



## Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

[www.abschools.org](http://www.abschools.org)

### Acton-Boxborough Regional School Committee Meeting

December 1, 2022 from 7:00 p.m. to 9:00 p.m.

Administration Building Auditorium To view only: <https://www.youtube.com/actontv1>

1. Call to Order (7:00)
2. Chairperson's Welcome - *Kyra Cook*
  - a. ABRHS Student Representative Update - Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou
  - b. Public Participation
  - c. Superintendent's Update - *Peter Light*
3. New Business (7:15)
  - a. School Resource Officer Program - *Peter Light*
    - i. Program Overview/Data
    - ii. Discussion with Acton Police
    - iii. Public Comment
  - b. October 1 Enrollment & Class Size Update - *Marie Altieri, Maryann Young, Joanie Dean, James Marcotte*
4. ONGOING BUSINESS (8:15)
  - a. Consent Agenda/Action Items - **VOTE** - *Kyra Cook*
    - i. Approval of ABRSC Meeting Minutes of 11/17/22
    - ii. Donation of \$2,000 to Athletics from Special Olympics for Unified Basketball Program
  - b. Subcommittee and Member Reports
    - i. Community Engagement - *Andrew Schwartz*
    - ii. Policy - *Ginny Kremer*
      1. Class Size Policy - First Read
  - c. Statement of Warrants and Recommendation to Approve - **VOTE** - *Kyra Cook*

FYI

- Case Collaborative Report 1 to School Committee and copy of Board Responsibilities and Timeline
- Community Coffee (virtual), January 18, 2023

5. Adjourn (9:00)

Posted on November 23, 2022 at 4:30 p.m.

NEXT MEETINGS: December 1 & December 15 ABRSC at 7:00 p.m. in the Admin. Building Auditorium

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## Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	2.
<b>AGENDA ITEM TITLE</b>	Chairperson's Welcome		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	<p>The Chair welcomes members and the public to the meeting. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.</p> <p>Individuals who wish to view the meeting, but do not wish to speak may do so by using the YouTube Link posted on the agenda.</p>		

<b><u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u></b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting or
	<input type="checkbox"/> with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>APPROX AGENDA TIME</b>	5 min
<b>FOLLOW-UP</b>	

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## Acton-Boxborough Regional School Committee

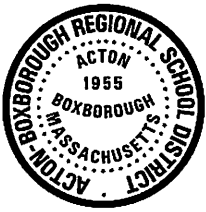
### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	2.a
<b>AGENDA ITEM TITLE</b>	ABRHS Student Representative Update		
<b>PRESENTER(S)</b>	Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou		
<b>SUMMARY OF TOPIC</b>	Our reps report at the first meeting each month and share some student perspective on current events at the High School.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	3-5 min.
<b>ATTACHMENTS</b>	none



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	2.b
<b>AGENDA ITEM TITLE</b>	Public Participation		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	Policy <u>BEDH</u> , permits members of the public to speak for up to 3 minutes on items not included on the agenda. Comments regarding items on the agenda would be made during that part of the meeting. The Committee/Administration typically does not respond to comments during public participation.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting OR
<input type="checkbox"/>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	
<b>APPROX. AGENDA TIME</b>	5 min.
<b>ATTACHMENTS</b>	none



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	2.c
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<b>AGENDA ITEM TITLE</b>	Superintendent's Update
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<b>PRESENTER(S)</b>	Peter Light
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<b>SUMMARY OF TOPIC</b>	Bi-weekly Superintendent's Update. This is brought to the meeting and posted to our website for families and the community the following day.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
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***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	Brought to meeting
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## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	3.a
<b>AGENDA ITEM TITLE</b>	New Business		
<b>PRESENTER(S)</b>	Peter Light		
<b>SUMMARY OF TOPIC</b>	School Resource Officer Program		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
<b>X</b>	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
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	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>APPROX AGENDA TIME</b>	15 mins.
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	<ol style="list-style-type: none"> <li>1. P. Light Memo to School Committee 8.22.22</li> <li>2. J. Faber memo to School Committee 8.22.22 with summary of DEI Family Advisory Recommendations</li> <li>3. C. Brunt memo to School Committee 8.17.22</li> <li>4. DEI Family Advisory Police-District Interactions Subcommittee Report and Recommendations</li> <li>5. 2018 Memorandum of Understanding (MOU) with the Acton Police (Current MOU)</li> <li>6. 2022 New Statewide MOU Memorandum of Understanding (MOU) (Proposed)</li> </ol>

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Peter J. Light  
Superintendent of Schools

To: Acton-Boxborough Regional School Committee  
From: Peter Light, Superintendent of Schools  
Date: November 28, 2022  
RE: School Resource Officer (SRO) Program History and Data

## **Background**

In Spring 2022, the state required districts to adopt a new Memorandum of Understanding (MOU) with local police *if the District has a School Resource Officer Program*. The new memorandum was presented to the committee for your initial consideration at your meeting on August 25, 2022. At the meeting, the committee considered several options: to adopt the MOU as outlined by the state, to have the policy subcommittee review the MOU for possible amendments, or to reconsider if the District will continue to pursue an SRO program.

The committee determined that, prior to any decision about whether to adopt or amend the MOU, it would first discuss and determine if the District should continue to have a School Resource Officer Program. The committee also determined that as part of this discussion it would seek feedback from the community, and has allotted time during your meeting on December 1st to hear public comment. Additionally, the committee requested that the administration provide background information about the SRO program, including any available data about student referrals into the program. This memorandum provides a brief overview of the program history, historical data to the extent it is available, and includes a summary of recommendations previously provided by the District's DEI Family Advisory Committee.

## **Program History**

Information about the history of the SRO program was obtained through an interview with leadership from the Acton Police Department.

It is understood that the SRO program at A-B has its roots in the [Drug Abuse Resistance Education \(D.A.R.E\)](#) Program originally instituted with federal funding in the 1980s. The goal of that program was to provide *"police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug and violence-free lives."*<sup>1</sup> The program was active in the community through the 1980s and 1990s.

In the early 2000s and in response to the mass shooting at Columbine High School in 1999, the Acton Police added a second officer to the program to help cover school events during extended hours. Officers also received training through the [National Association of School Resource Officers](#). In 2004, a third resource officer was added to the District.

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Until approximately 2008, the school district contributed some funding for the resource officer program, but the town assumed full funding responsibility for the program and continues to do so today.

In 2012, the program changed its focus from D.A.R.E. (which focused solely on drugs and alcohol) to the i-Safe program which incorporated aspects of internet safety at the elementary schools and digital citizenship at the junior high school. Through the current program, school resource officers partner with school staff to offer opportunities for all students which continue to present day:

- Periodic bicycle safety classes for elementary school students
- A 6-part i-Safe class for all 6th grade students focused on drugs, alcohol, decision-making, and peer pressure.
- 7th Grade Digital Literacy - this program focuses on social media and the appropriate use of technology. The program is offered 1X during the school year to all 7th grade students enrolled in the class.
- 9th Grade Teen Dating Class - this program is offered to all 9th grade students through their Health and Physical Education class and is run in partnership with the Domestic Violence Services Network.
- Partnership with the high school “You and the Law” teacher to provide information to students about their Fourth Amendment Rights.
- ALICE (lockdown) Training for staff at all levels and coordination of ALICE drills at each school.

Leadership from the Acton Police also noted other aspects of the roles that the SROs fulfill including:

- Assisting with school avoidance cases, including providing rides to school for students who could not get there.
- Assisting high school school administrators in locating incidents on surveillance video.
- Helping to develop student-specific safety plans for instances where a referral was required to the Department of Children and Families (DCF) when specific circumstances necessitate a plan.
- Conducting night and weekend well-checks for students and families in crisis.

Students were referred to SROs on both a formal (by the school) and informal (self or school referral) basis as noted in the chart below:

<b>Formal Referrals by the School</b>	<b>Informal Referrals by Students</b>
<p>When a school counselor or administrator contacts the police due to an incident that requires police investigation including:</p> <ul style="list-style-type: none"> <li>● Sexual Assault</li> <li>● Sexting/ Pornography</li> <li>● Felony-level Theft</li> <li>● Child Abuse/ Neglect</li> <li>● Threats to students/staff</li> </ul>	<p>When an SRO is involved with a student because they either self refer (find the officer in school) or request contact with an SRO through school staff including:</p> <ul style="list-style-type: none"> <li>● Concerns about peer substance abuse</li> <li>● Student reports of safety issues with weapons</li> <li>● Student reports of sexual assault or domestic violence</li> <li>● Reporting a theft or vandalism</li> </ul>

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<ul style="list-style-type: none"> <li>● Weapons on School Property</li> <li>● Bomb Threats</li> <li>● Distribution/Dealing of Controlled Substances (including taking evidence of drugs in school)</li> <li>● Hate Crimes</li> </ul>	
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For instances of student behavior that is referred to the SROs that is of a non-criminal nature, police leadership indicates that the preferred method to resolve referrals is through follow-up communication with families. For instances in which the student behavior meets the criteria for a criminal complaint, the preferred method of resolution (estimated at 90% of cases) is through the use of Restorative Justice. Since 2008 when the Acton Police began using a Restorative Justice approach to resolving student complaints, leadership estimates that more than 300 cases have been referred and resolved through this method and that the department is committed to actively trying to eliminate the school to prison pipeline.

Leadership estimated that fewer than 10% of all referrals (formal or informal) to SROs result in criminal referral through the courts. Most often, these criminal referrals fall into three broad categories:

- Incidents of Sexual Assault
- Violent Crimes
- Cases where a parent exercises a victim’s right to pursue a criminal complaint

**Historical Data**

Historical data regarding the involvement of School Resource Officers is currently limited in scope. This is the result of a shift in reporting platforms by the state, as well as some likely inconsistencies in our District’s understanding of reporting practices as those platform shifts took place.

