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## **SCHOOL DISTRICT LEGAL STATUS**

The legal basis for public education in the district is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Regional school districts are created in accordance with state law and the regional agreement approved by the member towns.

The Somerset Berkley Regional School District exists through an agreement between municipalities under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the Somerset Berkley Regional School district is identified in the Regional Agreement.

LEGAL REFS.:        Constitution of Massachusetts, Part 11, Chapter V, Section 11  
                         M.G.L. 71:1  
                         M.G.L. 71:14B Regional School Districts Formation; Procedure  
                         M.G.L. 71:16 through 17:16

CROSS REF.:        BB, School Committee Legal Status

SOURCE: MASC

*Amended by the Somerset Berkley Regional School Committee October 24, 2023*

## **THE PEOPLE AND THEIR SCHOOL DISTRICT**

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communications with citizens of the communities. The public will be kept informed of the progress and problems of the school district, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the communities in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the students' learning should be in the hands of local citizens as much as possible.

SOURCE: MASC – Updated 2022

*Revised by the Somerset Berkley Regional School Committee on December 19, 2023*

## **NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION**

The Somerset Berkley Regional School Committee and the Somerset School Committee, Somerset Berkley Regional School District and Somerset Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Somerset Berkley Regional School District and the Somerset Public Schools.

Somerset Berkley Regional School District and Somerset Public Schools do not exclude from participation, deny the benefits of Somerset Berkley Regional District and Somerset Public Schools from or otherwise discriminate against, individuals on the basis of race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Somerset Berkley Regional School District and the Somerset Public Schools require all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of

forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles

LEGAL REFS: Title VI, Civil Rights Act of 1964  
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  
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972  
Rehabilitation Act of 1973  
Education for All Handicapped Children Act of 1975  
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)  
M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)  
Acts of 2022, Chapter 117  
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability  
[ACAB](#), Sexual Harassment  
[GBA](#), Equal Employment Opportunity  
[IJ](#), Instructional Materials  
[JB](#), Equal Educational Opportunities

SOURCE: MASC August 2022

*Amended by the Somerset Berkley Regional School Committee October 19, 2022*  
*Amended by the Somerset Berkley Regional School Committee October 24, 2023*

## **NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION**

Somerset Berkley Regional School District and Somerset Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, Somerset Berkley Regional School District and Somerset Public Schools will act promptly to eliminate the conduct and will impose developmentally-appropriate disciplinary, restorative, and/or corrective action.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

### **Definitions**

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of Somerset Berkley Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Somerset Berkley Regional School District and the Somerset Public Schools Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

### Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Somerset Berkley Regional School District and Somerset Public Schools, and can be reached at:

Megan Ashton, Director of Special Education  
580 Whetstone Hill Road, Somerset, MA 02726  
508.324.3100, extension 2

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Somerset Berkley Regional School District and the Somerset Public Schools. In addition, the Special Education Director is the District 504 Coordinator, and can be reached at:

Megan Ashton, Director of Special Education  
580 Whetstone Hill Road, Somerset, MA 02726  
508.324.3100. extension 2

Inquiries concerning the Somerset Berkley Regional School District and Somerset Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Human Resources Coordinator. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: [www.ed.gov/ocr](http://www.ed.gov/ocr)

(\*race to include traits historically associated with race, including, but not limited to hair texture, hair type, hair length and protective hairstyles)

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

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

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX,  
Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of  
America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Acts of 2022, Chapter 117

<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

[Title IX Sexual Harassment Grievance Procedure](#)

[Civil Rights Grievance Procedure](#)

SOURCE: MASC August 2022

***Amended by the Somerset Berkley Regional School Committee October 19, 2022***

***Amended by the Somerset Berkley Regional School Committee October 24, 2023***



## **NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex, sexual orientation or gender identity in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SOURCE: MASC Updated 2022

LEGAL REFS: Title IX of the Education Amendments of 1972  
45 CFR, Part 86, (Federal Register, 6/4/75)  
M.G.L 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation - <https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity>

CROSS REFS.: AC, Nondiscrimination Policy Including Harassment and Retaliation

*Adopted by the Somerset Berkley Regional School Committee September 27, 2012*  
*Amended by the Somerset Berkley Regional School Committee October 23, 2024*

## **SEXUAL HARASSMENT**

The Somerset Berkley Regional School Committee, Somerset School Committee, Somerset Berkley Regional School District and Somerset Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Somerset Berkley Regional School District and the Somerset Public Schools.

