _____



Somerset Berkley Regional High School
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.

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 (including YouTube, Netflix, Hulu, Vimeo, Pandora, Spotify) 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 an appropriate protective case 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.
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 your 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.

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As a parent or 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 is 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.
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 above SBRHS Chromebook Care, Maintenance and Support Agreement.
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. 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.

Chromebook Insurance Fee - \$30

We have selected the Worth Ave. Group (WAG) as an Insurance provider for the school-leased student Chromebooks. Insurance with Worth Ave Group will protect the device against accidental damage, theft, fire, flood, natural disasters, power surge and vandalism. This insurance policy will cover full replacement cost coverage and will protect the item worldwide (on and off school grounds). The coverage is also transferrable to the replacement unit.

Worth Ave Group is affiliated with National Student Services, Inc. Since 1971, WAG has been the leader in providing personal property insurance designed specifically for students, faculty and staff of colleges and universities. Their expertise has expanded to include k-12 education, businesses and individuals. Headquartered in Stillwater, Oklahoma, they are licensed in all states including Alaska and Hawaii. Their underwriter, Hanover Insurance Company, located in Worcester, MA. has an Excellent rating of A. from A.M. Best Company, an organization rating insurance companies based on operating performance and financial strength.

Each year we evaluate the most cost effective way to fund computer repairs. This year we have selected the Worth Ave. Group as an Insurance provider for the school-leased student Chromebooks. We have selected this coverage to facilitate anticipated repairs to computers and chargers. This year's Maintenance Fee offers our families full coverage on Chromebook repairs, theft and accidental damage.

Somerset Berkley Regional School District

This coverage protects your student's device against cracked screens, liquid spills, theft, vandalism, fire, flood, other natural disasters and common computer repairs, as listed in the table below. Charger repair is also covered, as is replacement if stolen. If a Chromebook is lost, the replacement cost is approximately \$250.

Steps for Repairs

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

- All claims should be reported to the SBRHS IT Department immediately. **DO NOT TRY TO FIX THE DEVICE YOURSELF.**
- Damaged Chromebooks that cannot be repaired in-house will be shipped to Worth Ave. Group with an anticipated turn around of 10 business days.
- 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. Loaners are dispersed on a first come, first serve basis and one may not be available at all times. The student is responsible for negligent damage incurred on the loaner Chromebook.
- In the event of a theft, 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 law.

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

Somerset Berkley Regional School District

SCHOOL AND DISTRICT WEB PAGES

The Somerset Berkley Regional School District realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, The Somerset Berkley Regional School District will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committee authorizes the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District Web page must accurately reflect the mission, goals, policies, program, and activities of the school and District. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web page and monitoring all District Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or District, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the District Web site.

Web sites developed under contract for The Somerset Berkley Regional School District or within the scope of employment by Somerset Public School District employees are the property of The Somerset Berkley Regional School District.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required.

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

Unlike the Internet itself, school and the District can control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other Web pages should be carefully selected based on the above issues.

Defined Purpose

A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.

Content Standards

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal pages or pages for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a Web page.

Quality Standards

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of The Somerset Berkley Regional School District. Written student and parent consent must be secured for publication of student work.

Consistence Standards

Each existing school or department Web site shall have a link to the District Web site once the District Web site is online. For consistency, all school District Web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or District home page once online).
- At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for page update. It shall be that person's responsibility to keep the Web page current. Repeated failure to do so may result in revocation of approval. It is strongly recommended that a building set up a system of checks and balances for the Web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All Web sites must display the name and approved logo of The Somerset Berkley Regional School District.
- All Web pages must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.
- All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.
- Authors must exhibit care when creating Web pages with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file servers.

FIELD TRIPS

Permission for school sponsored field trips by school pupils shall be the administrative responsibility of the school. All such field trips and projects must have the joint approval of the Principal and Superintendent. To insure maximum safety a list of pupils, teachers, and attendants, must be on file in the Principal's office for each group or bus load prior to the start of each trip. Parental permission and waivers of responsibility for each student attending must be on file with the Principal before pupils leave school grounds.

COMMUNITY RESOURCE PERSONS/SPEAKERS

Human 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.

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

ACADEMIC ACHIEVEMENT

The philosophy of the School Committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

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

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. 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 will be notified when a student's performance requires special notification.

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, and the Director of Curriculum, who will submit the proposal to the School Committee for consideration and approval.

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.

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

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

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

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 are encouraged to earn at least 36 credits or more each academic year to accumulate the required number of credits (144) needed for graduation.

Students not earning the minimum number of advisable credits needed to meet graduation credit requirements (144) will be notified by their guidance counselor. A letter will also be mailed to the student's parent/guardian. The student's guidance counselor will meet with the student and parent/guardian to formulate an academic plan to accrue the 144 credits necessary to graduate.

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.

COMMENCEMENT EXERCISE PARTICIPATION

In order for a student to participate in commencement exercises he/she must have fulfilled all of the minimum requirements necessary to qualify for a diploma. For the class of 2012, these include:

1. Achieving a minimum of 144 credits.
2. Regardless of previous credit earnings, a senior must successfully complete at least four major courses (a major course is defined as meeting at least 6 periods per 8 day cycle). Successfully complete is defined as earning at least a D (65) overall final average for the year in the course. Please note: a student who completes a major course with an overall final average for the year of D (65) or higher earns full credit depending on class meetings per 8 day cycle (for example, a course which meets 6 periods over the 8 day cycle would yield 6 credits in this grading situation; a course which meets 7 periods over the 8 day cycle would yield 7 credits in this grading situation and so forth).
3. Complete the program of studies as presented in the Parent/Student Handbook.
4. Senior students not earning 144 accumulated credits after four years of high school attendance may apply to the Evening High School Diploma Program.
5. A student's status for graduation participation must be established by the close of the school day (2:05) prior to the day of graduation.

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.

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. To check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

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

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

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

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

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 insure 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 from the Principal 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 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 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 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.

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 Somerset Public 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 his/her 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 Somerset Public 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.

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

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

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

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

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

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

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

IMG

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

SOURCE: MASC February 2011

Adopted by the Somerset School Committee April 11, 2011