Until recently, the state has not requested that referrals to law enforcement be included as part of documentation of incidents. Documentation of law enforcement involvement was previously reserved for situations where a school-based arrest was made. With the new Incident Management system in place since 2020-2021, there is now a field where a *referral* to law enforcement is included when warranted. Below is a chart that provides a summary of the incidents reported to DESE from 2018 to present of school-based arrests each year (of which there have been none), and referrals to law enforcement.

	# of Students with School-Based Arrest	# of Students with a Non-Arrest Law Enforcement Referral	Gender	Race
2018-2019	0	Not Collected by DESE	NA	NA
2019-2020	0	9*	8 Male 1 Female	5 White 1 Asian 2 Black 1 Multi Race (White/Black)

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2020-2021	0	3	3 Male	2 Asian 1 White
2021-2022	0	0	NA	NA

\* In 19-20, two students were each involved in two incidents involving referral to law enforcement

It is unlikely that in 2021-2022 there were no school-based incidents in which law enforcement was brought in to provide some form of assistance. Our documentation practices will benefit from clarification and a shared understanding by our administrative team of what types of informal referrals/engagement with law enforcement and SROs should also be documented within the Incident Management system.

**Recommendations of the DEI Family Advisory (2020-21)**

Between November 2020 and May 2021, the District’s DEI Family Advisory engaged in a comprehensive study of the District’s School Resource Officer Program. The report, attached to this memorandum, was presented to the ABRSC on June 2, 2021 and lists a series of recommendations relative to the SRO program. Some of the recommendations included in the report have either been implemented or are currently being implemented. Several recommendations are also addressed in the proposed Statewide MOU (2022). It should be noted that many of the recommendations have not yet been implemented due to a variety of factors including the continued focus on pandemic preparedness during the 2021-22 school year, changes in personnel assigned as SROs, and the interest of the school committee in reexamining its commitment to the SRO Program.

It is noteworthy that the new statewide MOU provides several requirements that were recommendations of the DEI family advisory committee including a process to solicit feedback from the public about the SRO program as well as an annual evaluation of the resource officers that is conducted jointly by the Police Chief and Superintendent of Schools. The new MOU also specifies a process for sharing information about students with disabilities with the SROs so that interactions between police and individuals with disabilities result in positive outcomes.

**Discussion**

Regardless of the existence of an SRO program, there will remain legal obligations in which a school is required to notify and involve law enforcement in student and school issues. These include many categories of incidents that are currently referred formally by the school to law enforcement as noted in the table above. A consideration before the committee may be to weigh any merits and drawbacks associated with maintaining the SRO program which, at the highest level, may include:

- The merits of having school resource officers who have specific training in working with youth and adolescents, and an expressed desire to work with this age group. There have been benefits from the relationships formed through working consistently with school administration, staff and students, and in particular how having this background or not can play out during a school-based incident or interactions with students.

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- The national climate around policing and the impact of over-policing of minoritized populations. This includes an understanding of how strategies that may make some members of the community feel safer can decrease feelings of safety for other members of the same community.

Regardless of the outcome of the committee's deliberations, we recognize the tension involved in the discussion in weighing the various perspectives on this issue and the desire to find an outcome that meets the needs of our community.

### **Next Steps**

The committee should determine the process it wants to use to either recommit to the SRO program or to discontinue it. Options before the committee would appear to include: choosing to recommit to the program, creation of a subcommittee to study the issue in more depth, or choosing to end the program. If the committee determines to continue with the SRO program, I would recommend that the policy subcommittee be charged with reviewing the new Memorandum of Understanding and making a recommendation back to the full school committee.

I look forward to your discussion and decision on this important issue.

### Attachments:

- P. Light Memo to School Committee 8.22.22
- J. Faber memo to School Committee 8.22.22 with summary of DEI Family Advisory Recommendations
- C. Brunt memo to School Committee 8.17.22
- DEI Family Advisory Police-District Interactions Subcommittee Report and Recommendations
- 2018 Memorandum of Understanding (MOU) with the Acton Police (Current MOU)
- 2022 New Statewide MOU Memorandum of Understanding (MOU) (Proposed)

### References:

<sup>1</sup> D.A.R.E website (2022); <https://dare.org/about/>



## Acton-Boxborough Regional School District

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**Peter J. Light**  
Superintendent of Schools

To: Acton and Boxborough Regional School Committee  
From: Peter Light, Superintendent of Schools  
Date: August 22, 2022  
RE: Required Updates to School Resource Officer Memorandum of Understanding

Due to recent changes in the law (MGL Ch. 71 § 37P), the District is required to update its Memorandum of Understanding (MOU) with the police department regarding the School Resource Officer (SRO) Program. The state provides a model template for this MOU.

We are requesting the committee's feedback regarding the process the committee would like to engage in to finalize the new MOU. Options include but may not be limited to:

- Policy Subcommittee develops the MOU and brings forward a draft for full committee approval (1st and 2nd Read process)
- The full committee engages in a 1st and 2nd read of the MOU in its current form that results in a vote to approve.

I have attached several documents for your review in anticipation of this discussion:

1. A memo from the district's legal counsel regarding committee obligations set forth in the MOU.
2. A memo from DEI Director Jen Faber summarizing the findings of the DEI family advisory committee with respect to the SRO program.
3. A copy of the DRAFT MOU based on the required state template.

It is noteworthy that if the District has an SRO program, the MOU as developed by the state serves as a minimum standard for the MOU. This means that the committee may not remove or alter any language in the MOU, but may add additional language at its discretion so long as that language does not conflict with the minimum standards set forth in the MOU.

Next steps:

1. The chair will determine the process to be used to develop the MOU based on feedback from the committee.
2. The Superintendent will work with the Chief of Police to develop the accompanying operating procedures as noted in Attorney Brunt's memo.

I look forward to the discussion at our next meeting on August 25th.

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# Acton-Boxborough Regional School District

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**Jennifer G. Faber**

*Director of Diversity, Equity and Inclusion*

To: Peter Light  
From: Jennifer Faber  
Date: August 16, 2022  
RE: Summary of the DEI Family Advisory findings

Between October 2020 and May 2021, The DEI Family Advisory Police-District Interactions Subcommittee was charged to learn about the purpose and work of school resource officers (SROs) within the Acton-Boxborough Regional School District and to develop the following recommendations for improving police-district interactions.

## Immediate Recommendations

1. Inform the Acton-Boxborough community about SROs
  - a. Create webpage on district site containing overview of roles and responsibilities, bios, introductory videos and FAQs for families

## Short Term Recommendations (2021-2022 school year)

1. Develop plan for the formal evaluation of SRO program
  - a. Include various perspectives of administrators, SROs, students and/or community members using survey, focus groups or other information sources
  - b. Create a system to provide feedback to SROs and Acton Police Department
2. Deepen student and community relationships
  - a. Invite SROs to converse with student affinity groups
  - b. Attend events to increase connection and community building
3. Gather varying perspectives and perceptions to understand the experience with SROs from families and/or students from underrepresented groups
  - a. Elicit feedback via surveys and/or focus groups

## Long Term Recommendations (Next 2+ years)

1. Gather and analyze discipline data
  - a. Data sources can include anonymous reporting, DESE student disciplinary data and Challenge Success
2. Inform the community about the hate incident investigation and disciplinary processes
  - a. Create plan for community communication following hate incidents or hate crimes
  - b. Provide clarity differentiating the restorative justice approach used in AB schools versus the restorative justice approach used by the police department
3. Identify alternatives to SRO involvement that may be preferred by community
  - a. Alternatives suggested are mental health staffing and/or appointing a district based cyberbullying investigator

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To: Acton-Boxborough Regional School Committee  
From: Colby C. Brunt, counsel for ABRSD  
Re: Memorandum of Understanding for School Resource Officers  
Date: August 17, 2022

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I have been asked to provide a legal opinion regarding whether ABRSD must follow the model School Resource Officer Memorandum of Understanding provided by the Department of Elementary and Secondary Education (DESE).

The answer is yes. In accordance with Massachusetts General Laws chapter 71 section 37P; the model memorandum contains the minimum requirements for schools and police departments with respect to the roles and responsibilities around the use of the School Resource Officers (SRO) in schools. As such, the district and the police departments must use the model MOU as the base and the Parties may agree to add additional provisions to the agreement; however, no new provisions shall conflict with or omit any of the required provisions of the memorandum.

The law and the memorandum of understanding also require that the chief of police, in consultation with the superintendent, shall establish operating procedures to provide guidance to SRO's about daily operations, policies and procedures. Per the law, the operating procedures shall describe the following for the school resource officer:

- (i) the school resource officer uniform;
- (ii) use of police force, arrest, citation and court referral on school property;
- (iii) a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
- (iv) chain of command, including delineating to whom the school resource officer reports and how school administrators and the school resource officer work together;
- (v) performance evaluation standards, which shall incorporate monitoring compliance with the memorandum of understanding and use of arrest, citation and police force in school;
- (vi) protocols for diverting and referring at-risk students to school and community-based supports and providers; and
- (vii) information sharing between the school resource officer, school staff and parents or guardians.

As such, I would advise Superintendent Light to work with the Chief(s) of Police in developing an operating procedure for the SRO as outlined above in accordance with the law.

Please let me know if you have any further questions regarding this matter. Thank you.

Acton-Boxborough Regional School District DEI Family Advisory  
Police-District Interactions Subcommittee Report and Recommendations  
2020-2021 Academic Year – Presented on June 1, 2021

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- [SRO Training](#)
- [Disciplinary Context](#)
- [Mental Health Context](#)
- [SRO Relations with Administrators](#)
- [SRO Relations with Students](#)
- [SRO Relations with Families and Community](#)

### Recommendations

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# Subcommittee Framing and Work

## Subcommittee Membership

DEI Family Advisory Group parent volunteers: Kyra Wilson Cook, Christa Frey; Heidi Koelz, chair; Liz McGovern; Navpreet Singh; and Gail Townsend

DEI Family Advisory Group co-chair: Lucienne Schmidt

ABRSD Liaison: Superintendent Peter Light

## Subcommittee Charge

To learn about the purpose and work of school resource officers (SROs) within the Acton-Boxborough Regional School District and to develop recommendations for improving police-district interactions.