**Sexual harassment** is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, [Section 51 A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;

- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

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

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

### **NOTICE OF SEXUAL HARASSMENT**

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

### **DUE PROCESS PROTECTIONS**

Due process protections include the following:

- 1) 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional, but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint. . **The preponderance of the evidence shall be the standard of evidence applied for all conduct code violations whether or not the allegations involve sexual harassment but carry the same maximum disciplinary sanctions, including but not limited to conduct violations arising under policies ACAB (Harassment), JIC (Student Conduct), JICFB (Bullying Prevention) and JK (Student Discipline).**

A district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative

dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Somerset Public Schools and Somerset Berkley Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Somerset Public Schools and Somerset Berkley Regional School District. In addition, the Special Education Director is the District 504 Coordinator, and can be reached at:

Megan Ashton, Director of Special Education  
580 Whetstone Hill Road, Somerset, MA 02726  
508.324.3100 extension 2

Complaints should be directed to the Human Resources Coordinator.  
Jessie-Ann Welch  
580 Whetstone Hill Road, Somerset, MA 02726  
508.321.3100 extension 3211

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601  
Boston, MA 02108.  
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)  
5 Post Office Square, 8th Floor  
Boston, MA 02109.  
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,  
John F. Kennedy Bldg.  
475 Government Center  
Boston, MA 02203.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

SOURCE: MASC December 2021

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

## **NONDISCRIMINATION ON THE BASIS OF DISABILITY**

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

### Definition

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

### Reasonable Modification

The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

### Communications

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

### Auxiliary Aids and Services

"Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

### Limits of Required Modification

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

### Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the projections against discrimination assured them by the ADA.

### Compliance Coordinator

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in school community. Accordingly, employees of the school district will comply with the above requirements the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended  
Education for All Disabled Children Act of 1975  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)  
Title II, Americans with Disabilities Act of 1992, as amended  
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: IGB, Special Instructional Programs and Accommodations

SOURCE: MASC

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



## ***Somerset Berkley Regional School District VISION STATEMENT***

*Somerset Berkley Regional High School will provide a safe, supportive, and rigorous learning environment that fosters a culture of inclusion, innovation and continuous improvement in which all key stakeholders, including students, staff, faculty, administrators and volunteers, are challenged to achieve their full potential and individual goals; encouraged to be innovative problem solvers and effective communicators; instructed to be purposeful and responsible users of technology, and inspired to become positive and caring contributors to the local community and global society.*

**The Somerset Berkley Regional High School Vision of the Graduate is a culmination of skills and attributes that each individual RAIDER will possess upon graduation.**

**SBRHS Raiders are:**

**Resilient  
Academic  
Independent  
Digital-citizens  
Empathetic  
Respectful**

### **Resilient**

Students will use healthy coping skills to persevere through challenges, adapt to changes, and manage time effectively.

### **Academic**

Students will be critical thinkers and problem solvers displaying academic, financial and technological literacy.

### **Independent**

Students will be confident, motivated, and will self-advocate.

### **Digital-citizens**

Students will be technologically proficient and display ethical digital awareness.

### **Empathetic**

Students will display empathy, kindness, and inclusiveness.

### **Respectful**

Students will be effective communicators who demonstrate global and cultural awareness.

***Revised by the Somerset Berkley Regional School Committee on December 19, 2023***

## **ACADEMIC ACHIEVEMENT**

The Somerset Berkley Regional School Committee values academic achievement for students as the district's highest goal. The Committee expects the school staff to maintain as their primary focus that of academic achievement. Furthermore, in the expenditure of all resources, the prioritization decision will favor academic achievement.

## **TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC Updated 2022

LEGAL REF: M.G.L. 71:37H; 270:6

CROSS REFS: GBED, Tobacco use on School Property by Staff Members Prohibited  
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

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

*Amended by the Somerset Berkley Regional School Committee October 24, 2023*

## **BACKGROUND CHECKS**

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI and SORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) and Sex Offender Record Information (SORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed

### **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose,

including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

### **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

### **Determining Suitability**

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results;

and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

### **Relying on Previous Suitability Determination**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

### **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI;  
and

Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter [151B, S. 4](#), (9, 9 ½).

Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **C.O.R.I. AND S.O.R.I. REQUIREMENTS**

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) and Sex Offender Registry Information (SORI) from the Department of Criminal Justice Information Services (DCJIS) and the Department of Justice Sex Offender Registry Board (SORB) of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal and Sex Offender Record Information from the DCJIS and SORB on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information and Sex Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "Direct and unmonitored contact with children' means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. " Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI and SORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI and/or SORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI and SORI are not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI and SORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI and SORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI and/or SORI material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information and Sex Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal and/or Sex Offender Record Information.



Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal and/or sex offender background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. [6:167](#)-178C-P; [15D:7](#)-8; [71:38R](#), [151B](#), [276:100A](#)

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR [51.00](#)

803 CMR 1

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

[FBI Criminal Justice Information Services Security Policy](#)

[Procedure for correcting a criminal record](#)

[FAQ - Background Checks](#)

SOURCE: MASC – Reviewed 2022

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

*Revised by the Somerset Berkley Regional School Committee September 19, 2023*

File: ADDA-R

It shall be the policy of Somerset Berkley Regional School District to obtain all available Criminal Offender Record Information (C.O.R.I) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the Criminal History Systems Board ( C H S B ) on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, “‘Direct and unmonitored contact with children’ means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principal or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

Where CORI and other criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

## CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the Department of Criminal Justice Information Services (DCJIS), state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours' notice that a new CORI check will be conducted.

## ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

## CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

## USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

## VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

#### INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

#### DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

#### ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

*Adopted by the Somerset Berkley Regional School Committee September 24, 2014*

**C.O.R.I. REQUIREMENTS****Employers may ask the following series of questions:**

1. Have you been convicted of a felony? Yes or no?
2. Have you been convicted of a misdemeanor within the past five years (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
3. Have you completed a period of incarceration within the past five years for any misdemeanor (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
4. If the answer to question number 3 above is “yes” please state whether you were convicted more than five years ago for any offense (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?

Some employers are authorized to request, receive, view and/or hold criminal offender record information pursuant to state or federal law.

Any inquiry into the criminal record of an applicant must also contain language pursuant to M.G.L. c. 276, § 100A.

**It is unlawful for an employer to make any inquiry of an applicant or employee regarding:**

1. An arrest, detention or disposition regarding any violation of law in which no conviction resulted.
2. First convictions for the misdemeanors of drunkenness, simple assault, speeding, minor traffic violations, affrays or disturbance of the peace. For the purposes of 804 CMR 3.02 minor traffic violations include any moving traffic violation other than reckless driving, driving to endanger and motor vehicle homicide.
3. Any conviction of a misdemeanor where the date of the conviction or the completion of any period of incarceration resulting therefrom, which ever date is later, occurred five or more years prior to the date of such inquiry, unless such person has been convicted of any offense within five years immediately preceding the date of the inquiry.

No person shall be held under any provision of any law to be guilty of perjury or of otherwise giving false statement by reason of his failure to recite or acknowledge such information as he has a right to withhold by 804 CMR 3.02.

## **Somerset Public Schools & Somerset Berkley Regional School District Wellness Policy**

### Background

#### Policy

- A. Wellness Councils
- B. Cultural Proficiency
- C. School Food & Nutrition Promotion
- D. Comprehensive Physical Activity & Physical Education
- E. Comprehensive Health Education
- F. Healthy School Environment
- G. Safe & SEL Supportive Schools
- H. Health Services
- I. Staff Wellness

### **Background**

Understanding that physical and mental health, emotional well-being, and positive development are inextricably linked with academic success, Somerset and Somerset Berkley Regional School Districts have worked to transform the districts' capacity to meet the health needs of the Somerset and Somerset Berkley communities. Improving overall student health is a key factor in reaching the ambitious academic targets set forth in our Strategic Plan. Beyond the academic imperative however, school, civic and community leaders have a responsibility to help Somerset and Berkley's children overcome health barriers that may prevent them from successfully meeting the challenges of reaching adulthood and assuming their roles as the eventual leaders and stewards of our community. Our Vision of the Graduate challenges us to develop young people who are more than scholars. It calls for graduates who are healthy in both mind and body, prepared to make wise choices to ensure their own physical, mental, and emotional well-being.

To create a healthy school environment where the healthy choice is the easy choice, we have developed this policy regarding wellness initiatives in SPS and SBR. This policy will take effect August 30, 2021.

