

SECTION J

STUDENTS

JA	<u>STUDENT POLICIES GOALS</u>
JA-E	<u>STUDENT POLICIES GOALS</u>
JB	<u>EQUAL EDUCATIONAL OPPORTUNITIES</u>
JBA	<u>STUDENT-TO-STUDENT HARASSMENT</u>
JCAC	<u>TRANSFER OF RESIDENCE</u>
JF	<u>SCHOOL ADMISSIONS</u>
JFABD	<u>HOMELESS STUDENTS</u>
JFABE	<u>Admission of Foreign Exchange Students</u>
JFBB	<u>SCHOOL CHOICE</u>
JH	<u>STUDENT ABSENCES AND EXCUSES</u>
JHA	<u>ATTENDANCE AND EXTRACURRICULAR</u>
JHD	<u>EXCLUSION AND EXEMPTIONS FROM SCHOOL ATTENDANCE</u>
JI	<u>STUDENT RIGHTS AND RESPONSIBILITIES</u>
JIB	<u>STUDENT INVOLVEMENT IN DECISION-MAKING</u>
JIC	<u>STUDENT CONDUCT</u>
JICA	<u>STUDENT DRESS CODE</u>
JICC	<u>STUDENT CONDUCT ON SCHOOL BUSES</u>
JICC-R	<u>STUDENT CONDUCT ON SCHOOL BUSES</u>
JICE	<u>STUDENT PUBLICATIONS</u>
JICF	<u>GANG ACTIVITY/SECRET SOCIETIES</u>
JICFA	<u>PROHIBITION OF HAZING</u>
JICFA-E	<u>HAZING</u>

JICFB	<u>BULLYING</u>
JICG	<u>TOBACCO USE BY STUDENTS</u>
JICH	<u>ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS</u>
JIE	<u>PREGNANT STUDENTS</u>
JIH	<u>INTERROGATIONS AND SEARCHES</u>
JII	<u>STUDENT COMPLAINTS AND GRIEVANCES</u>
JJ	<u>CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES</u>
JJA	<u>STUDENT ORGANIZATIONS</u>
JJF	<u>STUDENT ACTIVITY ACCOUNTS</u>
JJG	<u>CONTESTS FOR STUDENTS</u>
JJH	<u>STUDENT TRAVEL</u>
JJHR	<u>STUDENT TRAVEL REGULATIONS</u>
JJIB	<u>INTERSCHOLASTIC ATHLETICS</u>
JJIF	<u>ATHLETIC CONCUSSION</u>
JJIF-R	<u>ATHLETIC CONCUSSION REGULATIONS</u>
JK	<u>STUDENT DISCIPLINE</u>
JKA	<u>CORPORAL PUNISHMENT</u>
JKAA	<u>PHYSICAL RESTRAINT OF STUDENTS</u>
JKF	<u>DISCIPLINING STUDENTS WITH SPECIAL NEEDS</u>
JL	<u>STUDENT WELFARE</u>
JLA	<u>STUDENT INSURANCE PROGRAM</u>
JLC	<u>STUDENT HEALTH SERVICES AND REQUIREMENTS</u>
JLC-1	<u>LIFE – THREATENING ALLERGY POLICY</u>
JLCA	<u>PHYSICAL EXAMINATIONS OF STUDENTS</u>
JLCA-1	<u>PARTICIPATION IN SCHOOL SPORTS</u>

JLCB	<u>INOCULATIONS OF STUDENTS</u>
JLCC	<u>COMMUNICABLE DISEASES</u>
JLCCA	<u>AIDS RESOLUTION</u>
JLCCA-E	<u>AIDS SCHOOL ATTENDANCE POLICY</u>
JLCD	<u>ADMINISTERING MEDICINES TO STUDENTS</u>
JLD	<u>GUIDANCE PROGRAM</u>
JLD-E	<u>GUIDANCE PROGRAM</u>
JP	<u>STUDENT GIFTS AND SOLICITATIONS</u>
JQ	<u>STUDENT FEES, FINES, AND CHARGES</u>
JQ-1	<u>MEAL CHARGE POLICY</u>
JRA	<u>STUDENT RECORDS</u>
JRA-R	<u>STUDENT RECORDS</u>
JRD	<u>STUDENT PHOTOGRAPHS</u>

STUDENT POLICIES GOALS

The student is the focal point of all operations of a school system, and shall remain the top priority for all concerned.

Consequently, the School Committee can expect to spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Committee and staff will work together to establish an environment conducive to the very best learning achievements for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his/her specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide in every way possible for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

LEGAL REF.: 603 CMR 26:00

STUDENT POLICIES GOALS

Active Efforts

- (1) The School Committee of each school district shall establish policies, promote regulations and procedures, and implement monitoring and evaluation practices that support and promote affirmative action and stimulate necessary changes to ensure that all obstacles to equal access to school programs for all persons are removed, regardless of race, sex, color, national origin, disability, sexual orientation, religion or limited English-speaking ability, no matter how subtle or unintended. Such policies shall include a requirement for an annual evaluation of all aspects of the 9 through 12 school program to insure that all students regardless of race, color, sex, religion, disability, sexual orientation or national origin are given an opportunity to develop skills, competence, and experience, and to receive appropriate guidance so that they may be able to participate in all programs offered by the school including athletics and other extracurricular activities. Special attention shall be given to the school and programs in which students of either sex or of racial or national origin groups present in the community are markedly under-represented.
- (2) If participation in any school sponsored program or activity has previously been limited to students based on race, color, sex, national origin, disability, sexual orientation or religion, then the School Committee shall make active efforts to insure that equal access to all school sponsored programs or activities be provided within the system.
- (3) It shall be the responsibility of the School Committee and the Superintendent to provide necessary information and in-service training for all school personnel in order to:
 - (a) Advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion, disability, sexual orientation or national origin.
 - (b) Enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior, which may occur in the public schools.
- (4) The Superintendent, as an agent of the School Committee, shall promote and direct effective procedures for the full implementation of 603 CMR 26.00, and shall make recommendations to the Committee for the necessary policies, program changes, and budget resource allocations needed to achieve adherence to 603 CMR 26.00.
- (5) The Superintendent shall ensure that all students are annually informed in a manner certain to reach them of the existence of St. 1971, c.622 and its implications. Students shall be informed that all courses of study, extracurricular activities, services, and facilities offered by the school are available without regard to race, color, sex, religion, disability, sexual orientation or national origin.
- (6) The Superintendent of each school system shall make certain that employers who recruit new employees in and through the schools of that district, do not discriminate on account of race, color, sex, religion, disability, sexual orientation or national origin in their hiring and recruitment practices within the schools. Before any employer is allowed to recruit at or through any school, they shall be required to sign a statement that they do not discriminate in hiring or employment practices on account of race, color, sex, religion, disability, sexual orientation or national origin.

- (7) Since adults serve as role models for students, school authorities shall utilize adults in a variety of jobs, and as members of policy-making committees, to the extent consistent with their contractual obligations, without regard to race, color, sex, religion, disability, sexual orientation or national origin.
- (8) Adults serving on athletic regulatory boards shall fairly represent the interests of both male and female students.
- (9) Because selective secondary schools have had atypical student bodies in the past, such selective secondary schools, including but not limited to selective academic high schools, regional vocational-technical schools and trade schools, shall admit qualified applicants of each sex and racial and ethnic groups in numbers proportionate to the existence of members of such class in the secondary school population of the geographic area served by that school. After the period for application to the school has closed, if it is found that qualified applicants of one of the above classes have not applied in numbers sufficient to maintain this proportion, qualified students of the other categories may be selected to fill the remaining openings.
- (10) Any contributions to a school for activities and monetary awards within or sponsored by the school or for scholarships administered by the school made after the effective date of 603 CMR 26.00 by any person, group or organization shall be free from any restrictions based upon race, color, sex, religion, disability, sexual orientation or national origin.
- (11) The opportunity to receive guidance and counseling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

LEGAL REF.: 603 CMR 26:00

EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

SOURCE : MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964

1 of 2

File: JB

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O 11375
Title IX, Educational Amendments of 1972
M.G.L 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE Regulations 603 CMR 26:00
BESE Regulations 603 CMR 28:00

CROSS REF.: AC, Nondiscrimination

Somerset Berkley Regional School District

2 of 2

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

Somerset Berkley Regional School District

STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Somerset Berkley Regional School District.

This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: MASC

LEGAL REF.: M.G.L. 151B:3A

Title VII, Section 703, Civil Rights Act of 1964 as amended.

BESE 603 CMR 26:00

REFS.: "Words that Hurt," American School Board Journal, September 1999
National Education Policy Network, NSBA

Somerset Berkley Regional District

2 of 2

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

TRANSFER OF RESIDENCE

1. Students transferring out of the Somerset Berkley Regional School District during the last term of the school year may finish the school year providing they furnish their own transportation and receive permission of the Superintendent.
2. If a student has completed the junior year of high school as a town resident or has been granted permission as described in #1 above, then said student may apply to the senior year as a school choice student, subject to availability provided that said student provides his/her own transportation and receives permission of the Superintendent. In order to qualify for continuance at Somerset Berkley Regional High School upon transferring from the school system, students' must be good school citizens and must follow and obey school regulations.

Violation of school regulations subject to the revoking of the privilege granted in #1 and #2.

SCHOOL ADMISSIONS

All children of school age who reside in Somerset or Berkley will be entitled to attend the Somerset Berkley Regional School District consistent with the requirements of state law. Certain children who do not reside in Somerset or Berkley but who are admitted under School Committee policies and/or collective bargaining agreements relating to nonresident students may also be permitted to attend the Somerset Berkley Regional School District with the advance written authorization of the School Committee.

The Somerset Berkley Regional School District is not required to enroll a person who does not actually reside in Somerset or Berkley unless the enrollment is authorized by law or by the School Committee. Any person who improperly attends the Somerset Berkley Regional School District will be required to remit full restitution to Somerset and Berkley which restitution includes, but is not limited to, the cost of tuition for attending the Somerset Berkley Regional School District. Similarly, any person who assists a student in improperly attending the Somerset Berkley Regional School District will be required to remit full restitution to Somerset and Berkley.

Prior to enrollment, all students and/or their parents and/or legal guardians must complete the school department's registration form and supply the school department with certain information, including the following items: the names, addresses and telephone numbers of the student, parent(s), legal guardian, foster parent, other; the student's address if it differs from the parent(s), guardian, etc.; the name of the party to contact in case of emergency. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal, proof of vaccinations and immunizations as required by state law and the School Committee. Proof of residency of a student's legal guardian will also be required by the school administration.