## Subcommittee Process and Approach

We first convened as a subgroup in October 2020 to examine these overarching concerns:

- How might we evaluate the success of the SRO Program through a lens of diversity, equity, and inclusion?
- What formal feedback exists about the SRO program? Are the objectives outlined in the MOU agreement being met?
- How are positive relationships between SROs and students and parents being fostered?
- To what extent do typical disciplinary actions involve police? What are the disciplinary protocols for the district at each level, and who is involved?
- How are student mental health challenges influencing district-police interactions?

Between November 2020 and May 2021, we structured our work in two parts:

1. Information gathering:
  - We reviewed the following sources of information:
    - [Memorandum of understanding](#) between the Acton Police Department and the Acton-Boxborough Regional School District
    - [MA DESE district student disciplinary data](#)
  - We watched the following *Wide Field* interviews:
    - [Youth Panel on Racial Relations in School and the Community](#) (6/11/20)
    - [A Conversation with Local Police Officers](#) (10/26/20)
  - We spoke with the following individuals:
    - Superintendent Light (beginning in November 2020 and throughout this process)
    - Deputy Chief Jim Cogan (12/15/20)
    - School administrators: Principals Larry Dorey (ABRHS), Andrew Shen (RJGJH), Dana Labb (Blanchard), and David Krane (McCarthy-Towne) (1/26/21)
    - SROs: Detectives Keith Campbell and Tyler Russell (3/5/21)

2. Discussion and evaluation: We met as a group to debrief after each conversation, as well as several times since April, both with and without Superintendent Light, to discuss our observations and to develop recommendations, ranging from immediate to longer term.

## Observations

### Context of Police-District Interactions

A [memorandum of understanding](#) (MOU) between the Acton Police Department and the Acton-Boxborough Regional School District establishes the School Resource Officer (SRO) Program. This is a police program that takes place in the district's schools, not a program initiated and overseen by ABRSD. It is designed to "provide a safe, secure, violence-free, and nurturing school environment while creating strong relationships between the Acton-Boxborough Public Schools, Acton Police Department, and the community."

The district has no such MOU with the Boxborough Police Department. Blanchard Memorial School makes limited use of Acton's SRO assigned to the district's six elementary schools (such as for bus duty or traffic detail); however, the school primarily relies on a dedicated contact with the Boxborough police force, as the station is located immediately across the street.

### SROs and the SRO Program

- The MOU specifies that reviewing the SRO program "on an annual basis is essential to assess its success and effectiveness." However, evaluation of the SRO program has been only informal, conducted verbally over the summer between the superintendent and the Acton police chief.
- Both administrators and SROs have expressed interest in more feedback about the program's effectiveness and impact. SROs value building strong relationships within the community as critical to their work and would welcome feedback about their effectiveness.
- In most school years, ABRSD makes use of three SROs (paid for by the town of Acton), two employed full time and a third part time:
  - Elementary schools: Detective Tyler Russell
  - High school and junior high: Detective Keith Campbell (office at ABRHS)
  - After hours/evening events: Detective Luke PennyHowever, during much of the 2020-2021 school year, only one SRO has been on duty during school hours; Det. Russell has been serving the high school and junior high after Det. Campbell was promoted.
- The three SROs who serve the district's schools are white, as are most local police officers; police demographics do not mirror town demographics.
- SRO protocols and modes of engagement are individualized and they vary by context at the high school vs. elementary levels, based on the developmental needs of students.

- The success of individual SROs is highly dependent on relationships and longevity within the district. Individual SROs may become involved with mentoring students as coaches or advising, but these relationships are developed apart from their duties as SROs.
- SROs are in plainclothes at the high school and junior high by request of the district. A police uniform is perceived differently in different contexts: at elementary schools, the uniform interests children; at the high school, it intimidates them.
- SROs are tasked with the following basic responsibilities:
  - Student and staff safety and school building security, and event coverage
  - Wellness checks and truancy support
  - Training staff and administrators in de-escalation, leading fire and ALICE drills, and co-leading ABRHS's building safety committee
  - Intervention in/investigation of criminal offenses (including cyberbullying, assault, sexual harassment, and hate crimes)
  - Proactive and reactive involvement around use of controlled substances
  - Education of students (teaching digital literacy and i-SAFE classes, educating about cyberbullying and dating violence)

## SRO Training

- SROs receive the most training, and have the most opportunities for ongoing training, of any officers in the department. Their training includes topics such as autism spectrum, suicide awareness and prevention, drug trends, and cultural awareness.
- The SROs we spoke with regularly and enthusiastically pursue ongoing training, including recent fair and impartial police training focused on reducing inherent bias.
- We were unable to clarify whether anti-bias training is required for all patrol officers who might be called to intervene in a school situation, in addition to SROs.

## Disciplinary Context

- Both ABRSD and the Acton Police Department prioritize the use of restorative justice programs over punitive measures for children. The police department's restorative justice program was begun in 2008; SROs report it has been a successful alternative to the courts for addressing crimes or wrongs in the community.
- A common misperception is that SROs are in schools on a punitive basis; SROs do not levy suspensions or get involved in most disciplinary actions unless they rise to the level of criminal offenses, although they might review video surveillance or investigate to assist and support school staff.
- Out-of-school suspensions are used as a last resort, when safety of another student is a factor. The district's suspension rates are low compared with state averages, though the data show discipline disparities among demographic groups, particularly with regard to race.
- A variety of individuals are involved in discipline: At ABRHS, every adult employed by the district is a reporter, including office support, food service, and custodial staff, with a priority of de-escalating conflicts. At R. J. Gray Junior High, a campus monitor is charged with lunch and

after-school supervision. At the elementary schools, SROs act primarily in a teaching role; their involvement in discipline is limited in favor of established relationships between students and trusted adults.

- There is a need to acknowledge, understand, and address cumulative trauma for BIPOC students as they move through the school system.
- Social media is a considerable issue leading to student discipline.

## Mental Health Context

- Mental health support is available in all of the ABRSD schools via psychologists, counselors, social workers, and/or nurses.
- ABRSD collaborates with Assabet Valley Family Support Cooperative (up to 30 cases at once across district) to help families coordinate outside services.
- ABRSD pays for William James College INTERFACE mental health referral service for the towns of Acton and Boxborough.

## SRO Relations with Administrators

- Administrators consistently report positive experiences with the current SROs, but they acknowledge that their experiences may not reflect the experiences of all students and families.
- Administrators said they would welcome a tool for measuring the effectiveness of the SRO program and setting priorities with inclusion and equity in mind.

## SRO Relations with Students

- Because of systemic racial disparities in policing in the U.S., police presence is in itself threatening to some members of our community, particularly students of color.
- Some students have expressed concern about SRO involvement in school discipline procedures and monitoring of student behavior.
- SROs do not want students to feel targeted or watched; they invite conversation with students so they can better understand their impact.
- More input from students is needed on this topic.

## SRO Relations with Families and Community

- Many families are unaware of the purpose of SROs in school and the roles they fill.
- Many families do not know the SROs assigned to their child(ren)'s school(s).
- Parents have questions about what information about students is shared between the Acton Police Department and ABRSD and why, particularly regarding incidents that occur outside of school.
- Some families of color have shared that they do not attend evening school functions for fear of police interaction while driving.

- Some immigrant families may be unaware of their rights or alarmed by police presence; some may have misconceptions about policing in the U.S. based on their experiences in other countries, such as needing to pay for police services.
- SROs welcome conversations to develop relationships with community members, particularly with families from backgrounds where police have been untrustworthy.
- The district and the police both make use of phone translation services, and police coordinate with administrators for every wellness check, also inviting families to solve problems collectively. One negative dynamic for students and families is a reliance on older siblings to communicate with families. More resources for non-English speakers may be needed to help families understand school expectations, discipline, and the role of SROs.
- Some families have expressed apprehension about Blue Lives Matter signs on police vehicles locally, related to the ambiguity of the symbol and its use by white-supremacist groups.
- SROs make a concerted effort to improve community/student relations by getting involved in areas such as coaching, student interest groups, and via an open door policy at ABRHS. SROs have expressed an interest in exploring other ideas for increased community outreach as well.

## Recommendations

### Immediate Recommendations

#### **Inform and educate our community about SROs.**

Help Acton-Boxborough families understand SRO presence in schools and the roles and responsibilities that SROs have. Introduce SROs as individuals to all Acton-Boxborough families.

1. Add a webpage on the district site, containing the following content:
  - a. Overview of SRO roles and involvements at the schools.
  - b. Individual photos and bios/personal introductions to the SROs.
  - c. [FAQ for parents](#) (we also recommend adding something similar regarding mental health professionals in the schools)
2. For the beginning of the 2021-2022 school year, create a simple video introducing the three SROs that serve ABRSD and explaining their roles. This video would be most effective if translated into district families' most-spoken languages. When ready, it could be added to the SRO webpage and also shared with families in newsletters and via social media annually. (The DEI Family Advisory Group's Family Engagement subcommittee has offered to help create this video.)

### Short-Term Recommendations (2021-2022 School Year)

#### **Develop a plan for formal evaluation of the SRO program.**

- In collaboration with the Acton Chief of Police, agree to a reasonable schedule for formal, written evaluation of the SRO program.

- Develop a plan to assess whether the objectives stated in the MOU are being met.
- Consider ways to include the perspectives of administrators, SROs, students, and/or community members in this formal evaluation process via surveys, stakeholder focus groups, or other methodologies.
- After formal review, update the MOU, as specified by its terms, to reflect specific goals and objectives based on prior feedback.
- Consider the creation of an SRO committee to involve more perspectives (students, families, administrators) for providing feedback to SROs and the Acton Police Department. This committee could address trending issues and resources/training that would provide structure for the SRO program and currently missing feedback and support for SROs.

**Add training for all staff involved in student monitoring and discipline.**

- To assist educators and other staff in employing interventions that are culturally responsive, require anti-bias training and cultural awareness relating to our community demographics for all staff involved in monitoring student behavior or disciplining students (including assistants, lunch workers, etc.), beginning at minimum at the elementary school level.
- To assist educators in employing discipline that is responsive to the diversity of our students, educate all staff involved in monitoring student behavior or disciplining students in trauma-informed care and access to school-provided mental health support for students.