### **Policy**

Somerset Public School District (SPS) and Somerset Berkley Regional School District (SBR) aim to actively promote the social, emotional and physical health and wellness of all students to advance both their healthy development and readiness to learn. Student and staff wellness is a core value of both school districts. SPS and SBR strive to be one of the healthiest school districts in the country. SPS and SBR will ensure that the healthy choice is the easy choice and that students learn the skills and knowledge needed to make those choices. SPS and SBR are committed to implementing a [Whole School Whole Community Whole Child \(WSCC\)](#) approach to wellness, as recommended by the Centers for Disease Control and Prevention (CDC) and ASCD (Association of Supervisors and Curriculum Development). As a part of this approach, SPS and SBR will meet the health and wellness needs of all students through prevention, intervention and intensive response. As a result, all SPS and SBR students will be challenged, supported, engaged, safe and healthy.

The District Wellness Policy is intended to link new and existing wellness-related policies and convey a framework

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for creating safe, healthy and welcoming school environments. SPS and SBR shall take a comprehensive approach to reviewing and incorporating changes in policy, curriculum, and operating procedures to promote healthy lifestyles and sustainable wellness practices for all students and staff. The work of implementing this policy relies on the work and collaboration of instructional, operational, clinical and administrative staff at schools and central office. SPS and SBR shall develop the capacity of schools to implement the policy and improve the quality and equity of programs, services, and supports. This policy is inclusive of all students, staff, and families.

#### **A. District Wellness Council**

The Somerset Public School District and the Somerset Berkley Regional School District shall maintain a District Wellness Council. [The Superintendent shall appoint members, including a District Wellness Council Chairperson\(s\) to serve as a liaison between the District Wellness Council and the Superintendent, and ensure the active functioning of the Council.](#) This advisory group will develop, recommend, review and advise on implementation of school district policies that address student and staff wellness. The District Wellness Policy shall be reviewed once yearly by the District Wellness Council and considered for updates based on regulations, research-based best practices, input from schools and the community, and model school wellness policies. The District Wellness Council shall seek ongoing feedback from SPS and SBR community stakeholders. Additionally, the District Wellness Council will develop an annual Wellness Action Plan with SMART goals for the coming school year.

The District Wellness Council will be comprised of District Wellness Council (DWC) Working Groups to include the various portions of the District Wellness Policy and the District Wellness Plan including, but not limited to:

- Cultural Proficiency
- School Food and Nutrition Promotion
- Comprehensive Physical Activity and Physical Education
- Comprehensive Health Education
- Healthy School Environment
- SEL Safe & Supportive Schools
- Health Services
- Staff Wellness

The District Wellness Council and DWC Working Groups [shall include at a minimum representatives from a wide range of school health and health-related disciplines, including school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, and the school committee. Appointees to the maximum extent possible shall reflect the cultural, linguistic and ethnic composition of the community. To the extent feasible, appointees shall include representatives of local boards of health, school physicians and local health care providers, such as hospitals and primary care providers.](#) The District Wellness Council will implement a plan for involving and engaging all of these stakeholders. The District Wellness Council shall meet at least four times a year. Committee reports, as well as minutes of the meetings, including the names of attendees, shall be maintained and shall be provided to the Department of Public Health or the Department of Elementary and Secondary Education upon request.

#### *1.) Stakeholder Participation in the District Wellness Council & DWC Working Groups / Informing and Updating the Public*

The Districts will develop a district-level communication strategy and communication guidance for schools to increase awareness of the policy and its importance for creating a safe, healthy, and welcoming school.

- a. The following are responsibilities for informing stakeholders about the policy:
  1. SPS and SBR will post the District Wellness Policy on the SPS and SBR websites.
  2. Schools will share a link to the District Wellness Policy on their school's website.
  3. SPS and SBR shall notify families and the public via a School Committee Meeting about the content of the District Wellness Plan and any updates to the District Wellness Policy on an annual basis.

4. SPS and SBR will ensure that the District Wellness Policy and any public announcement related to the policy are available in the languages that represent the school community.
- b. The following are responsibilities for informing stakeholders about the District Wellness Council and DWC Working Groups.
1. SPS and SBR will make available to the public and school community, on the SPS and SBR websites members of the District Wellness Council and DWC Working Groups.
  2. SPS and SBR will post the District Wellness Action Plan SMART Goals on the SPS and SBR websites each school year.
  3. SPS and SBR will provide an annual update to School Committees, families and the public via a School Committee Meeting about each DWC Working Group's progress toward the District Wellness Action Plan SMART Goals.
- c. The following are responsibilities for engaging stakeholders:
1. The District Wellness Council will encourage diverse membership on councils and working groups, attendance at meetings, and participation of all SPS and SBR stakeholders by connecting with School Council, Student Council, PTOs, and School Committees.
  2. SPS and SBR will share information on the District website about how the public can get involved with the District Wellness Council and DWC Working Groups.
  3. SPS and SBR will develop methods to educate students about wellness policies and ways they can be involved in the District Wellness Council when developmentally appropriate.

