

Berkley Public Schools

HEALTH EDUCATION

Policy #5030

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

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

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education. When the budget permits, health education will be taught as a separate academic discipline in grades 5 through 8 and some units in grades 3 & 4.

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

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

SOURCE: MASC October 2016

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

Adopted: December 4, 2018

Berkley Public Schools

ANIMALS IN SCHOOL

Policy #5040

No animal shall be brought to school without prior permission of the building Principal. The Berkley Public School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

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

Educational Program

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

Student Health

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

Animals Prohibited from School

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

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

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

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

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

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

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

Service Animals (Guide or Assistance Dogs)

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

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

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

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

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

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the

school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

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

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

SOURCE: MASC February 2011

Adopted: April 11, 2011

Reviewed: Nov. 4, 2013

Reviewed: Jan. 24, 2019

Berkley Public Schools

EDUCATION FOR CITIZENSHIP

Policy #5050

- 5050.1 The department (of education) is charged with responsibility for leadership in the cooperative study and fuller use, in the public schools and teachers colleges of the Commonwealth, of teaching materials and methods, student activities, and administrative and supervisory procedures directed toward more effective preparation for the duties of American citizenship.¹
- 5050.2 In all public elementary and high schools, American history and civics, including the Constitution of the United States, the Declaration of Independence and the Bill of Rights, and in all public high schools the Constitution of the Commonwealth and local history and government shall be taught as required subjects for the purpose of promoting civic services and a greater knowledge thereof, and of fitting the pupils, morally and intellectually, for the duties of citizenship.²

¹ Chapter 69, Section 10A

² Chapter 71, Section 2

Berkley Public Schools

DISPLAY AND PLEDGE TO FLAG

Policy #5060

- 5060.1 A United States flag shall be displayed, consistent with state law, weather permitting, on the school building or grounds on every school day and on every legal holiday or day proclaimed by the governor or the President of the United States for special observance; provided, that on stormy school days, it shall be displayed in each assembly hall or other room in each such schoolhouse where the opening exercises on each school day are held.
- 5060.2 The Pledge of Allegiance will be recited daily in each classroom.

Adopted: May 8, 1973
Amended: April 14, 2003
Reviewed: Sept. 6, 2007
Reviewed: Nov. 4, 2013

Berkley Public Schools

OBSERVANCES AND CEREMONIES

Policy #5070

1. At the commencement of the first class each day in all grades in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for meditation, and during any such period silence shall be maintained and no activities engaged in.¹
2. Whoever plays, sings, or renders the Star Spangled Banner in any public place, theater, motion picture hall, restaurant or cafe, or at any public entertainment, other than as a whole and separate composition or number, with embellishment or addition in the way of national or other melodies, or whoever plays, sings, or renders the Star Spangled Banner, or any part thereof, as dance music, as an exit march, or as a part of a medley of any kind, shall be punished by a fine of not more than one hundred dollars.²
3. In all public schools the last regular session, or a portion thereof, prior to Memorial Day, shall be devoted to patriotic exercises.³
4. In every public school building within the Commonwealth, there may be placed in a conspicuous location a suitable plaque which shall contain the words "For God and Country." Such plaques may be donated by veterans or civic organizations or individuals.⁴

References:

¹ General Laws, Chapter 71, Section 1A

² General Laws, Chapter 264, Section 9

³ General Laws, Chapter 71, Section 32

⁴ General Laws, Chapter 71, Section 69A

Adopted: May 8, 1973

Amended: Jan. 27, 1997

Reviewed: Oct. 4, 2007

Reviewed: Feb. 4, 2014

Berkley Public Schools

ENGLISH LANGUAGE LEARNERS

Policy #5080

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 8 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

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

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

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with federal law.