LEGAL REFERNECES: M.G.L. 15:1G; 76:1; 76:5; 76:6; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03
McKinney-Vento Homeless Education Assistance Act

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

Adopted: January 20, 2005 by SPS
July 1, 2011 by SBRSD

Somerset Berkley Regional School District

Student Residency Requirements

6131.1 Students who attend the Somerset Berkley Regional High School must be residents of Somerset or Berkley, unless enrolled under school committee policies for Special Education Programs with Low Enrollment, School Choice or Foreign Exchange Program. Three (3) documents to prove residency are required.

6131.2 In order to register a child for school, all applicants must submit at least one document from each of the columns below (document must be current within 60 days.) The documents must be pre-printed with the name and address of the student's parent or guardian. These documents also are required for any change of address. These documents also may be required by the Superintendent or principal when the residence of an individual student is in question.

Column A	Column B	Column C
<input type="checkbox"/> Copy of Deed & record of most recent mortgage payment	A utility bill or work order dated within 30 days from one of the following:	<input type="checkbox"/> Valid MA driver's license
<input type="checkbox"/> Copy of lease agreement & most recent rent payment	<input type="checkbox"/> Gas Company	<input type="checkbox"/> Current vehicle registration
<input type="checkbox"/> Notarized affidavit from landlord affirming tenancy & record of most recent rent payment	<input type="checkbox"/> Oil Company <input type="checkbox"/> Electric Company <input type="checkbox"/> Telephone Company <input type="checkbox"/> Cable Company <input type="checkbox"/> Water Company	<input type="checkbox"/> Valid MA photo ID
<input type="checkbox"/> Section 8 Agreement		<input type="checkbox"/> W-2 form
		<input type="checkbox"/> Excise tax bill
		<input type="checkbox"/> Property bill <input type="checkbox"/> Payroll stub <input type="checkbox"/> Bank/credit card

6131.3 Students coming into the Somerset Berkley Regional High School (SBRHS) and requesting to begin in the school system before they actually reside in Somerset or Berkley should be allowed to attend tuition free until the last day of the first quarter, providing the student's parent(s) or guardian(s) have a signed purchase/sales agreement. Follow up with the required documentation listed above within 60 days of the start of school is required to ensure the closing on the home took place.

A determination that a student is ineligible to attend SBRHS due to a failure to reside in the Towns of Somerset or Berkley, or who is not enrolled as a school choice student, or who is not attending SBRHS in a Special Education with Low Enrollment will result in dismissal from SBRHS.

Students wishing to stay in SBRHS through the end of the school year after moving out of Somerset or Berkley after the first day of the fourth quarter will be allowed to attend through the last day of that school year. Students who begin the school year attending SBRHS as residents of either Somerset or Berkley and who move out of Somerset or Berkley after October 1st but before the start of the fourth quarter may be allowed to apply through school choice subject to availability and school choice regulations compliance. No non-resident student will be allowed to remain at the high school after the end of the school year during which the student becomes a non-resident unless they attend SBRHS as a school choice student; if a school choice slot is available.

6131.4 Requests for the above exceptions should be submitted in writing to the Superintendent, and additional documentation of residency may be required.

6131.5 The Superintendent or designee may require completion of a Certificate of Residency (attached.)

6131.6 NOTE: Requests from parents or guardians of twelfth-grade students for situations other than listed above will be decided individually by the School Committee with a recommendation by the Superintendent.

ADMISSION OF TRANSFER STUDENTS

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the school district will consult with the student's charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate.

The time of the school year when enrollment is sought shall be a factor in determining the student's grade level placement. The school district may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

SOURCE: Massachusetts Department of Elementary and Secondary Education

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS: Chapter 12, Section 11 of the Acts of 2010

SOURCE: MASC February 2011

Adopted by The Somerset School Committee April 11, 2011

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

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

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

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

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

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

Admission of Foreign Exchange Students

Policy # JFABE

The Somerset Berkley Regional School Committee recognizes the value of international student exchange programs and/or the hosting of foreign exchange students. The Somerset Berkley Regional School District (the District), accepts students from other nations to enter the Somerset Berkley Regional High School through exchange programs authorized by the United States State Department. Typical foreign exchange students are those who qualify for F-1 or J-1 visas under the regulations of the United States Immigration and Naturalization Service.

A. GENERAL AND ACADEMIC REQUIREMENTS.

Admission and continued enrollment of a foreign exchange student shall be subject to the following requirements:

1. No foreign exchange student will be admitted who has already graduated from the equivalent of the twelfth grade, or who is older than the maximum age to qualify for a student visa.
2. Foreign exchange students are expected to take at least forty-two (42) credits per term and are expected to maintain passing grades in all classes. In unusual circumstances the principal may reduce this requirement in his/her sole discretion.
3. The foreign exchange student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance.
4. Foreign exchange students are responsible for complying with all District policies and regulations.
5. Foreign exchange students are expected to pay for all lunches, books, athletic and student activity fees, yearbook costs, and all other fees and expenses normally borne by students in the District unless a financial hardship can be substantiated.
6. Foreign exchange students seeking to participate in athletics will be subject to the eligibility requirements of the Massachusetts Interscholastic Athletic Association (MIAA).
7. The exchange student's host family must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require and must assume full and final responsibility for resolving problems, including the early return of the student if personal, family or school difficulties cannot be resolved.
8. Any request for admission as a foreign exchange student must be received by the principal of the Somerset Berkley Regional High School by May 15th prior to the academic year of attendance.
9. The number of foreign exchange students to be approved each academic year will be subject to the approval of the Committee based upon the recommendation of the Superintendent and Principal.

B. REGISTRATION PROCESS FOR INTERNATIONAL STUDENTS.

The international students who would like to attend the Somerset Berkley Regional High School on an F1 Visa must obtain a Form I-20 from our School District before the US Consulate will issue a visa to study in the United States. Those who wish to attend under a J1 Visa must submit a DS2019 form with their application from an approved organization. In order to apply to the Somerset Berkley Regional High School, students must:

1. Be under the maximum age for the visa for which the student will apply.
2. Be a student in grades 9 – 12 but not have graduated.
3. Submit the following documents:
 - a. One-page hand-written explanation by the student telling why entrance to Somerset Berkley Regional High School is being sought.
 - b. Non-Immigrant Student Personal Information.
 - c. Parent Agreement Form (signed by parents).
4. Submit the following other documents:
 - a. School transcripts and/or report cards from the previous year (translated into English if necessary);
 - b. Recent letter of recommendation from a teacher the student has had in the past year;
 - c. Evidence that at least 5 years of English instruction has successfully been completed, such as a letter from the school, a certificate, or transcripts;
 - d. Health form from the student's physician that indicates overall health status and the dates of immunizations, signed by the physician;
 - e. Birth certificate;
 - f. SLEP test report with a scaled score of at least 50.
5. Pay a non-refundable processing fee of \$150 in the form of a cashier's check payable to the Somerset Berkley Regional School District. Please add \$50 if the application packet and I-20 are to be sent via Federal Express.
6. For students on an F-1 visa, pay a full year's tuition of \$11,000 in the form of a cashier's check payable to the Somerset Berkley Regional School District. The tuition payment is refundable if the student does not attend Somerset Berkley Regional High School. Tuition does not include a host family fee. For students on a J-1 visa, pay any fees normally required by the student's approved sponsoring organization. All students must be able to pay for school lunches, sports and other school fees.

7. The application process includes the following:
 - a. All completed documents must be submitted with cashier's checks to Principal, Somerset Berkley Regional High School, 625 County Street, Somerset, Massachusetts 02726.
 - b. Principal or his designee will review all forms and schedule a video conference interview to determine if the student is a qualified candidate. Once the student is accepted the student will receive an acceptance letter from the Principal who will issue an I-20 form. If the I-20 cannot be issued, the tuition will be refunded.
 - c. The student will include the I-20 in their application for an F-1 or J-1 visa.
 - d. The school will then work with the student directly or their agent to review the program of studies to determine the best classes for the student to take upon arrival at Somerset Berkley Regional High School. It is recommended that this process take place by early spring so that the students have an opportunity to get into the classes of their choice. Acceptance into the program does not guarantee any particular course.
 - e. Upon arrival into the country the student is expected to meet with his or her guidance counselor and must meet with the Principal or his designee within 30 days of their arrival.

C. STUDENTS SEEKING SOMERSET BERKLEY REGIONAL HIGH SCHOOL DIPLOMA.

Students who enroll at the Somerset Berkley Regional High School as foreign exchange students with the intent of obtaining a high school diploma must adhere to the following conditions:

1. The student must declare in writing to the Principal his or her intent to obtain a standard diploma from Somerset Berkley Regional High School prior to beginning the registration process for enrollment.
2. The student must provide the Principal or designee with an English version of an official transcript, from the National Association of Credential Evaluation Services Agency that translates the foreign credits into Carnegie units showing courses taken and grades obtained. Credits taken in a foreign country shall be used as unweighted credits in determining the student's initial grade point average (GPA).
3. The student after enrollment must meet all requirements including course credits, grade point average and successful completion of state-mandated tests for a standard diploma.

4. Foreign exchange students who intend to receive a standard diploma are eligible for high school academic awards. Section representatives from approved foreign exchange student programs requesting placement of a student must secure written acceptance from the Principal prior to a student's enrollment in the school district.
5. All foreign exchange programs must be listed with the Council on Standards for International Educational Travel before requesting placement of students in the Somerset Berkley Regional School District.
6. Foreign exchange students are expected to enroll for a minimum of two semesters; Students enrolling for a full academic year will be considered for a diploma.
7. A Foreign Exchange student enrolling in a Massachusetts school for the first time must present to the Principal the general enrollment documents required for all students in addition to the Exchange Program and INS documents.
8. If a Foreign Exchange student is enrolled in the District and does not demonstrate English proficiency by scoring 33% or higher on the Language Assessment Battery (LAB), the District will provide ESOL services to that student for the duration of the school year. However, for the next school year, the Exchange Program may not be permitted to enroll students in the District due to a violation of the English proficiency requirement.
9. No Foreign Exchange Program may have more than five students from the same country in the Somerset Berkley Regional High School and place more than one Foreign Exchange Student per host family, absent any compelling circumstances as determined by the Superintendent or his/her designee
10. The Foreign Exchange Program must certify that financial resources are sufficient to cover all expenses for the student including funds to cover school lunches.
11. Foreign Exchange students, who are without educational records, shall be provisionally assigned to a grade according to chronological age. The principal shall review the initial placement. If the student needs to be placed at a different level the principal shall facilitate an appropriate placement. The highest level of grade placement for students without records or transcripts translated into an English version of Carnegie units by a National Association of Credential Evaluation Services agency shall be grade 11. The translation must list the courses taken, the grades received, and the

number of Carnegie units that should be awarded. Credits taken in a foreign country as determined by the official transcript will be transcribed as unweighted credits in determining the student's initial grade point average.