## 2.) Monitoring, Assessment and Reporting

The Somerset Public Schools and Somerset Berkley Regional School District Wellness Council Working Groups will monitor progress toward meeting annual SMART Goals. The District Wellness Council Chairperson will provide an annual update to School Committees, families and the public via a School Committee Meeting about each DWC Working Group's progress toward the District Wellness Action Plan SMART Goals.

## 3.) Wellness Policy Leadership

School principals are responsible for ensuring their school complies with the Wellness Policy. At the district level, the Superintendent or his designees are responsible for overseeing monitoring, reporting, and communication of the SPS and SBR Wellness Policy and responsible for supporting implementation and monitoring of specific components of the policy.

Reference-STANDARDS FOR SCHOOL WELLNESS ADVISORY COMMITTEES: <https://www.mass.gov/doc/105-cmr-215-standards-for-school-wellness-committees/download>

## **B. Cultural Proficiency**

Somerset Public School District and Somerset Berkley Regional School District are committed to creating culturally proficient districts that embraces at its fundamental core the culturally sustaining and affirming beliefs and practices that honor differences, while mitigating the effects of concentrated poverty and institutional racism, in the effort to eliminate gaps and promote health and wellness for all. The districts are committed to providing authentic learning opportunities for every child in every classroom in every school to ensure they develop into healthy, engaged, self-determined, and independent learners that are college and career ready. Cultural Proficiency is an approach that raises awareness of individual and institutional culture and bias, encourages cultural learning and relationship building in order to respect, celebrate and build on cultural strengths and diversity. Cultural diversity includes but is not limited to group and/or individual identities based on race, ethnicity, nationality, immigration status, religion, language, gender, sexual orientation, gender identity, ability, social class,

*Somerset Berkley Regional School District*



and home life or family structure. Cultural Proficiency should be integrated into the implementation of other areas of the District Wellness Policy, and is called out here to establish specific actions to be taken by the districts and the schools.

The districts will support the development of staff and administrators' competencies to build cultural proficiency in classrooms, schools, and school & district leadership. Schools shall collectively assess their organizational structure, policies and school-wide practices for bias(es) as well as examine their physical environment, classroom curricula, instructional materials and wellness promotions. Schools will use this assessment to inform their annual District Wellness Action Plan. The District and the schools shall include student, family and community participation in decision-making bodies and create structures for feedback from students, families and communities and increased engagement of all families in wellness-related policies and committees. This includes recognizing specific barriers faced by families of English Learners and English Learners with disabilities by targeting outreach to these groups and using the Translation and Interpretation Unit to translate family-focused communications and to provide interpretation as requested during meetings. The work of creating culturally proficient districts requires the participation of schools, departments, and employees across the District and requires engagement in interdepartmental collaboration.

### **C. School Food & Nutrition Promotion**

#### **1. Nutrition Education**

The Food Services Department (FSD) will teach, model, encourage, and support healthy eating for all students as well as a variety of health topics that are most relevant to our SPS and SBRHS students. The district will provide nutrition education and engage in nutritional promotion which is aligned to the national and state standards for students at all levels. This will be done by:

- a. Providing knowledge and skills to students necessary to promote and protect their health.
- b. Providing enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities such as cooking demonstrations, taste testing, farm visits, school gardens; Farm to School programs, and nutrition related community services.
- c. SPS and SBRHS food service program will encourage and support healthy eating choices for all students by providing education on food served by consistent nutrition messages throughout the district.
- d. Adequate and ongoing professional development training for all food service staff each year.

#### **2. Nutrition Guidelines for Schools Meals**

- a. SPS / SBRHS school meal programs shall comply with all federal, state and local requirements and are accessible to all students. All schools within the districts participate in the USDA child nutrition programs including National School Lunch Program (NSLP), Seamless Summer Option (SSO) and School Breakfast Program (SBP). Our school meal programs aim to improve the health of school children, combat childhood obesity and model healthy eating, while accommodating cultural food preferences and special dietary needs.
- b. Food Safety and Security Guidelines shall be adhered to for all foods served in schools. All school nutrition program directors, managers and staff will meet or exceed hiring and annual training requirements per USDA professional standards for child nutrition professionals.
- c. Encourage students to participate in breakfast, lunch, and afterschool meals programs and avoid stigmatizing children who participate.
- d. Provide food with "clean" labels that are free of unwanted ingredients including, trans fats, high fructose corn syrup, artificial colors, artificial sweeteners, additives, and artificial preservatives.
- e. The Child Nutrition Program school meals program, an essential educational support activity, shall aim to be financially self-supporting.