SOURCE: MASC October 2016

LEGAL REFS.: P.L. 114-95 Every Student Succeeds Act; 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964); 603 CMR [14.00](#)

Approved: November 19, 2001

Amended: October 15, 2007

Amended: December 16, 2013

Amended: December 4, 2018

STUDY OF CONTROVERSIAL ISSUES

Policy #5090

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

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

visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

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

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

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

Adopted: May 8, 1973

Amended: February 14, 2000

Reviewed: Sept. 6, 2007

Reviewed: Nov. 4, 2013

Berkley Public Schools

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

Policy # 5091

In accordance with General Laws Chapter 71, Section 32A, the Berkley School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in Berkley Public Schools will be notified in writing of their rights regarding parental notification relative to human sexual education and/or human sexuality issues. Such notification will be included in the Student/Parent Handbook published yearly. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. Such notice will inform parents/guardians that they may:

1. exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative learning opportunity.
2. inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the superintendent of schools.

A parent who is dissatisfied with an action or decision of the school principal concerning notice, access to materials, or exemption for the student under this policy may submit a written request to the superintendent of schools for review of the issue. The superintendent or designee shall review the issue and provide the parent with a timely written decision, within fifteen days of the request, unless extenuating circumstances require a delay.

A parent who is dissatisfied with an action or decision of the superintendent under G.L.c.71§ 32 may submit a written request to the school committee for review of the issue. The school committee shall review the issues and provide the parent with timely written decision, within thirty days of the request unless extenuating circumstances require a delay. The decision of the school committee on any issue arising under G.L.c.71§ 32 shall be considered the final local decision on the matter.

A parent who is dissatisfied with the final local decision on an issue arising under G.L.c.71§ 32 may submit a written request for review to the Commissioner of Education, within fifteen days of the date of the final local decision. The written request shall specify the basis on which the parent alleges the school or school district has not met the requirements of G.L.c.71§ 32, and

shall include a copy of the final local decision and any other relevant correspondence. The parent shall send a copy of the written request to the superintendent of schools.

Adopted: June 16, 1997

Reviewed: Sept. 6, 2007

Reviewed: Feb. 4, 2014

Reviewed: Oct. 4, 2018

Berkley Public Schools

ORGANIZATION OF INSTRUCTION

Policy #5100

- 5100.1 The District offers a diversified educational program compatible with the needs of the community and state standards.
- 5100.2 The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.
- 5100.3 The structure will consist of two departments – Elementary and Middle.
- 5100.4 The Community School (elementary) consists of a school for students in grades Pre-school through Grade four. The Middle School consists of a school for students in Grades five through eight.
- 5100.5 Special Education Services are integrated across each grade level in all schools.
- 5100.6 The organization is designed to meet the standards established within the Curriculum Frameworks as required by the Department of Elementary and Secondary Education, Time and Learning regulations, and to serve the needs of all students.

SOURCE: MASC

Adopted: May 8, 1973

Reviewed: October 4, 2007

Reviewed: February 4, 2014

Amended: December 4, 2018

Berkley Public Schools

HOMEWORK POLICY

Policy #5105

Homework, both written and unwritten, is an integral part of the curriculum and it should occur on a nightly basis. Long and short-term assignments will be given with emphasis on follow-up to class work, make-up work, review and skill reinforcement, study for tests, reading, and projects. Homework is beneficial academically and also in building responsibility and positive study habits. Individual pupil differences should be taken into consideration when assigning homework. Parents are encouraged to contact individual teachers if they have concerns about their child’s homework expectations.

Any new homework assignments will not be assigned on the day prior to a school vacation. When students are assigned long-term projects, the projects will be assigned a minimum of two weeks prior to a vacation. If the due date were to follow a vacation, the due date would be on the Thursday or Friday following the vacation.

As a child advances through the grades, the number of minutes required to complete their homework assignments will increase. The chart below provides the approximate work time that children will be expected to complete their homework each night.