**Foster stronger relationships between SROs and students.**

Invite SROs into conversations with student affinity group groups and students of color who have historically been marginalized, student social justice groups, and, in particular, the Black Student Union.

**Encourage SROs to meet families and deepen community relations.**

SROs have expressed their eagerness to meet with as many different communities as possible. In-person SRO presence would present opportunities for connection and community-building:

- School orientations for new families
- Back to School Night
- Family Resources Fair, beginning in the 2021-2022 school year
- Independent language schools and community organizations in Acton and Boxborough (this would require community liaison involvement)
- Diversity, Equity & Inclusion Commissions of the towns of Acton and Boxborough

**Gather additional perspectives from community stakeholders to better understand how students and families from underrepresented groups experience SROs and discipline within our schools and district.**

- Consider surveying students to better understand their perceptions of SROs and their interactions.
  - Are there different perceptions of SROs based on student longevity within the district?
  - Being able to quantify any disparities across student groups by demographics would allow the district to identify any trends and monitor impact over time.
- Talk with parent groups, in particular SEPAC and the new group of parents of color, about student discipline and their perception of SROs.

- Talk with educators, particularly ECARES (Educators Committed to Anti-Racism, Equity, and Social Justice), about student discipline and their perceptions of student interactions with SROs.

**Gather More Information from SROs and the Acton Police Department.**

Connect with SROs about these recommendations. Make them part of the process, and give them multiple opportunities for feedback and discussion

- Consider surveying police officers to better understand their perceptions of community constituents. This could establish a baseline against which needs for training could be measured.
- Review any commitments the Acton Police Department has made to anti-bias training for SROs and/or its other officers.

**Longer-Term Recommendations (Next 2+ Years)**

**Gather and analyze discipline data.**

- Track anonymous reporting (begun in April of 2021) of any incidents that involve SROs.
- Analyze [MA DESE district student disciplinary data](#) for trends involving discipline disparities.
- Review the Challenging Success data breakdown by race.
- Consider publicly sharing discrepancies in discipline data with targets for improvement as a way to measure success over time.

**Educate the community about the discipline process and factors involved in investigating hate incidents.**

- Clarify for students and families the process of investigation of hate incidents (the district) versus hate crimes (the police).
- Develop a process for following up with the community in the aftermath of hate incidents or hate crimes should resolution not be possible.
- Educate the community about the specifics of implementing a restorative justice approach in AB schools and how this might differ from the restorative justice approach taken by the police.

**Identify areas where an alternative to SRO involvement may be preferable for our community.**

- Evaluate the adequacy of levels of mental health staffing.
- Consider appointing a district-based investigator of cyberbullying.

**Consider additional ways beyond traditional staffing to expand the diversity of the district’s workforce to better reflect the diversity of its students.**

- Consider instituting a mentorship program for students of color; this could be by connecting them with alums of color or local leaders and professionals.
- Increase the presence of people of color in schools via mentorships and speaking opportunities, tapping into the wealth of connections in the Greater Boston community.
- Ensure that affinity groups have dedicated spaces to meet with adult mentors.
- Develop an instrument to measure feelings of inclusion and welcome.

**Clarify police-district relationships with the Boxborough Police Department.**

Consider forming an official agreement with the Boxborough Police Department so that a rubric to measure SRO effectiveness could be used beyond informal conversations with the Boxborough Police Chief.

### Indicators of Success

- A process for regular SRO program review, goal-setting, and evaluation.
- Better community-wide understanding of the purpose and role of SROs.
- Survey/focus group feedback over time showing improved student perceptions of SROs/reduction in disparities across student demographic groups.
- A reduction in disciplinary incidents involving police.
- Increased opportunities for positive relationship building among SROs, students, and parents.



***Memorandum of Understanding Between  
Acton Boxborough Regional School District and the Acton Police Department  
Regarding the School Resource Officer Program***

This Memorandum of Understanding is made and entered into by and between the Acton Boxborough Regional School District and the Acton Police Department.

**I. Purpose**

This agreement formalizes the partnership between the parties and facilitates a clear understanding of the roles, duties, and responsibilities of the parties in the implementation of a School Resource Officer (“SRO”) Program in the Acton Boxborough Public Schools.

This agreement is entered into pursuant to the Laws of the Commonwealth of Massachusetts and is to be read in conjunction with any and all policies, procedures, and reporting requirements set forth in the Acton Boxborough Regional Schools’ student handbook and Acton Police Department regulations.

**II. Mission Statement**

The SRO Program is based upon the fundamental premise that when schools, police, prosecutors, and other service agencies work collaboratively and proactively, the safety, mental health, and well-being of children and youth are best served. By working together to educate the school community, coordinate efforts, and share information, the Acton Boxborough Public Schools and the Acton Police Department through the SRO Program strive to: (1) prevent violence involving the students of the Acton Boxborough Public Schools; (2) prevent the use, abuse, and distribution of alcohol and other controlled substances involving students of the Acton Boxborough Public Schools; and (3) provide a safe, secure, violence-free, and nurturing school environment.

**III. Goals and Objectives**

The SRO Program is designed to provide a safe, secure, violence-free, and nurturing school environment while creating strong relationships between the Acton Boxborough Public Schools, Acton Police Department, and the community. The goals and objectives for the SRO Program include:

- To develop positive relationships with students, faculty, staff, and parents thereby enhancing the relationship of law enforcement with youth and the community and improving the educational climate;
- To provide a positive role model for students to instill in them good moral standards, judgment and discretion, respect for other students, and a sincere concern for their community;

- To provide a cooperative effort by being accessible and responsive to the needs of the students, faculty, staff, parents, and community;
- To provide enhanced security and law enforcement service thereby maintaining a safe, secure, and violence-free school environment that allows all students to learn and flourish;
- To create a strong partnership between school and police personnel with a clear understanding, appreciation, and delineation of the roles and responsibilities of each;
- To ensure that non-violent infractions of school rules and policies not amounting to criminal or delinquent conduct such as tardiness, use of profanity, and disruptive or disrespectful behavior remain the sole responsibility of school administrators;
- To ensure that SROs are timely notified of Mandatory Reportable Incidents as described in § V.D of this agreement;
- To minimize the number of students that are unnecessarily out of the classroom, arrested at school, or court involved;
- To identify and provide preventive help and services to at-risk students and families;
- To provide requirements and guidance for training of the SRO and school personnel regarding SRO-related topics;
- To assist school personnel in the development of school emergency crisis policies and guidelines (to include Threat Assessment) and assist with the facilitation of disaster-based drills while updating and augmenting said policies and guidelines as needed; and
- To offer additional educational resources to the students, faculty, staff, parents, and community through presentations and programming by the SRO that focus on law enforcement, prevention, health, and safety topics.

#### **IV. Selection, Supervision, and Training of SROs and Review of SRO Program**

The parties agree that the selection, supervision, and training of SROs is a critical aspect of the program. Additionally, the parties agree that reviewing the SRO Program on an annual basis is essential to assess its success and effectiveness in meeting its stated goals and objectives.

##### **A. SRO Selection Process**

In accordance with G.L. c. 71, § 37P, the Acton Police Department is committed to selecting SROs who will foster an optimal learning environment and educational community. The selection of each SRO remains within the sole discretion of the Chief of Police. The appointment(s) shall not be based solely on seniority; rather, preference will be given to officers who demonstrate the requisite personality, character, skills, and interest to work in a school environment with children and educators and who have received specialized training related to working with children and adolescents, including cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.

Other factors for consideration in selecting an SRO include:

- Ability to work effectively with students within the age range at the assigned school(s)

- Awareness of and education about the cultural descriptors that make up the community's world views, including race, age, gender, gender identity, ethnicity, religion, culture, sexual orientation, physical or mental disability, immigration status, primary language and English proficiency, socioeconomic status, educational level, and occupation
- A commitment to making all students and the school community feel welcomed, valued, respected, and acknowledged regardless of cultural descriptors
- Knowledge of school-based legal issues
- Commitment to protecting students' legal and civil rights
- Knowledge of school and community resources
- An understanding of crime prevention problem-solving and community policing in a school setting
- Public speaking and teaching skills
- Knowledge of school safety planning and technology

#### **B. SRO Supervision**

The SRO is a member of the Acton Police Department and shall be subject to the administration, supervision and control of the police department. The SRO reports directly to a Sergeant or Lieutenant (identify supervisor by position).

When on school grounds or at school related events, the SRO will coordinate with school officials as delineated in § VI.E of this agreement.

#### **C. SRO Training**

In addition to any basic and annual in-service training required of their officers by the Acton Police Department, SROs shall receive specialized training to promote their effectiveness working with children and youth in a school setting. Continuing professional development shall include instruction in the following areas:

1. Child and adolescent development, including the impact of abuse, exploitation, violence, trauma, disability, poverty, and immigration status
2. Conflict resolution
3. Diversion strategies and practices

Additional areas for continuing professional development may include, but are not limited to:

- SRO course such as that provided by National Association of School Resource Officers
- School crisis planning, threat assessment, and emergency response
- Juvenile law and procedure, including student rights and privacy
- Understanding and protecting civil rights in schools

- Cultural sensitivity and linguistic differences
- Implicit bias
- Teaching and classroom management
- Mental health protocols
- Trauma-informed care
- De-escalation skills
- Drug prevention programs
- Physiology of addiction
- Teen dating violence and healthy teen relationships
- Bullying prevention
- Cyber safety

#### **D. Review of SRO Program**

The SRO Program will be reviewed annually to evaluate its success and effectiveness in meeting its stated goals and objectives. The review will be conducted jointly by the Chief of Police and Superintendent of the Acton Boxborough Public Schools at the end of each school year. This agreement, including the SRO Goals and Objectives, should be amended as required as a result of said review.