- f. Water: To promote hydration, free, portable water will be made available (water fountains) to all students throughout the school day and throughout every school. The district will make drinking water available where school meals are served during mealtimes.

### 3. Nutrition Standards for Competitive Foods

The district is committed to ensuring that all food and beverages available to students in schools, during the school day, and extended school day, support and encourage healthy eating. Food and beverages sold outside of school meal programs, shall meet or exceed USDA Smart Snack and Massachusetts School Nutrition Standards for Competitive Foods and Beverages.

### 4. Celebrations and Rewards During the School Day

Using food as a reward or as an incentive is prohibited, unless a student's IEP specifically indicates using food as a part of a behavior modification protocol. Due to the increasing number of students with life-threatening food allergies, staff and students will not share foods. Schools should not celebrate individual birthday celebrations with food. The use of non-food celebrations/recognitions for birthdays is permitted. For other classroom celebrations, parents are prohibited from sending snacks to be shared by the entire classroom.

### 6. Food and Beverage Marketing in Schools

The School District is committed to providing a healthy school environment, which provides the opportunity for students to learn how to make informed choices about nutrition, health and physical activity. Any foods and beverages marketed or promoted to students in schools during the school day will also meet or exceed USDA Smart Snacks and Massachusetts School Nutrition Standards for Competitive Foods and Beverages. Food and beverage marketing is defined as advertising and other promotions in schools. This can include forms of communication such as oral, written, or graphic statements, all of which promote the sale of food or beverage products made by a producer, manufacturer, seller or other entity with a commercial interest in the product.

### 7. Food Safety

- a. Ensure kitchen facilities (both prep and satellite locations) are inspected twice a year by the Inspectional Services Division (Local- Health Department).
- b. FSD will implement a Hazard Analysis and Control Points Plan that provides regulations in following safety procedures for food recalls, emergency preparedness to avoid foodborne illnesses, and the spread of infectious diseases.
- c. Ensure all lead employees are allergy awareness certified and Serve Safe Certified
- d.

## **D. Comprehensive Physical Activity and Physical Education**

Somerset Public Schools and Somerset Berkley Regional School District are committed to a district-wide, strategic effort to increase all students' physical activity and fitness by bringing more physical education and physical activity to schools; improving the quality of physical education and recess, and increasing the equity of physical activity programs and resources across our schools. Activities will be inclusive to meet the needs, interests, abilities and cultural diversity of all students, including students of all gender identities, students with disabilities, and students with special healthcare needs.

Numerous studies indicate that regularly engaging in moderate-to-vigorous exercise contributes to overall physical and mental health and that nurturing an exercise habit among children lays the foundation for lifelong fitness. Research also shows that increased physical activity increases children's cognitive function, ability to concentrate in class, and academic performance. Thus, as a part of a strategic effort to improve academic performance, SPS

and SBR recognize and promote the benefits of a [Comprehensive Physical Activity Program](#), where quality physical education is the cornerstone and additional physical activity is integrated throughout the school day, into before and after school programs, staff wellness and family engagement activities.

SPS and SBR are committed to a strong athletics program that offers a variety of programs and is accessible to all students. Athletics participation can contribute to student fitness, wellness, character development and a lifelong commitment to a physically active lifestyle. Research shows that healthy children are better learners and connected students are more likely to stay in school. In this way, athletics contributes to the academic success of students. Additionally, by establishing a safe, supportive and engaging school environment, athletic programs encourage school connectedness and create a climate where healthy competition and support fill the school with spirit and a sense of community.

In accordance with state law, all schools must provide all students in all grades with opportunities for physical activity. Schools must offer at least 120 minutes of in-school physical activity weekly in grades PreK-5, including required physical education, movement breaks, recess, or lessons involving movement structured to support moderate-to-vigorous physical activity. In grades PreK-5, students are expected to have at least 15 minutes of daily recess.

All schools must offer standards-based physical education (PE) for all students in all grades. Schools are required to offer at least 45 minutes of weekly PE in grades PreK-6 and at least one semester (equivalent of a half school year) of PE each year in grades 9-12. We recommend that schools provide an average of 80 minutes of weekly PE in grades 6-8.