12. Exchange students will be accepted by the Somerset Berkley Regional High School only from exchange programs recognized by the Somerset Berkley Regional School Committee.

D. STUDENT EXCHANGE PROGRAM RULES.

1. Students accepted into the Exchange Program agree to attend Somerset Berkley Regional High School and reside with a local host family for one school year (approximately September- June). The Exchange Program does not contemplate or allow for any extension of stay beyond this one school year period. Host families that do not reside in District are responsible for student transportation.
2. Families with students enrolled in the Somerset Berkley Regional High School will be given preference in the assignment of host families.
3. There will be house rules in the home in which the student will be residing. The student is expected to follow these rules and guidelines as established by the host family. If the student has a concern about any rule, it still should be followed and then the student may discuss any concerns about rules with the principal or designee.
4. The student agrees to fully respect and obey all decisions that are made by officials of the Somerset Berkley Regional High School.
5. The student is financially responsible for any meals apart from the host family. During the school day, lunch will be available to the student in the school cafeteria at the normal charge. Breakfast and dinner will be provided by the host family.
6. The use of drugs for non-approved reasons is strictly forbidden. The student may not use, buy, sell or possess any controlled substance or illegal drug. All medications used by the student must be specifically approved by a physician included in the student's application information and reported in advance to the Somerset Berkley Regional High School and the student's host family.
7. The use of alcohol, tobacco, and firearms are strictly prohibited while participating in the Exchange Program regardless of the age of the student.

8.The student will be responsible for all costs associated with any approved independent travel. Failure to secure approval for independent travel, or any misrepresentations in the written request and itinerary, may result in dismissal from the Exchange Program.

8.Students are not permitted to seek, apply or receive remuneration for employment in the United States. Rather, students must maintain a full course of study in accordance with the regulations surrounding the F-1 or J-1 student visas.

9. The student must obey all rules and regulations of Somerset Berkley Regional High School.

- a. Attendance is mandatory on a daily basis except in case of illness or other excused by the host family.
- b. The student will be required to enroll in a full course load as customary to Somerset Berkley Regional High school students.
- c. The student will be expected to abide by the provisions of the Somerset Berkley Regional High School Handbook.
- d. Students are required to maintain a minimum of a “C” average in all classes.
- e. Failure to comply with any of these requirements may result in dismissal from the Exchange Program.

10.In addition to the documentations provided during the visa application process, the student must present documentation of a valid insurance policy covering the duration of the Exchange Program to the Somerset Berkley Regional High School liaison.

11.The student is strictly prohibited from driving any automobile or other mechanical equipment without a valid driver’s license and such auto insurance required by law. Students are not allowed to accept rides from anyone without authorization from the host family.

12.While in the United States the student is under the jurisdiction of local, state and federal laws and regulations. The student agrees to fully comply with these laws and regulations. Intentional breach of any local, state or federal law may result in immediate dismissal from the Exchange Program.

13.Somerset Berkley Regional High School strongly encourages the student, natural parent(s) and/or legal guardian(s), and the host family to establish communication prior to the student’s arrival in the United States. It is further recommended that students provide the host family directly with contact information for their natural parent(s) and/or legal guardian(s) in case of an emergency.

Dismissal – in the unfortunate event that the student is dismissed or chooses to leave the Exchange Program prior to the end of one year period:

- a. The student's natural parent(s) and/or legal guardian(s) will be immediately notified of the dismissal or choice to leave, and in the case of dismissal, the reasons for dismissal.
- b. The student will immediately cease to attend Somerset Berkley Regional High School.
- c. The student will make immediate plans for return travel, and any such unforeseen travel expenses will be borne by the student's natural parent(s) and/or legal guardian(s).
- d. Somerset Berkley Regional High School will be obliged to inform SEVIS that the student is no longer pursuing a full course of study and the student's F-1 or J-1 visa will be terminated.
- e. The student will arrange to leave the host family home within a reasonable period of time as determined by the host family and program liaison.
- f. Any refund of the Exchange Program's tuition cost will be retained reasonably to cover any outstanding payments that are documented. The amount of refund will be determined within 60 days of the student's departure from the program.
- g. Exact terms and conditions of the dismissal are subject to the discretion of Somerset Berkley Regional High School's officials in collaboration with your school and may be revised on the basis of individual circumstances.

Policy Adopted by Somerset Berkley Regional School Committee, January 29, 2015

File: JFABD

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

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

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

LEGAL REFS.: Title I, Part C
 No Child Left Behind Act, 2002
 McKinney-Vento Homeless Education Assistance Act
 Section 725 (2) of the Act

SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. 76:12B). The decision to admit non-resident students must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the Somerset Berkley Regional School Committee participates, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week of August 1st and will be based on the possibility of unexpected additional openings. Any school choice slots unfilled after August 1st shall be filled on a rolling basis provided no school choice students will be accepted on or after October 1st of each school year.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

SOURCE: MASC

LEGAL REFERENCES: M.G.L. 71:6, 71:6A, 76:6, 76:12, 76:12B

BESE Regulations 603 CMR 26:00

Somerset Berkley Regional School District

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

Approved by the SBRSC December 10, 2015

Somerset Berkley Regional School District

SCHOOL CHOICE

It is the policy of this school district not to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L 76:12B.) This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the Somerset Berkley Regional School Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceed the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

LEGAL REFS.: M.G.L. 71:6; 71:6A 76:6; 76:12; 76:12B

Somerset Berkley Regional School District

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

SBRHS Attendance and Extracurricular Policy

I. Philosophy

In accordance with Massachusetts General Laws, Chapter 76, students are required to be present in school in order to ensure continuity and consistency in the educational process and to prepare them for college and/or career.

II. School District Responsibility

Official school attendance records including absences, tardies and dismissals will be kept by the Main Office. Homeroom and class attendance will be recorded daily. Students with chronic school attendance problems will be identified as early in the quarter as possible. In accordance with Massachusetts General Law, Chapter 76, the school shall, notify parents/guardians, or students, 18 years of age or older, in writing. School officials will utilize resources and supports to help students improve their attendance by discussing and implementing an action plan. Students with chronic absences, excessive tardiness and dismissals will be subject to a parental conference.

III. Parent/Student Responsibility

Research shows a direct correlation between a high level of attendance and academic success. Regular and consistent school attendance is the responsibility of students and parents/guardians. Failure to comply with this responsibility violates the legal requirement and may be subject to consequences through the court system.

Parents/guardians are expected to use the Aspen Portal to view student's attendance records, and engage in frequent discussions regarding class and daily attendance. All students, including those 18 years of age and older, will be bound by school attendance and extracurricular policies and procedures. Students are required to enter the school building upon exiting the bus and/or a private vehicle.

IV. Absences

A. All absences must be verified in one of the following ways:

- Parents/guardians must call the attendance secretary in the Main Office by 8:30 a.m. on the day of the absence – (508) 324-3124. If no call is made, the school will notify the parents/guardians within 3 days of the absence. (In accordance with MGL Chapter 76, Section 1A and 1B, Pupil Absence Notification Program.)
- Parents/guardians phone calls or notes do not excuse absences unless stated below.

B. Excused Absences

- In order for an absence to be excused, the following documentation must be provided, in writing, within two school days, unless the absence is due to school discipline:
 - Illness (with a doctor's note)
 - Driver's License Test (with RMV documentation)
 - Court appearances (with court documentation)
 - Bereavement of family members (with parent/guardian note)
 - School sponsored field trips/events
 - College visits...limit of two visits per term; three per year (with official letter from institution)
 - Religious Observances (with parent/guardian note)
 - Absences, dismissals and tardies by School Nurse, Administration or School Designee
 - Absences due to suspension or school exclusion

C. Unexcused Absences and Vacations

- Any absence from school not listed in the aforementioned section will be counted towards students unexcused absence limit
- Two or more unexcused periods in a school day will be considered an unexcused absence
- The school will notify parents/guardians of students who have 2 or more unexcused periods within 5 days or have 5 or more unexcused absences in a school year. (Pupil Absence Notification Program in accordance with MGL Chapter 76, Section 1B)

- A meeting may be scheduled with the building Principal (or their designee) with the parents/guardians and the students to develop an action plan to improve the student's attendance. (Pupil Absence Notification Program in accordance with MGL Chapter 76, Section 1B)
- Vacations: Students' absences resulting from vacations taken at times other than the days/weeks identified in the school calendar are highly discouraged and unexcused due to their impact on time on learning. Upon request, work will be provided in advance to students. No credit will be given for assignments not completed by the day of the return

D. Absence Limit Per Year

- Aforementioned excused absences are not counted toward the absence limit
- Students who exceed 12 unexcused absences from a full time course receiving 6 or more credits will receive no credit for the course, regardless of grade
- Students who exceed 6 unexcused absences from a part time course receiving 5 or less credits will receive no credit for the course, regardless of grade
- Absences accumulated will be carried over to the new class for students who transfer from another class
- Underclassmen (grades 9-11) are given the opportunity to recover lost credit, due solely to absenteeism, by adhering to the above policy, in its entirety, the following school year
- It is understood that Seniors, who do not adhere to the policy as stated, will be required to make up lost credit (up to two full time classes) during an evening school program, provided it is equal to the same subject material and rigor
- If students feel that their unexcused absences beyond the 12th day for a school year were of an exceptional nature, they may appeal their case to the Principal. The appeal for the students must be in writing within ten (10) business days from the mailing of the final report card of the school year.