Kindergarten	5 - 10 minutes
Grade 1	10 - 15 minutes
Grade 2	20 - 25 minutes
Grade 3	30 - 35 minutes
Grade 4	40 - 45 minutes
Grade 5	50 minutes
Grade 6	1 hour
Grade 7	1 - 1.5 hours
Grade 8	1.5 - 2 hours

Adopted: October 16, 2006
Reviewed: October 4, 2007
Amended: October 19, 2009
Reviewed: Feb. 4, 2014
Amended: Jan. 8, 2018

Berkley Public Schools

EVALUATION OF INSTRUCTIONAL PROGRAMS

Policy #5115

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

1. determine educational needs and provide information for planning,
2. indicate instructional strengths and weaknesses,
3. check on the suitability of programs in terms of community requirements, including that access is not denied based on policies and programs that discriminate or limit educational access due to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.
4. show the relationship between achievement and the system's stated goals,
5. provide data for public information.

Elements of this evaluation process may include:

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

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent. The Superintendent will provide information to the Committee on the five-year Curriculum Calendar. The Superintendent will keep the Committee advised of curriculum under study, being piloted, adopted and/or implemented the next year.

Approved: January 14, 2002
Amended: Nov. 19, 2007
Amended: Nov. 5, 2012
Reviewed: Feb. 4, 2014

Berkley Public Schools

**COOPERATION WITH COMMISSIONER OF EDUCATION AND DEPARTMENT OF EDUCATION
Policy #5120**

The School Committee, the Superintendent, and the professional staff will abide by the guidelines issued by the Commissioner of Education. They will seek the support and assistance which is provided by the various divisions and programs of the Department of Education.

Adopted: May 8, 1973
Revised: January 27, 1997
Reviewed: Oct. 4, 2007
Reviewed: Feb. 4, 2014

Berkley Public Schools

STUDENT PLACEMENT (PROMOTION & RETENTION) & PROGRESS REPORTING Policy #5170

The classification and placement of students for instructional purposes is the prerogative and responsibility of the school with the involvement of the parents/guardians. The sole purpose of careful classification and placement procedures is to place each student in classroom and group settings in which optimal learning will take place.

- 5170.1 It is the responsibility of the school to provide classrooms at every grade level which accommodate students with considerable diversity of interests and abilities.
- 5170.2 Each student should be encouraged to progress academically as he or she grows and develops socially and emotionally.
- 5170.3 Most students will require the normal allotted years of time to progress through elementary and secondary school.
- 5170.4 It is recognized, however, that it is sometimes necessary to make changes of placement with respect to "grade level".
 - 5170.41 Parental request for promotion or retention must be received in writing to the Principal prior to May 1.
 - 5170.42 Among the factors to be considered when contemplating retention or acceleration are achievement in relation to age, achievement in relation to individual potential, social relationship to present group, and possible social relationship to new group.
 - 5170.43 Research results on achievement during a second year in the same grade under punitive retention policies has yielded rather dismal results.
 - 5170.44 The decision to retain a student should be made early in the primary grades. Because of the irregularity of some pupils' patterns of growth and development, the progress of students who have been retained should be reviewed at the end of each school year.
 - 5170.45 A decision to accelerate or retain should be arrived at on the basis of a recommendation on the part of teachers, appropriate specialists, principals, parents/guardians, and when appropriate, the student.
- 5170.5 Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/guardians, and the Superintendent who will submit the proposal to the School Committee for consideration and approval.

Adopted: May 8, 1973
Amended: May 5, 1983
Revised: Jan. 11, 1993
Amended: Jan. 12, 2004
Amended: Oct. 18, 2004
Amended: Nov. 19, 2007
Reviewed: Feb. 4, 2014
Amended: Feb. 11, 2019

The decision of a parent or guardian to exercise an alternative to the compulsory attendance statute (ages 6 to 16) is governed by Chapter 71, Section 1. If home instruction is selected as an alternative, the following procedure shall be followed:

- 5220.1 Parent(s) or guardian(s) must notify the Office of the Superintendent in writing that they intend to provide home instruction, and the Superintendent shall reply to the original request within ten (10) days.
- 5220.2 Pupils must attend school until the home education plan is approved by the Superintendent.
- 5220.3 The Education Plan shall contain the following:
 - 1. List of subjects to be taught (Chapter 71, Sections 1-3, and Chapter 71, Section 38G) and additional appropriate subjects;
 - 2. Time devoted to instruction in each subject;
 - 3. The tests, textbooks, materials, methods, lesson plans, and teaching manuals to be used in each subject;
 - 4. The individual(s) responsible for instruction (Chapter 71, Section 1), credentials, and qualifications;
 - 5. Method of evaluation, including standardized testing;
- 5220.4 At the end of the school year, a progress report and schoolwork samples will be provided to the Office of the Superintendent of Schools.
- 5220.5 The Superintendent may assign a team of school personnel to evaluate the requirements to ensure that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, of that in the public school in Berkley." If the requirements of the approved program are not being met, the program may be terminated.
- 5220.6 Appeal of any of the Superintendent's decisions above will be made to the Berkley School Committee.

Home-schooled students who have an approved home education plan on file in the Superintendent's office may participate on Berkley Public Schools' sports teams and/or attend extracurricular activities such as field trips, dances, after-school activities, etc. Home-schooled students must adhere to Berkley Public Schools' rules and policies including School Discipline Policy #6640.

Adopted: March 11, 1980, Amended: March 12, 1990, Amended: January 10, 2000
Amended: Nov. 19, 2007, Amended: January 9, 2012, Reviewed: Feb. 4, 2014

Berkley Public Schools

FIELD TRIPS

Policy #5530

The Berkley School Committee recognizes that field trips provide students with educational opportunities, as well as aesthetic and social experiences, beyond what is possible in the classroom.

1. Day Field Trips must be approved by the Principal.
2. Overnight field trips (or field trips occurring between the hours of 12 midnight and 6 AM), in-state or out-of-state, must be approved by the Superintendent and the School Committee and must conform to Policy #5531.
3. All field trips will have an educational theme and learning experience goal.
4. The sponsoring group must provide its own financing. No student shall be denied a field trip opportunity because of financial hardship. Determination of financial hardship will be a confidential, discretionary decision of the Principal.
5. All field trips must be adequately supervised by the classroom teacher, authorized leader, facility support staff, parent or other adult assistants. Parents or guardians are encouraged to be chaperones and should be representative of the group and include both males and females. All chaperones must have a current criminal offender record information (CORI) form on file in the school department in accordance with M.G.L. c.71 s.38R.
6. Students on field trips represent their school and should understand that they remain under school supervision during the entire field trip. They should understand the standards of personal conduct expected on a field trip.
7. Hired buses must have sufficient insurance coverage.
8. Permission slips signed by the parent or guardian must be secured prior to all field trips.
9. Parents or guardians must be advised in writing, prior to any field trip, on the following items:
 - a. whether or not the field trip is school sponsored,
 - b. a student may be denied permission to participate in a field trip if he or she is not academically eligible. In this event, a parent may not be able to secure a refund for something paid in advance, e.g. a non-refundable theatre ticket,
 - c. student misbehavior may result in being required to leave before the conclusion of the trip at the parents' expense,

- d. if an accident occurs requiring a hospital stay, an adult chaperone must remain with the student until the parent or guardian arrives. The chaperone's unexpected expenses, due to remaining behind, will be paid by the Berkley Public Schools.
10. Lists of students attending field trips should be provided to the school nurse so that a plan for the administration of medications will be in accordance with Policy #6315.
11. If a student requires medical attention while on a field trip, the parent or guardian will be notified immediately.
12. If a student is involved in any criminal activity while on a trip, whether as a victim or as an alleged perpetrator, his or her parents or guardians will be notified immediately. If the student is a victim, an adult chaperone will remain with the student until the parent or guardian arrives. The chaperone's unexpected expenses, due to remaining behind, will be paid by the Berkley Public Schools. If the student is an alleged perpetrator, the student may be required to leave before the conclusion of the trip at the parents' expense.
13. Students that are attending a single-day school-sponsored field trip will **not** be allowed to use swimming pools or other swimming areas while on the field trip. Students that are attending a multi-day school-sponsored field trip will be allowed to swim while on the field trip under the following conditions:
 - a. written approval is received from the Superintendent,
 - b. students on the trip provide permission slips signed by a parent or guardian allowing them to participate in swimming activities, and
 - c. students are notified of this policy prior to the trip to avoid any confusion.