Extended day programs and out of school time, which includes before and after school programs, are expected to offer an array of physical activity opportunities to ensure all students are able to participate. Schools shall offer opportunities for students to participate in physical activity before and/or after the school day, including extended day time, through a variety of methods including physical activity clubs, physical activity in before/after school programs, intramurals and interscholastic sports.

Reference: <https://www.shapeamerica.org/cspap/what.aspx>

## **E. Comprehensive Health Education**

Somerset Public Schools and Somerset Berkley Regional School District provide comprehensive Pre-K through grade 12 health education that is medically accurate, age and developmentally appropriate, culturally and linguistically sustaining, and implemented in a safe and supportive learning environment where all students feel valued. All schools must take a skills-based approach to teach comprehensive health education addressing a variety of topics, such as tobacco, vaping, alcohol, and drug abuse, healthy eating and nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is [LGBTQIA](#) inclusive. Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curricula will align with the Massachusetts Comprehensive Health Curriculum Framework and National Health Education Standards, as well as the National Sexuality Education Standards. Qualified and trained teachers will implement the curricula.

All schools will follow relevant promotion and graduation requirements that include: Health education that includes at minimum the Healthy and Safe Body Unit in elementary school; two semesters of health education in grades 6 to 8 taught by a licensed health education teacher; and a one semester course of health education in total in grades 9 to 12 taught by a licensed health education teacher. In addition to these course requirements, health education topics will be integrated into other subject areas where possible, so as to reinforce their importance, provide additional skill practice, and demonstrate the connections of health concepts to many other content areas.

## **F. Healthy School Environment**

Somerset Public School District and Somerset Berkley Regional School District recognize that healthy physical environments are critical to the prevention of asthma and other chronic and infectious diseases that impact learning. SPS and SBR are committed to providing high-performing school buildings and grounds that are clean, in good repair, have healthy indoor air quality and water quality, sanitary and accessible bathrooms, and use resources efficiently. SPS and SBR strive to provide adequate facilities for physical activity that are accessible and culturally-inclusive learning environments that positively impact productivity, health, and wellness of all students and staff. To address environmental risk factors for chronic and infectious disease, each school will receive an annual building inspection to evaluate health and safety conditions such as leaks, mold, pests, chemical storage and cleanliness. The Superintendent will convene the District Health & Safety Committee as needed to promote and raise awareness of the health of the building environment and to recommend environmental guidelines and programs to ensure continuous improvement. District departments and all schools shall comply with existing federal and state regulations, town ordinances and District policies related to promoting and managing healthy school environments, including but not limited to:

- Green Cleaners
- Integrated Pest Management
- Trash and Recycling
- Infection Prevention & Control
- Tobacco Free Environmental Policy
- Environmental Inspection/Audit
- Student Safety/Health in School Shops
- Consult with the Somerset Water Department for monitoring and regular reporting
- Laboratories and Chemical Inventory “Right to Know” Law
- Idling of buses and other motor vehicles on school property

Schools shall regularly assess the quality and quantity of SPS and SBR facilities including, but not limited to areas for bus/parent-pickup and traffic flow, physical activity, physical education, and schoolyards, and report maintenance needs for these facilities.

## **G. Safe and SEL Supportive Schools**

Somerset Public School District and Somerset Berkley Regional School District shall create and maintain a safe and supportive school environment for all students that is culturally proficient, engaging, equitable, and inclusive providing skills-based education to promote healthy relationships and social emotions development as well as support services. Prevention, promotion and intervention-based work will address and integrate social emotional health and behavioral health. SPS and SBR will continue to foster a variety of integrated community partnerships to maximize support to students, families and schools. Partnerships in this area include allied city and state agencies, universities, hospitals and other community based organizations. Schools will better meet the needs of students by creating safe and inclusive climates that are responsive to all forms of bullying and violence including bias-based conduct, suicide, intimate partner violence, sexual harassment, and assault. We will continue screening and promotion efforts, including mental health and substance use screening tools. Special attention will be given to vulnerable student populations, including but not limited to LGBTQIA students, immigrant students, students with disabilities, ELL students and ELL students with disabilities, expectant and parenting students, court-involved students, students experiencing homelessness, and students experiencing trauma. These efforts will create a safe and supportive learning environment that optimizes academic outcomes for all students. Implementation of these efforts requires school psychologists, social workers, school adjustment counselors, building-level administrators, guidance counselors, school nurses, community partners, trained classroom teachers, and support staff working together on an effective student support team. SPS and SBR shall develop and implement a plan for K-12 SEL standards.