E. Tardiness

- School Tardiness:
 - Students entering homeroom after the 7:25 a.m. bell will be considered tardy
 - Students who do not report to homeroom by the 7:29 a.m. bell must sign/scan in and obtain a tardy admission slip from the attendance office before going to class
 - Anything other than the aforementioned excused school absences is considered an unexcused tardy
 - Three unexcused tardies is equivalent to one unexcused school absence which will be counted toward students' unexcused absence limit and will be considered toward course credit reduction
 - Tardies are tallied ongoing throughout the school year
- Class Tardiness:
 - Students entering the classroom without a pass, will be issued one detention by the teacher which must be served within two school days. Students who are repeatedly tardy to class will be subject to additional discipline
 - Three unexcused class tardies is equivalent to one unexcused school absence which will be counted toward the students' unexcused absence limit and will be considered toward course credit reduction
 - Classroom tardies are tallied ongoing throughout the school year

F. Dismissals

- Anything other than the aforementioned excused school absences is considered an unexcused dismissal
- Medical dismissals will be excused by the school nurse or Administrator. Students who are ill will be dismissed by the nurse to the custody of parents/guardians or emergency contact.
 - For the safety and security of our students, a copy of the appointment card must be submitted in the case of medical appointments. Dismissal notes should include parents'/guardians' home

phone, work number, and if necessary, the cell number. Efforts will be made to contact the parents/guardians to verify notes

- Students are not permitted to use cell phones to contact parents related to illness. Students are to go to the health office with a pass from their classroom teacher to be evaluated by the school nurse. The school nurse will then contact the parents/guardians when deemed appropriate. This procedure prevents confusion regarding students whereabouts and expedites appropriate medical intervention
- Verification of students who need to be routinely dismissed for medical/psychological services will remain confidential and processed by the school adjustment counselor or school nurse, and communicated to the high school administration
- Three unexcused dismissals is equivalent to one unexcused school absence which will be counted toward students' unexcused absence limit and will be considered toward course credit reduction
- Dismissals are tallied ongoing throughout the school year

V. Make-up Work Policy

- One school day will be allowed for each absence, excused or unexcused. Additional time may be provided only at the teacher discretion
- Students who have been absent from school have the responsibility, upon the day of their return, to submit work assigned prior to the absence
- On the day of return from an absence, students have the obligation to secure the missing work and must communicate with the teacher to arrange the time frame in which work missed during the absence must be made up
- Students who skip school or a class, will receive a zero for any assignment or assessment missed
- Students must submit school work (homework, papers, projects) that is due on the day of a field trip before leaving for both in-house and out-of-school field trips
- Students have the obligation to secure work they will miss during the trip, for both in-house and out-of-school field trips

VI. Extracurricular Eligibility

- Any Extracurricular is defined as but not limited to Athletics, Academic Clubs and Teams, Intramurals, Music Groups and Performances, Plays and all other Events
- Unless there is a verified excused school absence or tardy, students must attend a full school day to be eligible to participate in practices, games or events that day

VII. Students who violate the attendance policy may be subject to disciplinary action and/or loss of academic credit

VIII. Progressive Discipline Outline

Adopted by the Somerset Berkley Regional School Committee on July 14, 2016

Somerset Berkley Regional School District

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

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

The Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

Approved: October 1, 2015

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Having been expelled during the same school year from this district or any district in the Commonwealth;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B
603 CM 26:00

STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights—including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the School Committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the school.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the handbook distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class, or school organizations and school government organizations, such as student councils may be formed to offer practice in self-government and to serve as channels for the expression of students ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The Chairperson of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

STUDENT CONDUCT

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his/her own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not suspend a student, or recommend a student for suspension or expulsion, unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.

LEGAL REF: M.G.L. 71:37H

STUDENT DRESS CODE

Students should be dressed in a manner that does not interfere with their health or safety, does not distract from the educational process, and does not interfere with the health and safety of their classmates.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his/her dress and appearance meet the requirements set forth above.

Specific guidelines for dress are contained within student handbooks and will be reviewed annually.

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

RULES FOR STUDENTS RIDING SCHOOL BUSES:

Bus riding is a privilege extended to students as a means of transportation to and from school. Bus regulations apply from the time a student arrives at the bus stop. They remain in effect until the student leaves the bus stop on the return ride home. Any student who fails to follow bus regulations or who endangers the safety of other pupils renders himself/herself liable for suspension of bus riding privileges. Referrals by bus driver will result in the following: first referral, warning and parent notification, second referral, detention and parent notification, third referral, suspension of bus riding privilege.

1. Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop five minutes before the bus is due. When the bus approaches the stop, students shall remain a safe distance from the street and remain at the bus stop until the bus comes to a complete stop. There will be no pushing or shoving while boarding the bus. While waiting for buses, pupils are to wait at designated pick-up points. Be courteous of private property.
2. Parents are not allowed to board a school bus without the expressed permission of the bus company.
3. Be seated promptly without disturbing others, and remain seated at all times. No student shall sit in the driver's seat at any time.
4. Keep head, arms, and hands inside the bus.
5. Outside of ordinary conversation, classroom conduct must be observed at all times. Shouting, making loud noises, or using vulgar language are not allowed.
6. Aisles are to be kept clear of backpacks, books, sports equipment, and musical instruments. Objects of any kind are not to be thrown either from or on the bus.
7. Any inappropriate conduct that distracts the driver and/or endangers the safety of self or others is prohibited. When it is necessary to cross the road, cross in front of the bus and use extreme caution to be sure no traffic is approaching from either direction.
8. Students are to take only the bus designated for them by the school department. Parents may obtain permission from the school's main office for a student to ride another bus.
9. No student shall be permitted to leave the bus except at his or her designated stop.
10. Each student may be assigned a seat in which he will be seated at all times, unless permission to change is given by the school principal and/or driver.
11. The bus driver is in charge of the bus and is responsible for the safety of all bus riders. Students are to follow instructions promptly and without question.
12. State law (Massachusetts General Laws, Chapter 90, Section 78 as amended by Chapter 250 of the Acts of 1973) prohibits the use of any tobacco products on school buses.
13. Students are expected to help maintain the cleanliness of the bus-no papers or other articles should be thrown on the floor. Food of any kind may not be eaten on the school buses.

14. Should any students damage the bus, he or she is responsible for payment of damages.
15. Students must leave the bus in an orderly manner and must obey the rules and regulations for entering and exiting a bus. Students are not to cross the roadway until consent by the school bus driver has been given and the student has double-checked for safety conditions. When boarding or leaving the bus, students should be in view of the driver at all times. Any misconduct or disregard for these rules will be reported to the building principal or designee. When necessary to cross the road, cross in front of the bus and use extreme caution to be sure no traffic is approaching in either direction.
16. Pupils shall not open or close bus windows without the permission of the driver.
17. Pupils will report any accident or unsatisfactory conditions to the bus driver and/or Principal.
18. Parents of students damaging school buses will be responsible for proper reimbursement to the school district.
19. Concerns or complaints should be addressed through the School Principal or designee.

REF: Regulations for Transporting School Children by the Registry of Motor Vehicles
Approved March 2, 1992, Updated August, 1994

POLICY APPROVED BY SCHOOL COMMITTEE – SBRSD March 3, 2014; SPS March 6, 2014

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except that the Principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The Principal will require that no literature be distributed unless a copy is submitted to him/her in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. 71:82

GANG ACTIVITY/SECRET SOCIETIES

The goal of the School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises at individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

Secret Societies

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

PROHIBITION OF HAZING

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

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

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

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

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

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

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

HAZING

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

BULLYING PREVENTION AND INTERVENTION

INTRODUCTION

The Somerset Public Schools and Somerset Berkley Regional School District (“District”) are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying. The Principal is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan within his or her school.

I. LEADERSHIP

A. Public involvement in developing the Plan

The District shall adhere to and update this plan to address bullying prevention and intervention in consultation with stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. This consultation shall also include a public comment period. This plan shall be updated at least biennially.

In the spring of 2016, the District Wellness Council met to review and to update the Plan. During the period of notice and public comment in October, 2016 and November, 2016, the Plan was distributed to all families within the Somerset and Somerset Berkley school communities through One Call Now as well as posting the Plan on both district websites. Community members were encouraged to share feedback through school committee policy review email accounts (sc.policies@somersetschools.org and sc.policies@sblogical.org) that were also accessible through the district webpages.

B. Accessing needs and resources

At least once every four (4) years the District will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate, and the prevalence, nature and severity of bullying in our schools. Additionally, the school or District will annually report bullying incident data to the Department.

Further, building principals, with input from families and staff, will assess the adequacy of current programs, review current policies and procedures, review available data on bullying and behavioral incidents and assess available resources. School building-specific data will be analyzed to identify patterns of behaviors and areas of concern will inform decision-making in designing for bullying prevention strategies. Bullying data will be reported to the School Committee on an annual basis.

C. Planning and Oversight

1. The District will be responsible for state and federal reporting requirements
2. Each building principal or designee, in conjunction with the District, will be responsible for the following:
 - a. receiving reports on bullying;
 - b. analyzing and building wide data on bullying to assess the present problem and to measure improved outcomes;
 - c. create a process for recording and tracking incident reports and for accessing information related to targets and aggressors;
 - d. planning for the on-going professional development that is required by law; planning supports that respond to the needs of targets and aggressors;
 - e. choosing and implementing the curricula that the school or District will use;
 - f. develop new or revise current policies and protocols under the Plan, including an Internet safety policy and designating key staff to be in charge of implementation of them;
 - g. amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated;
 - h. lead the parent or family engagement efforts and draft parent information materials
 - i. review the Plan annually

D. District Priority Statements

The Bullying Prevention and Intervention Plan (Plan) is a comprehensive approach to addressing bullying, and cyberbullying and the Somerset Public Schools and Somerset Berkley Regional School District is committed to working with students, families, law enforcement agencies and the community to prevent such issues.

1. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.
2. The District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
3. We understand that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. The District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.
4. We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan

Annual training for all school staff on the Plan will include, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation and an overview of the bullying prevention curricula to be offered at all grades throughout the school or District. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. On-going Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of staff to prevent, identify and respond to bullying.

This professional development will be organized by the building principal and will be delivered by SPS and SBRSHD employees who will have received training from the Massachusetts Aggression Reduction Center (MARC) or another approved training program. This training, which is the “Train the Trainer” model, has provided the staff with the knowledge base and training methods needed to inform their colleagues regarding bully prevention and intervention techniques.

Additionally, as required by M.G.L. c. 71, § 37O, the content of the SPS and SBRSHD professional development training will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

Further, the District will provide professional development to staff that addresses ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized Education Programs (IEPs). This will include a particular focus on the needs of

students with autism or students whose disability affects social skills development.

C. Written Notice to Staff

Principals, at the start of each school year, will provide all staff, including the staff of Alpha Best, the before and after-school program, with annual written notice, as well as posting the Plan on the school's website and by publishing information about it, including sections related to staff duties, in the school handbook.

III. ASSISTANCE AND ACCESS TO RESOURCES AND SERVICES

Promoting a positive school climate and ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed is critical. In order to enhance the district's capacity to prevent, intervene, and respond effectively to bullying, the District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

- A. Identifying resources: Annually, the district will review staffing and counseling services to ensure access for targets, aggressors, and their families. Recommendations may include reorganizing staff, establishing safety planning teams who will be responsible, should the need arise, for the development of student safety plans in the event it is in the best interest of specific students not to interact with one another, as well as focus on early intervention and intensive services to maintain a positive environment school environment. Members of the safety team can be the principal, assistant principal, school psychologist, school adjustment counselor, general education teacher, special education teacher, related service provider or any other individual staff member.
- B. Counseling and other services. If a situation dictates as such, the District will seek consultation with outside consultants and agencies in developing safety plans for students who have been targets of bullying or retaliation, assistance with providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Counseling staff will work with school staff to develop strategies and implement current tools including, but not limited to, behavior support plans, social skills groups, and individually focused curricula.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, bullying allegations, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. Annually, beginning during the second half of the 2016.2017 school year, the district will establish and review a referral protocol for referring students and families to outside services. Protocols will help students and families access appropriate and timely services. All referrals must comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Somerset Berkley Regional School District

A. Specific bullying prevention approaches:

Evidence-Based Curriculum

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all students. Currently, grades Kindergarten through Fifth utilize PATHS (Promoting Alternative Thinking Strategies), which the Massachusetts Department of Elementary and Secondary Education has identified as a bullying prevention and intervention program and curriculum, that is research/evidence based. The middle and high school address bullying prevention and intervention through the health and wellness curriculum. Please note the bullying prevention and intervention curricula used can change based on the needs of the Districts.