As part of the annual review, the performance and effectiveness of each SRO shall be evaluated. The Superintendent in consultation with the Principal(s) of the assigned school(s) will provide input regarding the evaluation. This input should take into consideration and include feedback from teachers, students, and the school community. It may include a recommendation to the Chief of Police that a specific SRO not be assigned to a specific school the following year. The Chief will seriously consider such input and make a good faith effort to address any concerns raised; however, the final selection and assignment of SROs remains within the sole discretion of the Chief of Police.

#### **V. Information Sharing Guidelines**

##### **A. Designated Liaisons**

In order to facilitate prompt and clear communications, the parties agree to identify individuals (*by title instead of name*) on their respective staffs who will function as Designated Liaisons.

The Acton Boxborough Public Schools' Designated Liaisons, by School, are:

Principals, Assistant Principals and Dean of Students

Superintendent of Schools, Deputy Superintendent, Assistant Superintendent(s)

The Acton Police Department's Designated School Liaisons are:

School Resource Officers and Department Supervisors

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The aforementioned Police Department Designated Liaisons are considered a part of the Acton Boxborough Public Schools' "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) for purposes of sharing information regarding students.

**B. Issues of Concern to the Designated Liaisons**

1. *Reportable Incidents:* In order to identify and provide preventive help and services to at-risk students and families and consistent with the goals and objectives of the SRO Program, the parties will share information as follows:
  - (a) The Designated Liaisons from the School and Police Department will review all incidents classified as Mandatory Reportable Incidents, as defined in § V.D. of this agreement.
  - (b) Additionally, the Designated Liaisons will review any incident or information that may affect the safety or well-being of students, faculty, or staff at the School.
  
2. *Prevention Strategies:* In addition to the above responsibilities, the Designated Liaisons from the School, the Police Department and the Middlesex District Attorney's Office ("MDAO") will meet regularly for the following purposes:
  - (a) To discuss incidents of violence or bullying (as defined under G.L. c. 71, § 370) in school or outside of school that affects students of the school;
  - (b) To discuss any use, abuse, or distribution of alcohol and/or other controlled substances or any other criminal activity affecting students UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. 71, § 97;
  - (c) To identify strategies to reduce such activities and to promote a safe, secure, violence-free, and nurturing school environment;
  - (d) To discuss community resources available for students at risk of harm from violence, abuse, neglect, or exploitation;
  - (e) To develop violence identification, prevention, and intervention programs, protocol and curricula as required by G.L. c. 12, § 32; and

- (f) To outline the necessary action plan for implementation of such strategies.

### **C. Confidentiality**

The parties agree to keep all information which is necessarily disclosed between them pursuant to G.L. c. 12, § 32; G.L. c. 71, § 37H, G.L. c. 71, § 37H½; G.L. c. 71, § 37H¾; G.L. c. 71, § 37L; G.L. c. 71, § 37O, 603 C.M.R. 23.00; and 20 U.S.C. § 1232g, from being improperly publicly disseminated except as permitted by state and federal law.

### **D. Reporting Guidelines for School Reports to the Police Department**

1. The following shall be considered Mandatory Reportable Incidents:<sup>1</sup>
  - a. Possession, use, or distribution of alcohol by a student UNLESS such information was gathered as part of a “Verbal Screening Tool for Substance Abuse Disorders” in which case it shall only be disclosed as permitted by G.L. c. 71, § 97
  - b. Possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. 94C (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy) UNLESS such information was gathered as part of a “Verbal Screening Tool for Substance Abuse Disorders” in which case it shall only be disclosed as permitted by G.L. c. 71, § 97
  - c. Any incident in which any individual is reasonably believed to be selling or distributing controlled substances or alcohol
  - d. Any incident involving the threat of assaultive behavior or intentional assaultive behavior and/or reckless behavior that results in personal injury to another
  - e. Possession of a weapon, as defined in the school handbook or under G.L. c. 71, § 37(a), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof
  - f. Any incident involving stalking (G.L. c. 265, § 43), criminal harassment (G.L. c. 265, § 43A), annoying phone calls (G.L. c. 269, § 14A), or the issuance or violation of a G.L. c. 209A or c. 258E protection order on behalf of or against a student
  - g. Any incident triggering the filing of a report for abuse and/or exploitation with the Department of Children and Families pursuant to G.L. c. 119, § 51A, including underage sexual contact if it qualifies as “sexual abuse.” (See What Conditions Are Reportable, [www.51a.middlesexcac.org](http://www.51a.middlesexcac.org))
  - h. Any sexual assault, including, but not limited to, rape, assault with intent to rape, indecent assault and battery, open and gross lewdness, indecent exposure, or incident

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<sup>1</sup> If such information is obtained *solely* during a communication with a member of the school staff deemed privileged or confidential due to the staff member’s professional licensure, such communication shall only be disclosed if consent is obtained or the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others).

of gender-based harassment, “sexting”, “sextortion”,<sup>2</sup> or possession or dissemination of sexually explicit photographs of a student

- i. Any incident resulting in significant damage to municipal or private property
- j. Any bomb threat, fire, threatened or attempted firesetting, threatened or attempted use of an incendiary or explosive device or hoax device, or possession of a “novelty lighter” as defined by G.L. c. 148, § 60. (NOTE: The principal also “shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the local fire department” under G.L. c. 148, § 2A)
- k. Any creation or possession of a document, whether digitally or manually generated, handwritten or electronic (e.g., text or email), that identifies any individual targeted for violence or death
- l. Any threat, direct or indirect, past or future, against a student, school personnel, or other school employee
- m. Any incident of “hazing” as defined by G.L. c. 269, § 17, involving any conduct or method of initiation into any school organization that endangers the physical or mental health of any student
- n. Any incident triggering a Title IX investigation (20 U.S.C. § 1681-1688, 34 C.F.R. § 106)
- o. Any incident involving an actual or suspected hate crime or violation of civil rights (See G.L. c. 265, §§ 37 & 39; 18 U.S.C. § 249), including, but not limited to:
  - An assault or battery upon a person, whether or not it results in bodily injury, with the intent to intimidate because of such person’s race, color, religion, national origin, sexual orientation, gender identity, or disability;
  - Damage to the real or personal property of a person with the intent to intimidate because of such person’s race, color, religion, national origin, sexual orientation, gender identity, or disability; or
  - An act willfully causing bodily injury to any person or attempting to do so through the use of fire, firearm, dangerous weapon, or explosive or incendiary device because of the actual or perceived race, color, religion, national origin, gender, sexual orientation, gender identity, or disability of any person
- p. Any incident of “bullying” or “cyber-bullying” as defined by G.L. c. 71, § 37O where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (o).

2. Mandatory Reportable Incidents will be immediately reported to the Designated Police Liaison if such incident:

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<sup>2</sup> “Sexting” is the act of sending, receiving, or forwarding sexually explicit photos (i.e., images depicting a person in a state of partial or total nudity) via cell phone, computer, or other digital device. “Sextortion” is a form of extortion wherein an individual threatens to expose or disseminate sexually explicit photos of another person if not provided with money, additional images, the performance or promise of sexual acts, or compliance with other demands.

- a. Occurred on school property or within 1,000 foot radius of school property;
  - b. Occurred at a school-sponsored function;
  - c. Occurred in a school owned or contracted bus or other vehicle or at school bus stop;  
or
  - d. Involved a student of the Acton Boxborough Regional School District.
3. The Designated School Liaisons may report any other incident or information that may affect the safety or well-being of students, faculty, or staff at the School.

#### **E. Reporting Guidelines for Police Reports to School**

The Designated Police Liaison will inform the appropriate Designated School Liaison, subject to applicable statutes and regulations governing confidentiality, of:

Any arrest of a student or the filing of a criminal or delinquency complaint application against any student of the Acton Boxborough Public Schools;

1. A student's voluntary participation in any Diversion Program; or
  2. Any occurrence involving a student of the Acton Boxborough Public Schools, if:
    - a. The activity poses a serious (present or future) threat to the safety or well-being of the student, other students, faculty, or staff at the School;
    - b. The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., the arrest or filing of a criminal complaint against a member of the student's household); or
    - c. The activity involves actual or possible truancy.

#### **VI. Roles and Responsibilities of Schools, SROS, and Police Department**

The parties are dedicated to providing a safe and nurturing climate in which learning can take place. The parties also want to promote a safe environment in the public school community while upholding the students' legal rights as outlined in the Standard Operating Procedures Regarding the School Resource Officer Program in the Acton Boxborough Public Schools ("SRO SOP") §5.

The parties acknowledge that proper integration of the SRO in the school environment, including (as appropriate) educational activities, classroom instruction, school assemblies, and staff and school safety meetings, can help build trust, relationships, and strong communication among the SRO and students, faculty, staff, parents, and community.

As past events have shown, any school is at risk for incidents of violence, threatened violence, or attempted violence, as well as the use, abuse, and distribution of alcohol and other controlled substances, all of which diminish the ability of the school community to focus upon the business of learning. In order to promote a safe and nurturing environment in our schools and in our community, it is in our common interest to share information as outlined in § V above. It is



through the collaborative efforts of the Acton Boxborough Public Schools and the Acton Police Department that this can occur.

#### **A. School Administration and School Personnel**

1. Non-violent infractions of school rules and policies not amounting to criminal or delinquent conduct such as tardiness, use of profanity, dress code violations, and disruptive or disrespectful behavior remains the sole responsibility of school administrators. To this end, SROs shall refrain from being involved in the school's handling of such violations or misbehavior except, as asked or needed, to support school staff in maintaining a safe school environment.
2. The school administrators agree to ensure that school employees cooperate with police investigations and any subsequent actions related to crime or criminal activity on school premises or at school-related events.
3. In order to maintain a safe and nurturing school environment, the Acton Boxborough Public Schools reserves the right to conduct a reasonable search of all school property for weapons, alcohol, other contraband, or controlled substances in accordance with state and federal law, the student handbook, and the SRO SOP § 5(a). Should any evidence of a criminal nature be seized during such an inspection or search, immediate notification to the designated police liaison will be made and the property will be secured by the SRO.

#### **B. Reporting Procedures for Emergency Situations**

Definition: An emergency situation is any incident that poses an immediate threat to human health or safety or which may result in serious property damage.