Adopted: May 8, 1973

Approved: September 21, 1998

Amended: April 12, 2004

Amended: November 19, 2007

Reviewed: February 4, 2014

Reviewed: December 6, 2018

LATE NIGHT & OVERNIGHT SCHOOL-SPONSORED STUDENT TRAVEL

Policy #5531

A. Trip Approval Process

1. Advance approval by the School Committee should be required for any student trip involving late night or overnight travel.
2. The approval process should be completed prior to engaging students in fundraising activities or other preparations for the trip.
3. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
4. Teachers and other school staff should be prohibited from soliciting privately run trips through the school system. The trip approval process should apply only to school-sanctioned trips. The school committee should not approve trips that are privately organized and run without school sanctioning.
5. Policies and procedures for trip approval should take into account all logistical details involving transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.

B. Transportation

1. The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoided. Such trips should generally use commercial motor coaches.
2. Trips planned to include late night or overnight student travel should involve pre-trip checks of companies, drivers and vehicles, including, but not limited to, CORI and Fingerprint checks of all drivers.
3. School officials should ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory". FMCSA carrier ratings are available at <http://www.saferys.org/>.
4. Districts which are unable to conduct their own in-depth reviews of bus carrier qualifications may elect to use ratings and pre-qualifications established by other public entities, such as the Department of Defense's approved list of motor carrier for troop transport.
5. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.

C. Trip Scheduling

1. Overnight accommodations must be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel

between the hours of midnight and 6 AM due to the increased risk of vehicular accidents during this time period.

2. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements under 603 CMS 27.00 DESE Student Learning Time. However, academic field trips may be considered structured learning time (see the Department's Student Learning Time Regulations Guide). School districts may consider travel for field trips as included in the students' schedules, but the Department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e. time outside the hours of the regular school day).
3. Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.
4. Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
5. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

D. Fundraising

1. The amount of time to be devoted to fundraising should be reasonable and commensurate with student's obligations for homework, after-school activities, and jobs.
2. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.
3. If students are charged individual fees for participation, the district should make every effort to provide scholarships where needed.

E. Student Supervision

1. Students must be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.G.L. c.71 s.38R.
2. CORI and Fingerprint checks are required for all bus drivers whether they work for the school department or another company.
3. All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.

Ref: Chapter 346 of the Acts of 2002

M.G.L. c.71 s.37N

Approved: April 12, 2004

Amended: Dec. 17, 2007

Reviewed: Feb. 4, 2014

Amended: March 18, 2019

Berkley Public Schools

SCHOOL YEAR/SCHOOL CALENDAR

Policy #5532

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

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

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

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. [4:7](#); [69:1G](#); [71:1](#); [71:4](#); [71:4A](#); [71:73](#); [136:12](#), 603 CMR [27.00](#)

Note: The category school year is designed for policies about the year for students rather than the working year for teachers and other staff members.

Adopted: May 11, 2020

Berkley Public Schools

SCHOOL DAY

Policy #5533

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

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

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

SCHOOL HOURS

Pre-School: 8:55-11:25 AM; 12:35-3:05 PM

BCS Gr. K-4: 8:55 AM to 3:05 PM

BMS Gr. 5-8: 8:10 AM to 2:30 PM

SOURCE: MASC

LEGAL REFS.: M.G.L. [15:1G](#); [69:1G](#); [71:59](#), 603 CMR [27.00](#)

Adopted: May 11, 2020