Current research on bullying prevention curricula emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

B. General teaching approaches that support bullying prevention efforts

The following instructional approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral intervention strategies (PBIS);
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND

Somerset Berkley Regional School District

RETALIATION

A. Reporting Bullying or Retaliation

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports of bullying or retaliation made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. However, no disciplinary action shall be taken against a student **solely** on the basis of an anonymous report.

The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will:

- 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
- 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
- 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

As outlined previously, at the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member, including the staff of Alpha Best, the Somerset Public Schools' before and after-school program, will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school and/or District expects students, parents or guardians, and others who witness or become

aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies, such as a student safety plan developed collaboratively by the school and family, for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

School Adjustment Counselors provide counseling for identified targets and student aggressors. The School Resource Officer (SRO) is also available to discuss bullying and bullying prevention with students.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- All incidents of bullying must be documented and reported directly to the building principal or his/her designee, who will have the primary responsibility for resolving complaints.
- The Principal or designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The actions being taken to prevent further acts of bullying shall be discussed.
- The school principal or a designee shall promptly investigate the report of bullying, using a Critical Incident Reporting/Complaint Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.
- Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.
- Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of

bullying.

- At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal shall notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.
- In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- All reasonable efforts shall be made to complete the investigation within five school days from the date of the report. If the investigation cannot be completed within five days, the principal will notify the parents or guardians of the status of the investigation after five days. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.
- Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies, according to section C below.
- Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.
- Confidentiality shall be maintained to the extent consistent with the school's obligations under law.
- It is important that the child being bullied and/or the recipient of retaliation be given support from appropriate school staff to restore the target's safety and to assess the target's needs, including counseling intervention as needed. Research indicates that it is not always effective to bring a student who is being bullied and/or retaliated against together with the student who is doing the bullying for the purpose of mediating the dispute. Each case is unique and should be addressed with sensitivity to the safety and welfare of the students involved.
- If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

1. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

I. First Incident:

If a teacher or other staff person recognizes, or perceives a report from a student regarding behavior of a relatively minor nature, such as mild teasing, name calling, or excluding a student from group activities, etc. the student or students involved will be warned that such behavior is not allowed. The

student should be told that, if this behavior occurs again the student would be sent to the principal or designee for further action. When a warning is given, the staff member should document that such a warning has taken place. As stated throughout this policy, all reported incidents of bullying must be documented, including the final outcome of such investigation, i.e. Warning was given to a student.

When bullying is reported to a staff member, it is important to ask whether or not this behavior has happened previously. If there has been a history of chronic bullying, the staff member will skip Step One and consult with the principal /designee in order to determine appropriate action steps.

A teacher reporting bullying to the office shall use the Critical Incident Reporting/Complaint Form, completing the identifying information.

II. Second Incident:

The principal/designee will review school expectations and rules with the alleged aggressor, and a problem solving conference is held. The parents of the student will be called and notified. The student and parents are told that any subsequent confirmations of bullying or any retaliation against those who brought the matter to the attention of staff, will be followed by disciplinary consequences. If the bullying behavior is judged to be severe, the principal/designee always has the option to dispense a disciplinary consequence, even upon the initial referral to the office. In cases where disciplinary action becomes necessary, a due process investigation will precede any such action.

III. Third Incident:

The principal/designee will contact the parents to set up a parental conference. The student will receive a disciplinary consequence which could range from detention to out of school suspension, depending upon the severity of the behavior. At the parental conference, bullying will be addressed, and a remedial plan may be formulated. Appropriate community based interventions or counseling will also be considered. In cases where disciplinary action becomes necessary, a due process investigation will precede any such action.

IV. Fourth Incident: Sent to the Principal or Designee

Following a comprehensive investigation, the student will be immediately suspended. A parental conference will be arranged to create/review a remedial plan. Additional alternatives, such as referral for expulsion could be considered. In cases where disciplinary action becomes necessary, a due process investigation will precede any such action.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

2. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the

principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Monitor and assure the continued safety of all parties.
- Develop and implement a safety plan for the target and witnesses as needed.
- Provide necessary supports for the target.
- Require relevant educational activities for individual students or groups of students.
- Refer to psycho/social educational groups or workshops.

F. Responding to a Report of Bullying by School Staff

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.
- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due

process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities.

- Confirmed acts of bullying by staff shall be recorded and shared with the School Committee on an annual basis.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources

The schools or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district to deepen understanding of the dynamics of bullying and retaliation.

Somerset and Somerset Berkley will develop a comprehensive Bullying Prevention and Intervention website. It will offer students, families, and staff easy access to the policy, plan, and procedures, it will provide a vehicle for reporting instances of bullying or retaliation, and it will provide useful resources and links to related sites.

The Districts' Bullying Prevention and Intervention webpage, to which parents/guardians will be referred, will include information about the following:

- How to reinforce the school/school district's bullying prevention curricula at home;
- The dynamics of bullying; and
- Online safety and cyberbullying.

The schools or District will also offer overviews of the bullying legislation and the evidenced-based curriculum as well as share other helpful information to families at events such as Parent Teacher Organization (PTO) meetings, Back-to-School nights, and Parent Advisory Council for Education (PACE) meetings. Examples of helpful online resources for parents regarding bullying and bullying prevention include:

- www.eyesonbullying.org
- <http://marccenter.webs.com/parents>
- Massachusetts Department of Elementary and Secondary Education
<http://www.doe.mass.edu/bullying/>
- Bristol County Sherriff's Office
<http://www.bcs0-ma.us/bullyprevention.htm>

B. Notification requirements

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan as well as the district's Responsible Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Somerset Berkley Regional School District

Per M.G.L. c. 71, § 37O, the Somerset Public Schools and Somerset Berkley Regional School District prohibit acts of bullying, which include cyberbullying,

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the District.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

IX. DEFINITIONS (M.G.L. c. 71, § 37O)

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- (i) causes physical or emotional harm to the target or damage to the target's property;
- (ii) places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, as defined in M.G.L. c. 71, § 37O, means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School grounds is the property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½ or 37H¾, M.G.L. c. 71, §41 and §42, M.G.L. c 76 §5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. C. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Laws and Regulations:

- [An Act Relative to Bullying, Chapter 92 of the Acts of 2010](#), approved May 2, 2010 [Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g](#)
 - and 34 CFR Part 99
- School Bullying Prohibited: (Bullying Prevention Plans), M.G.L. c. 71, § 37O [Massachusetts Student Records Regulations, 603 CMR 23.00](#)
- [Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h](#) and [34 CFR Part 98 Student Rights in Research, Experimental Programs, and Testing](#)
- Massachusetts General Laws Chapter §69 Section 1D – The board shall establish a set of statewide educational goals for all public elementary and secondary schools in the commonwealth
- Massachusetts General Laws Chapter §71, Section 37O – School bullying prohibited; bullying prevention plans
- Massachusetts General Laws Chapter §71 Section 93 – Policy regarding internet safety measures for schools providing computer access to students Massachusetts General Laws Chapter 265 Section 43 – Stalking, punishment Massachusetts General Laws Chapter §265 Section 43A – Criminal harassment, punishment
- Massachusetts General Laws Chapter §269 Section 14A – Annoying telephone call

Policy Approved by Somerset Berkley Regional School Committee March 16, 2017

Policy Approved by Somerset School Committee March 23, 2017

TOBACCO USE BY STUDENTS

State law prohibits the use of tobacco products within the school building, the school facilities, on the school grounds, or on school buses by any individual, including school personnel.

Students found using tobacco products will be subject to the discipline procedures outlined in the student handbook.

LEGAL REF: M.G.L 71:37H

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

SOURCE: MASC March 2016

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

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

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

PREGNANT STUDENTS

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

LEGAL REF.: M.G.L. 71:84

INTERROGATIONS AND SEARCHES

Student Searches

It is required that a student search by a public school official or teacher be reasonable. Such a search is reasonable if (a) there are reasonable grounds for suspecting that a student has violated or is violating either the law or rules of the school; and (b) the search itself is conducted in a manner reasonably related to its objectives in light of the age and sex of the infraction. Reasonable grounds for a student search may include, for example, a school official's observation that the student possesses contraband material on school premises or the official's receipt of a report to that effect, by a teacher, another school employee, a student, or some other reliable source. (example: there is independent information corroborating it).

In general, the more serious the threat to public safety posed by the contraband material allegedly possessed by the student (e.g., a weapon), the more likely it is that a court would find reasonable grounds for school officials to act swiftly to conduct a search. The manner and method of the search must be tailored to the circumstances (What is being sought? What is the alleged violation? How old, and what sex is the student?).

The search should be limited to areas and objects that reasonably could be expected to contain the contraband material being sought. School officials should avoid conducting highly intrusive searches (e.g., strip searches), random searches of students, or searches that involve a wholesale rummaging through a student's personal property.

In the case of a search of a student, it is recommended that the parent/guardian be notified of the search as soon as possible thereafter. In the case of student lockers and desks, master keys or copies of combinations for lockers or desks (including, for example, weapons, illegal drugs, alcoholic beverages, stolen property, and so on), and the school retains the right to inspect lockers and desks periodically for compliance with these rules.

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

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians-- who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee, which possesses the ultimate authority for discipline in the school system.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the Principal, staff members, or School Committee members who may be involved.

LEGAL REF.: M.G.L. 76:17

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complimentary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

LEGAL REF.: M.G.L. 71:47
603 CMR 26:06

STUDENT ORGANIZATIONS

Student Organizations

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

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

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

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

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

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

LEGAL REF.: 603 CMR 26.06

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the district and are subject to policies established by the School Committee and the office of the Superintendent. The funds shall be managed in accordance with sound business practices which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the principals to accept money for recognized student activity organizations which currently exist or as from time-to-time may be revised.
2. Authorizes the Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committee policy.
3. Authorizes Student Activity Checking Accounts for use by the principals with specific maximum balances established for each school by School Committee policy.
4. Directs principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.

Student Activity Accounts shall be audited on an annual basis.

CONTESTS FOR STUDENTS

The schools may cooperate with community organizations and agencies desiring to sponsor activities in the District when they keep with the purposes and educational aims of the school. Such activities must be integrated into the school program without disruption or loss of instructional time for students and without imposing an unreasonable added workload on school staffs. Involvement in contests shall be approved by the appropriate administrator.