A teacher or other school employee having knowledge of any emergency situation shall immediately notify or cause to be notified both the Acton Police Department (911) and the Principal or Assistant Principal. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Where an emergency exists and there is an immediate need to avert or diffuse certain unusual conditions or disruptions in the school setting, the school will provide all necessary information to law enforcement personnel regarding the students at issue. (See § 99.31(a)(10) of the FERPA regulations.)

#### **C. Reporting Procedures for Non-Emergency Situations**

A teacher or other school employee who has reasonable grounds to believe that a student has committed an act categorized as a Mandatory Reportable Incident, shall promptly: (1) report the incident and names of any involved persons to the appropriate Designated School Liaison, and (2) notify the Designated School Liaison of the existence of any physical evidence and take reasonable steps to maintain any pertinent physical evidence in a secure place.

#### **D. Responsibilities of Designated School Liaison(s)**

Once a Designated School Liaison has been made aware of a Mandatory Reportable Incident, it is her/his responsibility to:

- Timely notify the Designated Police Liaison and, when appropriate, the parents/guardians of the involved student(s);
- Timely notify the Designated Police Liaison of the existence of pertinent physical evidence and take reasonable steps to maintain it in a secure place; and
- Timely notify the Designated Police Liaison of any written reports about the incident.

#### **E. Responsibilities of SRO/Designated Police Liaison(s)**

Because the Principal or his/her designee alone has control of the school building at any given time, police officers shall report to the main office upon entering a Acton Boxborough Public School. The Principal's foreknowledge of police presence in the building can do much to facilitate the school's operation and still prevent escalation of any existing situation requiring police response.

SROs shall not serve as school disciplinarians, as enforcers of school regulations, or in place of licensed school mental health professionals and shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

When the police have assumed responsibility in a criminal investigation, the police naturally are the decision-makers concerning that investigation. The Principal or Designated School Liaison shall convey to those authorities his or her best assessment of the situation which may not be apparent to the police. The Principal or Designated School Liaison will not interfere with a criminal investigation once it has been initiated.

It is the goal of the Acton Police Department to meet the needs of all its community's children and youth. In collaboration with the Acton Boxborough Public Schools, the SRO/Designated Police Liaison will attempt to identify those students who may be at risk for problematic or unsafe behavior and link them to the support and services they need (e.g., mental health services, drug and alcohol counseling). In this endeavor, the SRO/Designated Police Liaison will seek to assist families by offering to develop an action plan that is tailored to meet the unique needs of the student.

#### **F. Arrests of Students**

Whenever possible, arrests of students will be attempted outside of school buildings and in compliance with the Standard Operating Procedures separately established by the Chief of Police and Superintendent pursuant to G.L. c. 71, § 37P.

#### **G. Emergency Mental Health Issues**

The parties recognize the importance of utilizing the expertise of mental health professionals in addressing the needs of students with behavioral and emotional difficulties in crisis situations

and agree that examination by a qualified mental health professional is the preferred mechanism for evaluating a student experiencing a mental health crisis.

Occasionally, the public schools encounter a student in crisis who requires emergency psychiatric treatment. The law provides for involuntary commitment of such individuals if, in the judgment of a qualified mental health professional, the failure to hospitalize such an individual would create a likelihood of serious harm to himself or others by reason of mental illness. In such circumstances, the individual may be restrained while an application for involuntary hospitalization is sought. Likewise, if a qualified mental health professional is unavailable, the law provides that a police officer may restrain such individual and apply for involuntary hospitalization. See M.G.L. c. 123, §12(a).

The parties therefore agree as follows:

- The school's medical personnel will initiate any requests for a Section 12 involuntary commitment, unless there is an immediate risk of harm to the student or others in which case the police department shall be contacted and assume responsibility for initiating commitment proceedings
- The school will seek alternate emergency response, if available (e.g., from an Emergency Services Program), for an immediate clinical assessment of the student in crisis before seeking the intervention of the police department
- If intervention by the police is necessary, the school will notify the police at the earliest possible opportunity so as to coordinate efforts, minimize disruption at school, and maintain privacy for the student involved to the extent possible
- When an assessment of a student is made for possible involuntary commitment, referrals for follow-up mental health services shall be made by the school's clinical team

## **VII. Data Collection and Reporting**

The parties agree to collect and report data regarding school-based arrests, citations and court referrals of students to the Department of Elementary and Secondary Education ("DESE") in accordance with regulations promulgated by DESE pursuant to G.L. c. 71, § 37P. The parties understand that such data will be collected and published by DESE in a disaggregated form and made available for public view.

## **VIII. Effective Date and Duration of Agreement**

This agreement shall be effective as of the date of signing. It should be reviewed at least annually (before the start of the school year) and amended as necessary to meet the needs of the parties. This agreement will remain in full force and effect until amended or until such time as either party withdraws from the agreement by delivering written notification of such recession to the other party.

Signed on this 4th day of September, 2018.

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Superintendent of Schools

Signed on this 4th day of September, 2018.

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Chief of Police

## APPENDIX A

### ROLE OF THE OFFICE OF THE MIDDLESEX DISTRICT ATTORNEY

In the spirit of enhancing communication between the district attorney, law enforcement, and school officials and to assist the Acton Boxborough Public Schools in providing a safe, secure, violence-free, and nurturing environment for learning and in accordance with the legislative mandates set forth in G.L. c. 12, § 32, c. 71, §§ 37H and 371/2H, among others, the Middlesex District Attorney, through her designees, agrees to:

- (1) Report to the school any criminal or delinquency complaint that is issued against a defendant or juvenile who is known to be a student of the Acton Boxborough Public Schools
- (2) Consult with the Acton Boxborough Public Schools and the Acton Police Department when fashioning proposed terms and conditions to be imposed upon a known student of the Acton Boxborough Public Schools at both the pre-adjudication and post-adjudication stages of the prosecution
- (3) Report to the school any adjudication of delinquency or conviction, diversion or other significant occurrence that arises from any above criminal or delinquency proceeding;

The Middlesex District Attorney agrees to provide training to the Middlesex District Attorney's Office ("MDAO") staff to inform them of their roles and responsibilities under this agreement. On an on-going basis, the same training will be provided to new staff members.

The MDAO will not disclose a student's personally identifiable information learned during and/or in relation to a G.L. c. 12, § 32 community based justice meeting to a third party other than another juvenile justice system agency and/or as provided by state and federal law.

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Marian T. Ryan  
Middlesex District Attorney

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Date

## 2022 School Resource Officer Memorandum of Understanding

Between

\_\_\_\_\_ Public Schools  
and  
\_\_\_\_\_ Police Department

This agreement (the “Agreement”) is made by and between \_\_\_\_\_ [*insert name of public school district or charter school*] (the “District”) and \_\_\_\_\_ Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department or the board or officer having control of the police department in a city or town (the “Chief”) and the Superintendent of the District [*or, in the case of charter schools: the head of the school*] (“the Superintendent”) are each a signatory to this Agreement. The provisions of this Agreement are specifically required by [section 37P of chapter 71 of the General Laws, as amended by Section 79 of chapter 253 of the Acts of 2020](#).

### Purpose

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officer (“SRO”)/the District and a Police Department regarding the placement of a police officer at \_\_\_\_\_ School(s) (the “School”) [*identify specific school name if relevant*] in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

### I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training, including SRO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer's ability to exercise lawful authority consistent with all laws of the Commonwealth.

## **II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct**

A "school resource officer" is a duly sworn municipal police officer, or a special officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification as required by subsection (b) of section 3 of chapter 6E of the General Laws and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families and staff.

The Parties agree that school officials and the SRO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to potential criminal or delinquent offenses as well as student conduct that requires immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read the student code of conduct for both the District and the school and seek clarification on any questions the SRO has.

The principal or principal's designee and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student conduct. In such instances the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property. The Parties acknowledge that it may be appropriate for school administrators rather than the SRO deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to

personal property. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that do not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SRO may act to de-escalate the immediate situation (where feasible) and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

The SRO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency situation where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SRO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SRO shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student conduct, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section X.

### **III. The Process for Selecting the SRO**

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief of Police shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing



professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics, trauma informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in [Section 116 of Chapter 6](#). The Chief of Police, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO. [*Note: regional school districts should tailor this paragraph to specify how chiefs of different towns should work together, and with the Superintendent, to select the SRO.*]

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g., regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section VII.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SRO's appointing authority at the earliest opportunity. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

#### **IV. Annual Review of the SRO**

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the goals and objectives of this MOU. [NOTE: Some districts may wish to have more frequent reviews.] The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

#### **V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings**

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. [NOTE: Some districts might add working with community partners on campaigns and messages in schools (e.g., to prevent substance use, vaping, and distracted driving).] If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an

individualized education program (“IEP”) under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act (“504 Plan”). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student’s family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g) (see further information in Section VI).

## **VI. Information Sharing Between SROs, School Staff, and Other Partners**

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

### **A. Points of Contact for Sharing Student Information**

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal’s designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below [*identify by title, not name*]:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **B. Compliance with FERPA and the Massachusetts Student Record Regulations**

At all times, school officials must comply with the Family Educational Rights and Privacy Act ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) (FERPA), and the Massachusetts Student Records Regulations, [603 CMR 23.00](#). These rules permit disclosures of personally identifiable information about students (“Student PII”) contained in educational records, without consent, under specific circumstances.

When the District “has outsourced institutional services or functions” to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a “school official” who can access, without consent, Student PII contained in education records about which the SRO has a “legitimate educational

interest.” To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SRO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

### **C. Disclosure to a Law Enforcement Officer or Agency**

As required by [section 37L of chapter 71 of the General Laws](#), school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police’s Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student’s family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or

(vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

#### **D. Information Sharing by School Personnel**

##### **1. For Law Enforcement Purposes**

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SRO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of [G.L. c. 71, § 97](#).

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student. Nothing in this section or this Agreement shall prevent school personnel from complying with reporting requirements in state law, including those found in [G.L. c. 71, § 37L](#), [G.L. c. 269, § 18](#), and [G.L. c. 71 § 37O](#).