SPS and SBR shall put in place systems that align to the district-accepted Multi-tiered System of Supports (MTSS) framework to ensure that all students have access to key resources and services in a safe and supportive environment. Schools shall adopt a MTSS Framework to support the development of a continuum of behavioral health supports and interventions falling across three tiers: *Tier 1*: Prevention and promotion, *Tier 2*: At-risk interventions and services and *Tier 3*: Intensive interventions and services. Embedded into MTSS is the use of positive behavioral interventions and supports as well as social emotional learning instruction designed to create safe and supportive school climates and build the skills of staff and students. The Comprehensive Behavioral Health Model (CBHM) is an example of an evidence-based MTSS-Behavioral framework designed to meet the behavioral health needs of students and includes evidence-based practices interventions and data to determine effectiveness. CBHM is used in SPS and SBR schools and will be made available to all schools. CBHM has been proven to promote positive behavioral health and reduce barriers to learning for students in participating schools. MTSS framework, including CBHM, incorporates the following key elements:

- Assessment including universal social emotional and behavioral health screening (i.e. DESSA, Ruler Program, etc.)
- Instruction including social emotional learning curriculum and delivery of services (i.e. Responsive Classroom)
- Data-based decision making
- Building staff leadership and capacity (i.e. DESSA Assessment Training, Responsive Classroom Training, Mental Health First Aid Training, etc.)
- Effective district and school structures and procedures (e.g. student support teams MTSS, support services, Mental Health First Aid Training, etc.)

In addition, schools shall follow all SPS and SBR policies that address specific areas of school safety and climate including the Code of Conduct and other related policies such as those related to crisis management, sexual harassment, discrimination, and assault.

## **H. Health Services**

Somerset Public School District's and Somerset Berkley Regional School District's Health Services support students to be healthy, engaged, safe, and academically challenged by providing high quality, cost-effective in-school health care. SPS and SBR nurses are responsible for evaluating and managing the health needs of all students. That includes the following:

- Case management students with special health needs, including chronic or acute illnesses
- Monitoring and administering medications and medical procedures as prescribed by a student's primary care provider or medical specialist
- Providing first aid and emergency care
- Screening students for height, weight, Body Mass Index, vision, hearing, scoliosis, substance use (screening, brief intervention and referral to treatment)
- Managing student medical records and immunization records
- Managing the control of communicable diseases
- Coordinating safety protocols for students with food allergies (seating)
- Working with other school-based groups to provide safe and healthy environments

In addition, school nurses engage in one-on-one education, small group health counseling, wellness promotion, and preventive services as part of the provision of care coordination services. SPS and SBR school nurses ensure access and/or referrals to the medical home or private health care provider. Where lawful, SPS and SBR encourage positive communication and involvement with family regarding health services. Health Services actively collaborates with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions, adverse childhood experiences (ACE) and other social, emotional and economic determinants of health. SPS and SBR Health Services are committed to building partnerships with city agencies, medical providers, and community partners to leverage additional resources and health services.

***Somerset Berkley Regional School District***

## **I. Staff Wellness**

Somerset Public School District and Somerset Berkley Regional School District care about the well-being of staff members and understand the influence that staff actions have on all student health behaviors. All staff shall promote a school environment supportive of healthy behaviors. Adults are encouraged to model healthy behaviors, especially on school property and at school-sponsored meetings and events. SPS and SBR are encouraged to support staff wellness initiatives.

The Staff Wellness Working Group will meet regularly to establish ongoing health and wellness opportunities for staff throughout both districts using research-based practices based on.

Physical activities may include, but are not limited to:

- Group Fitness before or after school (Yoga, Boot Camp, Walking Group, Running Group, Cycling Group, Martial Arts, Pilates, Greater Fall River Fitness Challenge, etc.)
- Healthy weight management groups (i.e. Weight Watchers, Biggest Loser competition, weight loss plan book club, etc.)
- Group Meditation before or after school
- Weekly pickup games (basketball, volleyball, ultimate frisbee, etc.)

The Staff Wellness Working Group will work collaboratively with the SPS and SBR Human Resources Coordinator to share additional employee benefits that will support the physical and social-emotional health of our staff including, but not limited to:

- Fitness membership benefit
- Employee Assistance Program (EAP)
- Health Insurance benefits included in plans
- [Greater Fall River Partners for a Healthier Community](#)

***Amended by the Somerset Berkley Regional School Committee August 25, 2021***  
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## **COMMITMENT TO ACCOMPLISHMENT**

The School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the district, the School Committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the district.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the district.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a contribution to the goals of the district.

Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.