STUDENT TRAVEL

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SOURCE: MASC

APPROVED: March 10, 2004

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: CHAPTER 346 OF THE ACTS OF 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N

STUDENT TRAVEL REGULATIONS

1. Transportation

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

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

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

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

2. Trip Scheduling

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

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

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

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

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

3. Fundraising

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

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

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

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)

<http://www.fmcsa.gov>

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

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

Department of Defense’s approved list of motor carriers

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

SOURCE: MASC

APPROVED: March 10, 2004

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: CHAPTER 346 OF THE ACTS OF 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INTERSCHOLASTIC ATHLETICS

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

Interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

To demonstrate the Somerset School Committees' commitment to honoring veterans on Memorial Day, the Somerset School Committee has declared that all school sponsored athletic activities, as well as those held on school grounds in Somerset on Memorial Day be held after 12 noon.

To demonstrate the Somerset School Committee's sensitivity in recognizing the importance of all faiths. It will attempt to keep in mind the dates of all important holy days as it pertains to various activities within the school district.

LEGAL REFS.: M.G.L. 71:47; 71:54A
603 CMR 26.06

CROSS REFS.: AC, Nondiscrimination (and sub-codes)

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities⁽¹⁾ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated re-entry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play.

⁽¹⁾ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGALS REFS: M.G.L. 111:222; 105 CMR 201.000

Adopted by the Somerset Berkley Regional School Committee 1/26/2012

Somerset Berkley Regional High School Athletics is proud to announce that we utilize Impact Testing. Our goal is to create a safer environment for our athletes through education, awareness and clinical care.

What is a Concussion?

- A concussion is a disturbance in brain function that occurs following either a blow to the head or as a result of the violent shaking of the head
- In the United States, the annual incidence of sports-related concussion is estimated at 300,000. Although the majority of athletes who experience a concussion are likely to recover, an as yet unknown number of these individuals may experience chronic cognitive and neurobehavioral difficulties related to recurrent injury.

Signs and Symptoms of a concussion

- Appears to be dazed or stunned
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even temporarily)
- Shows behavior or personality change
- Forgets events prior to hit
- Forgets events after the hit
- Headache
- Nausea
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling "foggy"
- Concentration or memory problems

What is Impact?

- State of the art concussion management program
- 25 minute computer based program designed to help clinicians evaluate recovery following a concussion
- Documented reliability through multiple published studies
- Evaluates and documents multiple aspects of brain functions including:
 - Impulse Control
 - Sustained attention
 - Working Memory
 - Reaction Time
 - Visual-Motor Processing Speed
 - Visual and Verbal Memory
 - Selective Attention

Somerset Berkley Regional School District

- Response Variability

Why use Impact?

- Decisions about when an injured athlete can return to play are often very difficult
- Returning an athlete to play before complete recovery significantly increases his/her risk for sustaining an additional, even more severe, brain injury
- Athletes will often fail to report symptoms of a concussion hoping they can return to play more quickly
- If athletes return to play too soon after injury their season and health are at serious risk.

Who uses Impact?

18 MLB Teams, All NFL Teams, All NHL Teams, Major League Soccer, USA Hockey, USA Ski team, US Army, US Navy, US Coast Guard, US Air Force Academy, 225+ Clinical Centers, and 900+ High Schools



The Best Approach To Concussion Management

ATHLETIC CONCUSSION REGULATIONS

Section I, What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. An MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II, Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the site of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III, Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems

- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)
- Headache
- Fatigue
- Nausea or vomiting
- Double vision/blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/glassy eyed
- Nervousness
- Irritability
- Inappropriate emotion

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV, Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating BMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.

2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure
 - G. Unequal, dilated, or unreactive pupils
 - H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer/coach in person.

- B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer/coach.
- C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol. **(Sheets Attached.)**

V. **Gradual Return to Play Protocol:**

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.
2. Each student athlete will complete a baseline test at the beginning of their sport season. **All Student athletes and club cheerleading members will undergo ImPact testing.** Starting in fall 2012, a two (2) year cycle will begin for testing students, freshman and juniors. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be retested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

- A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the school nurse. This information will be recorded in the student information system for tracking purposes.
- B. Following any concussion, the athletic trainer must notify the athletic director and school nurses.
- C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for five (5) days.
- D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through five (5) days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. **Test 1:** (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. **Test 2:** (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. **Test 3:** (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. **Test 4:** (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. **Test 5:** Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
2. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
3. Observe students with a concussion for a minimum of 30 minutes.
4. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
If symptoms are not present, the student may return to class.
5. If symptoms appear after a negative assessment, MD referral is necessary.
6. Allow students who are in recovery to rest in HO when needed.
7. Develop plan for students regarding pain management.
8. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
9. Educate parents and teachers about the effects of concussion and returning to school and activity.
10. If injury occurs during the school day, inform administrator and complete accident/incident form.

11. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
12. Enter physical exam dates and concussion dates into the student information system.
13. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
14. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.
15. Complete and return concussion history form to the School Nurse.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents (Student Handbooks), athletes, coaches, and volunteers with educational training and concussion materials yearly. (Handed out at Wellness Nights.)
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.

4. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.

Section IX. Parent/Guardian Responsibilities:

1. Inform school if student sustains a concussion outside of school hours. Complete new concussion history from following new injury.
2. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
3. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
4. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
5. Encourage your child to follow concussion protocol.
6. Enforce restrictions on rest, electronics and screen time.
7. Reinforce recovery plan.
8. request a contact person from the school with whom you may communicate about your child's progress and academic needs.
9. Observe and monitor your child for any physical or emotional changes.
10. Request to extend make up time for work if necessary.
11. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.

7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a

previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether.

All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provide by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate health care professional!**

Concussion Checklist Somerset Berkley Regional High School

Name: _____ Age: _____ Grade: ___ Sport: _____

Date of Injury: _____ Time of Injury: _____

On Site Evaluation

Description of Injury: _____

Has the athlete ever had a concussion?	Yes	No	
Was there a loss of consciousness?	Yes	No	Unclear
Does he/she remember the injury?	Yes	No	Unclear
Does he/she have confusion after the injury?	Yes	No	Unclear

Symptoms observed at time of injury:

Dizziness	Yes	No	Headache	Yes	No
Ringin g in Ears	Yes	No	Nausea/Vomiting	Yes	No
Drowsy/Sleepy	Yes	No	Fatigue/Low Energy	Yes	No
“Don’t Feel Right”	Yes	No	Feeling “Dazed”	Yes	No
Seizure	Yes	No	Poor Balance/Coord.	Yes	No
Memory Problems	Yes	No	Loss of Orientation	Yes	No
Blurred Vision	Yes	No	Sensitivity to Light	Yes	No
Vacant Stare/			Sensitivity to Noise	Yes	No
Glassy Eyed	Yes	No			

*Please circle yes or no for each symptom listed above.

Other Findings/Comments: _____

REQUIRE IMMEDIATE TRANSPORT TO HOSPITAL

Deterioration of neurologic function *Decreasing level of consciousness*
Decrease or irregularity in respirations *Decrease or irregularity in pulse*
Unequal, dilated, or unreactive pupils *Seizure*

Final Action Taken: Parents Notified Sent to Hospital

Evaluator’s Signature: _____ Title: _____

Return to play Protocol following a concussion.

The following protocol has been established in accordance to the National Federation of State High School Associations and the International Conference on Concussion in Sport, Zurich 2008.

When an athlete shows **ANY** signs or symptoms of a concussion:

1. The athlete will not be allowed to return to play in the current game or practice.
2. The athlete should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following injury.
3. The athlete should be medically evaluated and cleared for athletics participation following the injury.
4. The athlete's ImpACT test has returned to baseline status (cognitive function has returned to normal).
5. Return to play must follow a medically supervised stepwise process.

The cornerstone of proper concussion management is rest until all symptoms resolve and then a graded program of exertion before return to sport. The program is broken down into six steps in which only one step is covered a day. The six steps involve the following:

1. No exertional activity until asymptomatic for **seven consecutive days**.
2. Light aerobic exercise such as walking or stationary bike, etc. No resistance training.
3. Sport specific exercise such as skating, running, etc. Progressive addition of resistance training may begin.
4. Non-contact training/skill drills.
5. Full contact training in practice setting.
6. Return to competition

If any concussion symptoms recur, the athlete should drop back to the previous level and try to progress after 24 hours of rest.

The student-athlete should also be monitored for recurrence of symptoms due to mental exertion, such as reading, working on a computer, or taking a test.

It is OK to:

Use acetaminophen (Tylenol)
for headaches
Use ice pack on head and
neck as needed for comfort
Eat a light diet
Return to school
Go to sleep
Rest (no strenuous
activity or sports)

There is no need to:

Check eyes with a flashlight
Wake up every hour
Test reflexes
Stay in bed

Do NOT:

Drink alcohol
Eat spicy food

STUDENT DISCIPLINE

Discipline is the dual responsibility of the home and school.

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules, not inconsistent with the law nor in conflict with District policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with a fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.: M.G.L. Chapter 71, S. 37H and 37L;
 M.G.L. Chapter 76, S. 16 and 17;
 Chapter 380 of the Acts of 1993 and Chapter 766 Regulations, S. 338.0
 Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994

CORPORAL PUNISHMENT

State law provides that:

...The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Established by law

LEGAL REF.: M.G.L. 71:37G

SOMERSET BERKLEY REGIONAL SCHOOL DISTRICT

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises and physical restraint is the only option deemed appropriate, a CPI trained professional will be notified immediately. To prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

As used in 603 CMR 46.00, the following terms shall have the following meanings:

- (1) Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.
- (2) Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
- (3) Physical restraint: The use of bodily force to limit a student's freedom of movement.
- (4) Public education programs: Public schools, including charter schools, collaborative education programs, special education schools approved under 603 CMR 28.09, except as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs.
- (5) Restraint - Other: Limiting the physical freedom of an individual student by mechanical means or seclusion in a limited space or location, or temporarily controlling the behavior of a student by chemical means. The use of chemical or mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian. The use of seclusion restraint is prohibited in public education programs.
 - (a) Mechanical Restraint: The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

File: JKAA

- (b) Seclusion Restraint: Physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

(c) Chemical restraint: The administration of medication for the purpose of restraint.

(6) School Working Day: Any day or partial day that students are in attendance at the public education program for instructional purposes.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will maintain procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements.
- The principal or designee shall make documented, reasonable efforts to orally notify a parent of the use of restraint on the day the restraint is imposed but in no event more than 24 hours after the restraint is imposed.
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

File: JKAA

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

Each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of “time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.”