## 2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section II.

Student information received by the SRO (or other Police Department employee identified in Section VI.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or principal's designee shall notify the student's parent/guardian, the student, or both, when such information will be shared with the SRO.

### E. Information Sharing by the SRO with the Principal or Principal's Designee

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SRO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SRO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

## VII. Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and Police Department, and Complaint Resolution

The SRO shall be a member of the Police Department and report directly to \_\_\_\_\_ [*identify Police Department supervisor by position*]. [*Or in cases in which the District has a police force which reports to the Superintendent: The SRO shall be designated as a special employee of the District and shall report directly to \_\_\_\_\_ [identify school or District supervisor by position]*]. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal or principal's designee and any other school officials identified in Section VI.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section VI.D.

The salary and benefits of the SRO shall be covered by \_\_\_\_\_ [*insert which party is responsible, or the percentages each party is responsible for*]. The costs of the training required by this Agreement and any other training or professional development shall be paid by \_\_\_\_\_ [*insert which party is responsible, or the percentages each party is responsible for*].

*[Insert which party is responsible for any other foreseeable costs, or the percentages each party is responsible for.]*

*[Insert a paragraph detailing what the District will make available to the SRO with respect to space and equipment, such as dedicated and secure office space for the SRO that allows the SRO to engage in confidential conversations, a desk, chairs, and access to any technology needs. Also specify what equipment the Police Department will provide.]*

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year. Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

### **VIII. Training for SROs**

In accordance with section [23 of chapter 253 of the Acts of 2020, the Municipal Police Training Committee shall provide](#) training for SROs including but not limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impact on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited;
- (iv) bullying and cyberbullying; and
- (v) helping school resource officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.

Additional areas for continuing professional development may include:

- Restorative justice practices

- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall attend a minimum of \_\_\_\_\_ [*identify number of hours*] hours of training per year. [*The recommended minimum time spent in certified basic SRO training is 12 hours.*]

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

### **IX. Data Collection and Reporting**

In accordance with [section 37P\(d\) of chapter 71](#) of the General Laws, “[a]nnually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District's data reporting responsibilities.

### **X. Accompanying Standard Operating Procedures**

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies, and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;



6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or guardians.

**XI. Effective Date, Duration, Applicability, and Modification of Agreement**

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

\_\_\_\_\_  
Name:  
Superintendent of Schools  
Date: \_\_\_\_\_, 2022

\_\_\_\_\_  
Name:  
Chief of Police  
Date: \_\_\_\_\_, 2022



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-22	<b>AGENDA ITEM NUMBER</b>	3.b
<b>AGENDA ITEM TITLE</b>	New Business		
<b>PRESENTER(S)</b>	Marie Altieri, Maryann Young, Joanie Dean, James Marcotte		
<b>SUMMARY OF TOPIC</b>	Presentation: October 1 Enrollment & Class Size Update		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting or
<input type="checkbox"/>	with the request that the School Committee take action immediately

*If formal action is requested, include a suggested motion or contact Julie LaLumiere.*

<b>APPROX AGENDA TIME</b>	15 mins.
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	none



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

# K-12 Enrollment and Class Size

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December 1, 2022

# K-12 Enrollment Change

	2018-19	2019-20	Year to year change	2020-21	Year to year change	2021-22	Year to Year Change	2022-23	Year to Year Change	4 Year Change
Elementary	2,706	2,635	-71	2,552	-83	2,552	0	2518	-34	-188
Jr. High	923	860	-63	831	-29	825	-6	826	+1	-98
High School	1,837	1,816	-21	1,751	-65	1703	-48	1683	-20	-154
Total	5,466	5,311	-155	5,134	-177	5,080	-54	5,027	-53	-439 (-8%)

# K-12 Enrollment vs Projection

2022-2023	Oct. 1, 2022 Actual Enrollment	Projection	Over/ Under Spring Projection
Elementary	2,552	2,518	-34
Jr. High	825	826	+1
High School	1,683	1,645	-11
<b>Total</b>	<b>5,027</b>	<b>5,042</b>	<b>-44</b>

Kindergarten Projection = 334

Kindergarten Actual = 298

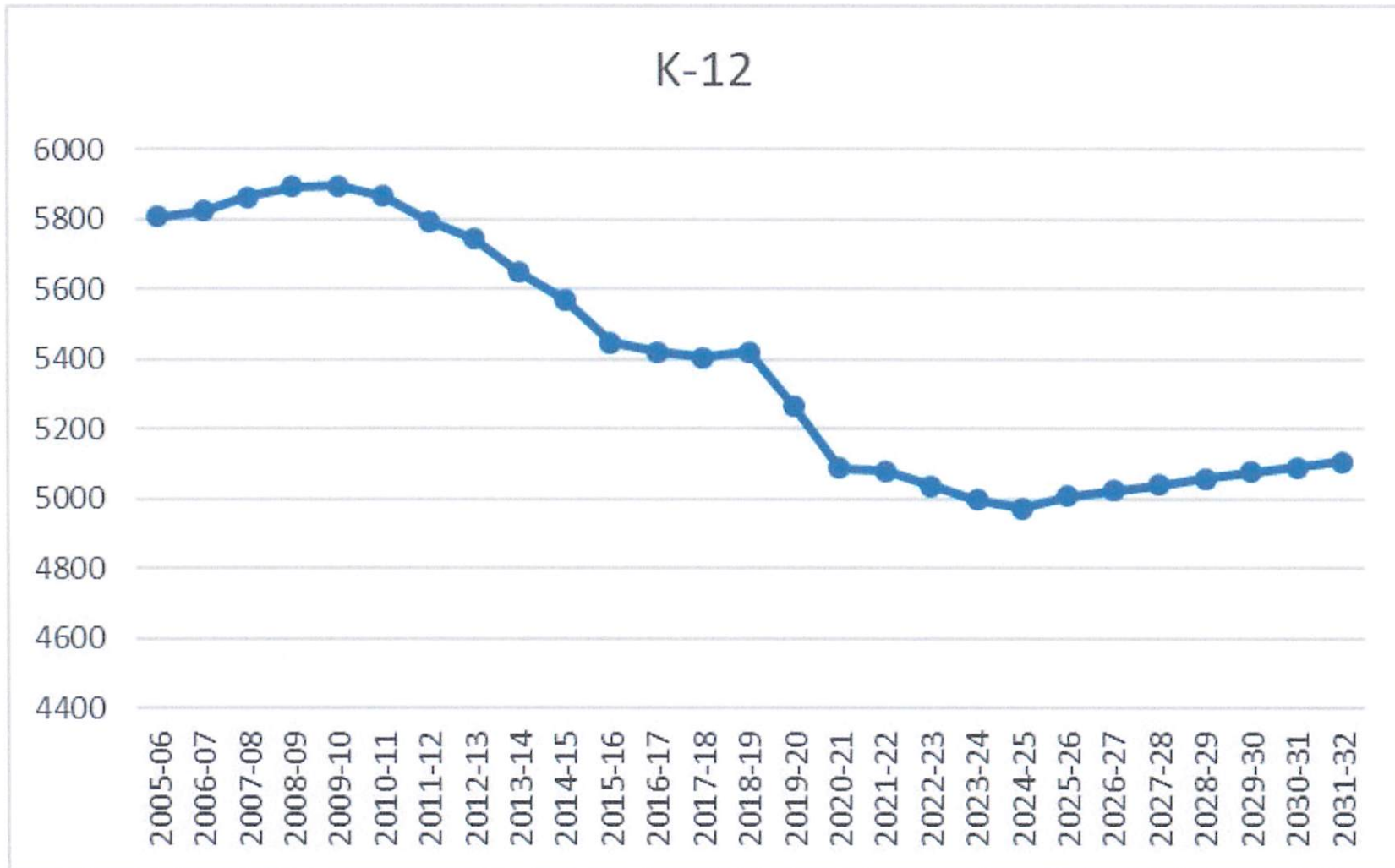
Kindergarten came in 36 below projection