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Approved by the Somerset Berkley Regional School Committee January 7, 2016

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in the handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the I.E.P., and will be based on a complete physical and/or psychological evaluation and interpretation.
2. The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. No student receiving Special Education services may be suspended for more than 10 days cumulative. In the event that the infraction requires a long term suspension, the TEAM will be reconvened to draft an Alternative Educational Placement which will include a functional behavioral assessment. At the end of the 45th day, the TEAM will reconvene to determine whether the student will return to the regular school program or whether an alternative is recommended.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Detention Policy for Students in Special Needs

Students may be detained after school for scholastic truancy or disciplinary reasons. Transportation is provided for these students on the "late bus."

Suspension Policy for Students in Special Needs

The Superintendent and Principal each have the authority to suspend after proper warning.

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures which the District requires shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity;

Fire Drills

The District shall cooperate with the Somerset Fire Department in conducting fire drills.

Mandatory Reporting of School Fires

The Principal of Somerset Berkley Regional School District shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the Somerset Fire Department. The Principal shall submit a written report of the incident to the Fire Chief within 24 hours on a form furnished by the department of fire services. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department. The head of the fire department shall report such incident to the marshal in accordance with section 2 as required by MGL C 148 § 2A August 10, 2006

STUDENT INSURANCE PROGRAM

A noncompulsory accident insurance plan totally administered by an insurance company may be made available to students. The District does not assume any responsibility regarding service, claims, or other matters relating to the insurance program.

All students participating in competitive athletics shall be required to be covered by a medical insurance plan.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School Personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have; Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;

Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

SOURCE: MASC

LEGAL REF: M.G.L. 71:53; 54; 54A; 54B; 55; 55A; 55b; 56; 57; 69:8A

CROSS REF: EBB, First Aid
EBC, Emergency Plans
JLCD, Administration of Medications to Students

Somerset Berkley Regional School Committee

Page 2 of 2

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

SOMERSET BERKLEY REGIONAL SCHOOL DISTRICT
LIFE-THREATENING ALLERGY POLICY

I. PURPOSE AND SCOPE

In order to minimize the incidence of life-threatening allergic reactions, the Somerset Berkley Regional School District (SBRHS) will maintain a system-wide procedure for addressing life-threatening allergic reactions and maintain an Allergy Action Plan for any student whose parent/guardian and physicians have informed the school in writing that the student has a potentially life-threatening allergy.

II. PROCEDURE FOR IMPLEMENTING LIFE-THREATENING ALLERGY POLICY

The Somerset Berkley Regional School District will:

- A. Provide life-threatening allergy awareness information to all SBRHS employees.
- B. The use of food for curriculum instruction or special luncheons during the school day will be restricted to approval by the principal, only after teachers have provided full disclosure of all food items and all ingredients in writing to all parents/guardians and have received written consent of all parents/guardians that their child may participate. The use of food as a reward in any classroom will be eliminated, unless otherwise specified in an Individualized Education Plan (IEP) or 504.
- C. If necessary, the school will provide peanut-free/tree-nut free tables in the cafeteria. Reasonable efforts will be made for such tables to become “free” of other allergens as deemed needed for an individual student through documentation from the student’s primary care physician or board certified allergist.
- D. SBRHS staff is not responsible for implementing the Life-Threatening Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on SBRHS property that are sponsored by various staff, parent, community, or private groups. School nurses are not available after school hours.
- E. When a student’s medical need to be in a safe environment is clearly documented by a board certified allergist, and clear directions from the allergist are provided, SBRHS will make reasonable efforts to create safe classrooms for the student. SBRHS reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if it will authorize its implementation.
- F. With parent/guardian consent, information about the student's life-threatening allergy will be shared with authorized school personnel. Staff will be reminded that all medical information is confidential and shared on a need-to-know basis.
- G. Due to the confidentiality of medical records, with parent/guardian consent, SBRHS will share the information about the student's life-threatening allergy with the food service manager. The food service manager will obtain permission from the parent/guardian for any intended use(s) of this information by the food service manager, including, but not limited to, re-disclosure of information to other food service personnel, input of information into their system-wide computers, and train food service personnel to monitor student’s food tray.

III. EMPLOYEE TRAINING ON THE ADMINISTRATION OF EPINEPHERINE BY AUTO-INJECTOR TO INDIVIDUALS
EXPERIENCEING LIFE-THREATENING ALLERGIC REACTIONS

In accordance with 105 CMR 210.000, if SBRHS is registered with the Massachusetts Department of Public Health (MDPH), the School Nurse may train unlicensed personnel to administer epinephrine by auto-injector to individuals with diagnosed life-threatening allergic events. The training program is managed, with full

decision-making authority, by the designated school nurse leader or responsible school nurse, in consultation with the school physician. This person, or school nurses designated by this person, shall select the individuals authorized to administer epinephrine by auto-injector. Persons authorized to administer epinephrine by auto-injector shall meet the requirements of section 210.004(B)(2):

- A. The school personnel authorized to administer epinephrine by auto-injector are trained and tested for competency by the designated school nurse leader or responsible school nurse, or school nurses designated by this person, in accordance with the standards established by the MDPH.
 - 1. The designated school nurse leader or responsible school nurse, or school nurses designated by this person, shall document the training and testing of competency.
 - 2. The designated school nurse leader or responsible school nurse, or school nurses designated by this person, shall provide a training review and informational update at least twice a year.
 - 3. The training, at a minimum, shall include:
 - a. Procedures for risk reduction
 - b. Recognition of the symptoms of a severe allergic reaction
 - c. The importance of following the medication administration plan
 - d. Proper use of the auto-injector
 - e. Requirements for the proper storage and security of the auto-injector(s)
 - f. Notification of the appropriate persons following administration
 - g. Record keeping.
 - 4. SBRHS shall maintain and make available, upon request by parent/guardian or staff, a list of those school personnel authorized and trained to administer epinephrine by auto-injector in an emergency when the school nurse is not immediately available.
- B. In addition to the above and as recommended by the MDPH, the SBRHS district will have written protocol, signed by the school physician, authorizing the school nurse to administer epinephrine by auto-injector to previously undiagnosed individuals who experience their first life-threatening allergic event in the school setting. Stock supplies of epinephrine will be provided by the SBRHS district and maintained by the school nurse in each building for this purpose.

IV. POLICY REVIEW AND REVISION

Review and revision of these policies and procedures shall occur as needed but at least every two years.

*Approved by the School Physician: _____ Date: _____

*Approved by the School Nurse: _____ Date: _____

Date approved by the School Committee: September 8, 2016

*Authorizing signature: _____

Date Registered by the Massachusetts Department of Public Health for approval to train unlicensed personnel in the administration of epinephrine by auto-injector to students with diagnosed life-threatening allergic conditions: July 12, 2016

Valid to: June 30, 2018

*Signatures on file in the Superintendent's Office

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

***Somerset Berkley Regional School District Policy
Regarding Athletic Physicals, Health History and
Participation in School Sports***

1. All student athletes intending to participate in school sports are required to receive an athletic physical with their own physician. **SBRHS will not be offering free physicals before each sports season.** The physical exam will cover the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit. (MIAA Handbook, part 56.1)
2. If a physical by the student's Primary Care Physician is not possible due to health insurance issues or lack of coverage, parents should contact the school nurse to discuss options to obtain a physical.
3. On FamilyID, a parent/guardian is required to input an accurate and up-to-date health history for **each sport** in which a student athlete participates. This provides the school athletic trainer and nurses with the most current information regarding concussions, injuries, or circumstances that may affect a student athlete since their last physical examination and/or sports season. Enrollment in FamilyID indicates parental consent for participation.
4. For contact sports involving bodily impact (Football and Ice Hockey), a urine analysis is required to check for high levels of protein which may be indicative of poor kidney function, dehydration, etc. A student athlete must pass a urinalysis in order to participate in a contact sport. This is not a "drug test." This test should be performed by the examining physician at the time of the athlete's physical. It is the responsibility of football and ice hockey players to request this test at their physical exam.
5. Students **may not** participate in tryouts, practices, or games without a medical clearance from the athletic trainer. **The school nurse and athletic trainer reserve the right to require a specific medical clearance from a specialist (orthopedist, neurologist, cardiologist, etc.) based on the updated health history.**
6. Coaches may be held liable if any student athlete is allowed to participate in tryouts, practices, or games without a medical clearance from the athletic trainer or school nurse.
7. Daily clearance updates will be emailed to the coaches and the Director of Athletics. Any questions should be directed to the athletic trainer.
8. For legal reasons, official paperwork from a physician's office may not be altered or falsified by a student and/or a parent/guardian. This includes but is not limited to dates, signatures or content. Further, students are not allowed to sign or forge where a parent/guardian signature is required. Falsifying a student's medical record is criminal in nature and will not be tolerated. Infractions will affect the student's participation in his/her sport. **NOTE:** *Faxed copies of physical exams or medical clearances **must** be faxed directly from the examining physician's office, **not** by a parent/guardian, in compliance with MA DPH guidelines.*

Approved by Somerset Berkley Regional School Committee July 7, 2014

INOCULATIONS OF STUDENTS

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

Established by law

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

CROSS REF.: JF, School Admissions

COMMUNICABLE DISEASES

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

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

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

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

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

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

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

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

AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME) RESOLUTION

Whereas, there is a great deal of concern in the community about the history, symptoms, and transmissibility of Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC); and

Whereas, misinformation or lack of knowledge regarding the scope of the disease could result in improper decisions about children's attendance at school; and

Whereas, a comprehensive policy on AIDS and ARC has been developed by the Massachusetts Department of Public Health, which has been adopted by the Massachusetts Department of Education as policy; therefore be it

RESOLVED, that the Massachusetts Medical Society strongly recommends at this time that school systems in the Commonwealth appropriately implement an official policy governing school attendance by children and teachers with Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC) using the guidelines currently developed by the Massachusetts Department of Public Health.

**AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME)
SCHOOL ATTENDANCE POLICY***

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus, Human Immunodeficiency virus, (HIV), and receiving medical attention are able to attend regular classes.
 - A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
 - B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.
 - C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
 - D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.
2. The child's personal physician is the primary manager of the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV). Management includes acting as the "gate keeper" for the child's attendance at school in accordance with the policy outlined above.
 - A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school Superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents with an absolute need to know.
 - B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the Superintendent might notify one or more of the following:
 - . Principal
 - . School Nurse
 - . Teacher

*NOT INTENDED FOR DAY CARE

- C. Notification should be by a process that would maximally assist patient confidentiality. Ideally, this process should be direct person to person contact.
 - D. If school authorities believe that a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has evidence of conditions described in #1, then the school authorities can dismiss the child from the class and request authorization from the child's personal physician so that class attendance is within compliance with the school policy.
 - E. If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.
3. Since the child diagnosed as having AIDS or with clinical evidence of infection with the Aids associated virus (HIV) has a somewhat greater risk of encountering infections in the school setting, the child should be excluded from school if there is an out-break of a threatening communicable disease such as chicken pox or measles until he/she is properly treated (possibly with hyper-immune gamma globulin) and/or the outbreak has no longer become a threat to the child.
 4. HIV screening is a blood test for detecting the presence of antibody to the HIV virus. Antibodies are substances produced by white blood cells that help fight infection caused by viruses or bacteria. Testing for HIV antibody is not recommended for any purposes other than to assist the child's personal physicians in a highly selected set of clinical decisions. Results of HIV antibody tests are confidential and should not be reported to schools.
 5. Blood or any other body fluids including vomit and fecal or urinary incontinence in any child should be treated cautiously. It is recommended that gloves be worn when cleaning up any body fluids.
 - A. These spills should be disinfected with bleach (one part bleach to ten parts water), or another disinfectant, by pouring the solution around the perimeter of the spill.
 - B. All disposable materials, including gloves, should be discarded into a plastic bag. The mop should be disinfected with the bleach solution described in 5A.
 - C. Persons involved in the clean-up should wash their hands afterward.
 6. In-service education of appropriate school personnel should ensure that proper medical and current information about AIDS is available.

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district shall, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

SOURCE: MASC March 2016

LEGAL REF.: M.G.L. [71:54B](#)
Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

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

GUIDANCE PROGRAM

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The school district's guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
603 CMR 26.04

GUIDANCE PROGRAM

Guidance Counselors and other personnel shall represent to the students a broad spectrum of education and career opportunities. Race, color, sex, national origin, sexual orientation and religion shall not be considered as limiting factors in career determination.

“Career Day” programs and other occupational information shall include representatives of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials including pictorial representations to be used to recruit students for employment, including training, that contain a preference of individuals of particular race, color, sex, religion, sexual orientation or national origin. Any pictorial representation in such materials, in the aggregate, shall depict members of both sexes and of minority groups.

No material or tests shall be employed for guidance purposes which discriminate and/or limit choices on the bases of race, color, sex, religion, disability, sexual orientation or national origin.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G
603 CMR 26.04

CHARITABLE SOLICITATIONS

Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the School Committee.

Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

CROSS REFS.: GBEBC, Gifts to and Solicitations by Staff
 KHA, Public Solicitations in the Schools
 KHB, Advertising in the Schools

STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

**SOMERSET PUBLIC SCHOOLS/SOMERSET BERKLEY REGIONAL SCHOOL DISTRICT SCHOOL COMMITTEE
POLICY**

MEAL CHARGE POLICY

First Reading SPS: October 20, 2014

Second Reading SPS: November 3, 2014

First Reading SBRSD: October 30, 2014

Second Reading SBRSD: November 20, 2014

Date Approved by

School Committee SPS: November 3, 2014

School Committee SBRSD: November 20, 2014

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

Revised by the Somerset School Committee August 18, 2016

I. PURPOSE/POLICY:

The purpose of this policy is to establish consistent meal account procedures throughout the Somerset Public School and Somerset Berkley Regional School District. (School Districts) Unpaid charges place a financial strain on the food service department. The goals of this policy are:

- To establish a consistent district policy regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students and parent/guardian to the maximum extent possible.
- To establish policies that are age appropriate.
- To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student.

II. SCOPE OF RESPONSIBILITY:

The Food Service Vendor: Responsible for maintaining charge records and notifying the school district of outstanding balances. The Food Service Department is also responsible for notifying the student's parent/guardian of low or outstanding balances.

The School Districts: Responsible for supporting the Food Service Department in collection activities.

The Parent/Guardian: Responsible for immediate payment of balances due.

III. ADMINISTRATION:

1) Free and Reduced Lunch Students:

- a. Free Lunch Status Students will not be allowed to have a negative account balance. Free lunch status allows a child to receive a free meal every day. A la carte items are not part of the USDA program. A la carte items may not be charged at any time if a student's balance would be brought to below zero.
- b. Reduced lunch status allows a child to receive reduced priced meals at a reduced amount determined by the Department of Elementary and Secondary Education, Nutrition, Health & Safety Programs. Reduced Lunch Status Students will be allowed to have a negative account balance up to a maximum of one (1) full price regular meal which will be known as the "account cap." A la carte items may not be charged at any time if a student's balance would be brought to below zero.
 - i. These meals will include a regular meal served on the daily menu.
 - ii. If the student reaches the account cap, the student will be allowed to charge again, however, please refer to section 3 below "Balances Owed" for the collection of these charges.
 - iii. Under no circumstance will a child be denied a meal based on a negative account balance. Parents/Guardians will be responsible for paying these negative balances immediately.

2) All Other Students:

- a. Elementary students: will be allowed to charge up to a maximum dollar equivalent of three regular (3) meals which will be known as the "account cap."
 - i. These meals will include a regular meal served on the daily menu.
 - ii. If the student reaches the account cap, the student will be allowed to charge again, however, please refer to section 3 below "Balances Owed" for the collection of these charges.
 - iii. Under no circumstance will a child be denied a meal based on a negative account balance. Parents/Guardians will be responsible for paying these negative balances immediately. A la carte items may not be charged at any time if a student's balance would be brought to below zero.
- b. Middle School Students: will be allowed to charge up to a maximum dollar equivalent of one regular (1) meal which will be known as the "account cap."
 - i. These meals will include anything on the menu.
 - ii. If the student reaches the account cap, the student will be allowed to charge again, however, please refer to section 3 below "Balances Owed" for the collection of these charges.
 - iii. Under no circumstance will a child be denied a meal based on a negative account balance. Parents/Guardians will be responsible for paying these negative balances immediately.

A la carte items may not be charged at any time if a student's balance would be brought to below zero.

- c. High School Students: will be allowed to charge up to a maximum dollar equivalent of one regular (1) meal which will be known as the "account cap."
 - i. These meals will include anything on the menu.
 - ii. If the student reaches the account cap, the student will be allowed to charge again, however, please refer to section 3 below "Balances Owed" for the collection of these charges.
 - iii. A la carte items may not be charged at any time if a student's balance would be brought to below zero.
 - iv. Once a student reaches a negative account balance of \$20, the Principal, or their designee will contact student's household directly, via phone or email.
 - v. Once a student reaches a negative account balance of \$25, that student will not be allowed to purchase lunch until balance is paid in full unless they have available funds for that days lunch purchase.

3) **Balances Owed:** Balances may be checked at any time by logging into the <https://www.myschoolbucks.com> system or emailing the Food Service Director. All accounts must be settled at the end of a school year. Letters will be sent on the following timetable:

- a. Once a student has reached the "account cap" at the elementary level, the Cafeteria Manager will send weekly letters home with the student indicating their overdue balance.

- b. Once a student has reached the “account cap” at the Middle School and High School, the cashier should remind the student of their negative balance and instruct students to pay their negative balances. The Cafeteria Manager will send or mail weekly letters home with the student indicating their overdue balances.
 - c. If balance owed is over \$10, a letter will be sent home with the student or mailed to the students parent/guardian and will warrant an additional call from the Cafeteria Manager regarding overdue balances. The Cafeteria Manager will keep a log on file for all calls made.
 - d. If balance owed is over \$20, the Principal, or their designee will contact student’s household directly, via phone or email Free and Reduced applications will also be attached to this notification, if necessary. Parents/Guardians will be made aware that they must provide a lunch for their child or complete the Free and Reduced applications.
 - e. If balance owed by student at the high school level is over \$25, the student will be denied the ability to purchase lunch for that day until obligation is paid in full unless they have available funds for that days lunch purchase.
 - i. **Checks Returned for Non-Sufficient Funds (NSF):** When a check is returned to the Treasurer's Office(s) for "NSF," a letter will be sent to inform the parent(s) from the Food Service Director. Payment for the NSF check must be in the form of cash, cashier's check, or money order. Payment must be received within ten (10) days of the date of the letter. Any penalty fee will be made payable to the Town of Somerset or Somerset Berkley Regional School District and sent to the Food Service office. The penalty fee and the amount of the check will be deducted from the child/children's lunch account immediately upon notice from the bank and the above mentioned rules will take effect. Second requests will follow M.G.L. Chapter 93 §40A.
 - ii. **Balances Owed with No Response by Parent/Guardian:** If the payment is not received, the Superintendent or his/her designee may take one or more of the following actions, unless or until prohibited by state law or regulation:
 - 1. Delay the issuance of report cards until obligations are met.
 - 2. Prohibit student participation in senior activities or graduation exercises.
 - 3. Referral to small claims court and/or District Attorney's Office.
- 4) At the first of June the food service program must begin to close the books for the school year. As a result the point of sale system will be blocked from accepting deficit account balances including the account cap limits.
- a. Parents/Guardians will be sent a written request for "Payment in Full." (The deposit requests will be mailed home.)
 - b. All charges not paid before the end of the school year will be charged against the Operating Budget.
 - c. All seniors can review the balance of any remaining money in their lunch account. They can elect to move money into a siblings lunch account or elect to receive a refund. All refund requests must be sent to the food service vendor and then forwarded to the Business Office for payment.
- 5) All school cafeterias possess computerized point of sale/cash register systems that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent upon request. The Food Service Program or the school district's Food Service Management Company shall inform parents that meals can be paid for in advance and the balances maintained in their child's account to minimize the possibility that the child may be without meal money on any given day. If a student is without meal money on a consistent basis, the Business Office will investigate the situation more closely, including contacting the parent/guardian to bring money to the school and/or encouraging the parent to apply for free or reduced price meals.
- a. **Blocks on Accounts:** A parent may call the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or set a dollar cap.
 - b. **Refunds:**

- i. Withdrawn Students: For any student(s) who has withdrawn, a written request for a refund of any money remaining in his/her account must be submitted. An e-mail request is also acceptable.
 - ii. Graduating Students: Students who are graduating at the end of the year will be given a refund. Funds can also be transferred to a sibling's account with a written request.
- c. **Unclaimed Funds**: All refunds must be requested within one year. Unclaimed funds will then become the property of the Somerset/SBRSD School Food Service Program.

NOTE: All funds collected by the Food Service Management Company are the property of the Somerset/SBRSD Schools under the authority of the School Committees. All funds are deposited into a bank account controlled by the Somerset Town Treasurer or SBRSD Treasurer. It is from this fund that the Food Service Management Company is paid for goods and services required to operate the program.

References:

M.G.L. Chapter 71: Section 72. Sale of lunches

M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty

M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for payment

STUDENT RECORDS

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

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

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

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

CROSS REF: KDB, Public's Right to Know

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

- (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 - 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 - 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
 - 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.
- (c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- (e) The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002
603 CMR: Dept. Of Education 23.00 through 23:12
Mass Dept. Of Education publication Student Records; Questions, Answers and
Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

STUDENT PHOTOGRAPHS

The school may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

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

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

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.