Grades 1-12 were within 10 total students of projection

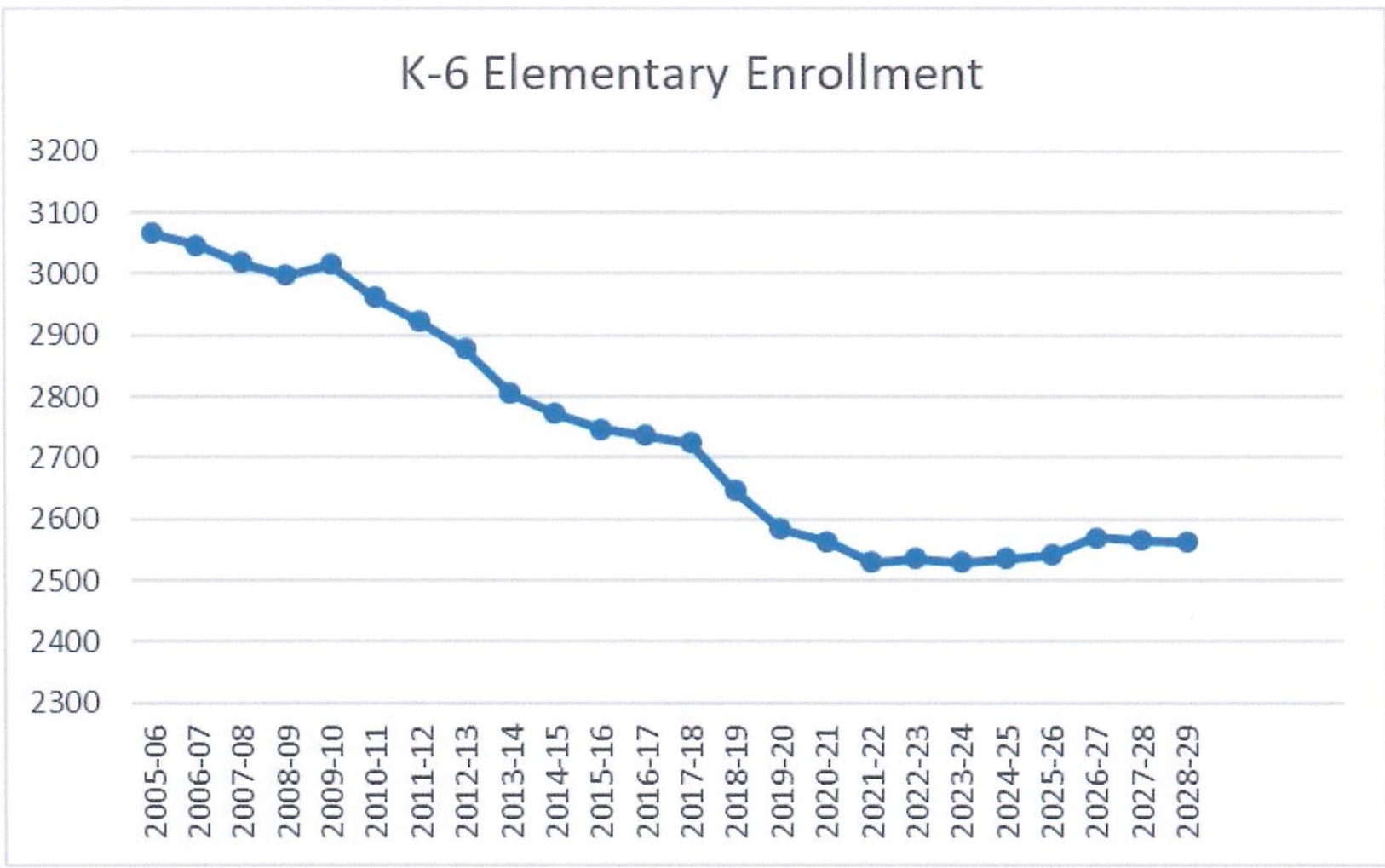
# Kindergarten Volatility

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>K Projection</b>	279	294	314	342	330	372	334	338
<b>K Actual</b>	323	349	330	302	279	312	298	
<b>Over Proj</b>	+44	+55	+16	-40	-51	-60	-36	

# K-12 Enrollment History and Projections



# Elementary Enrollment History and Projection

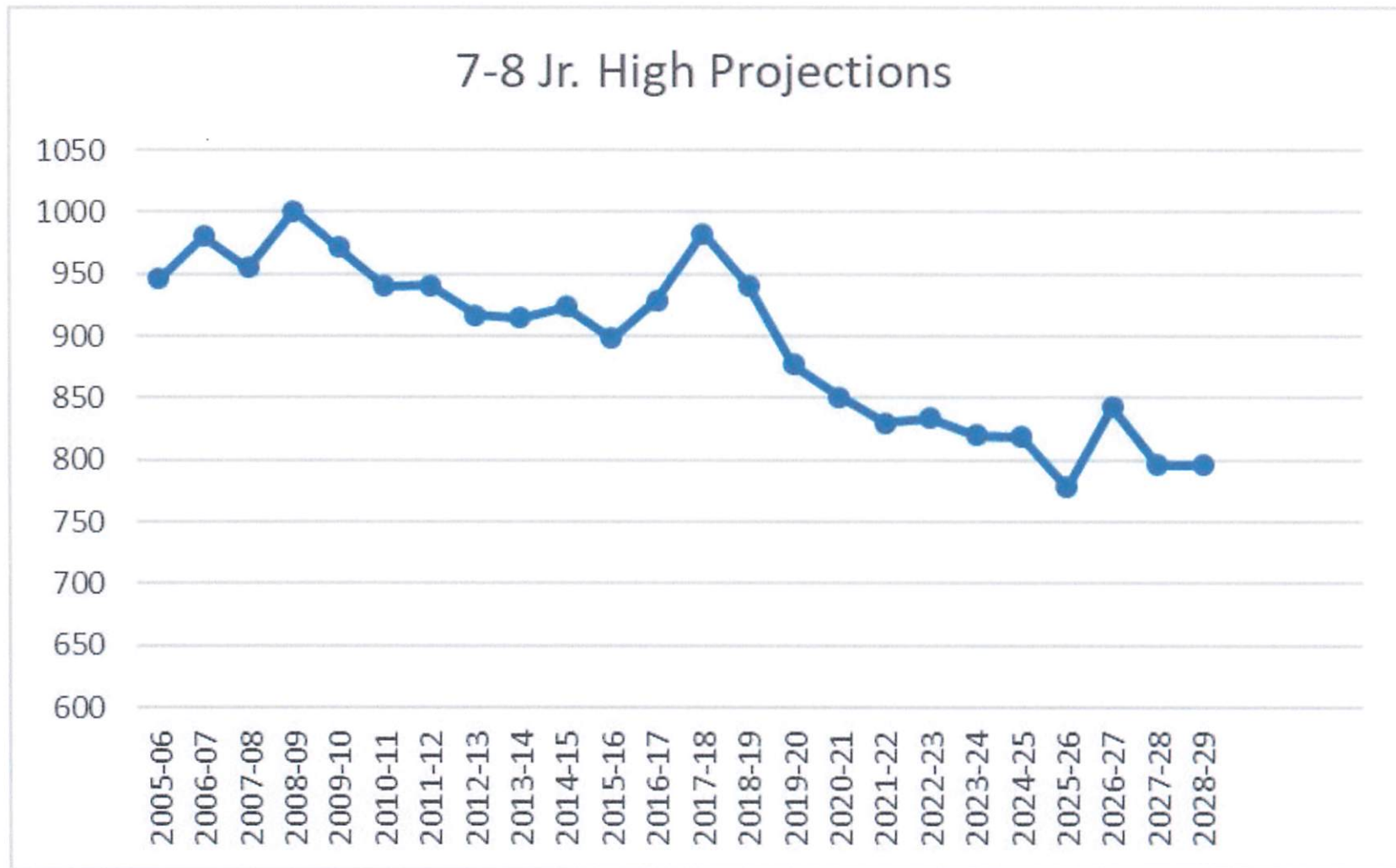




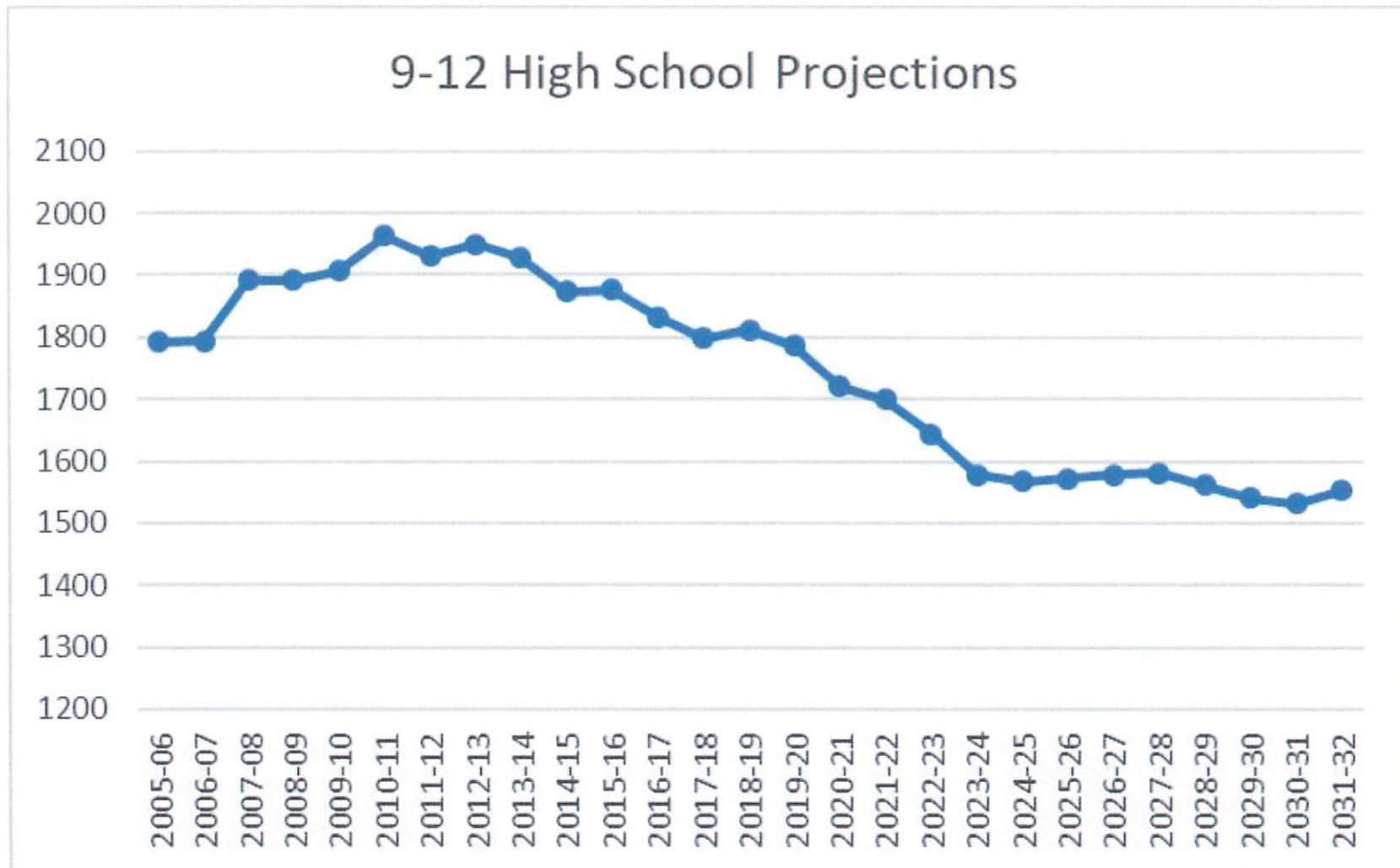
# Minuteman Regional Vocational Technical High School

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Acton	30	33	35	35	32	36	59	78	83
Boxborough	5	7	4	6	6	6	4	4	0
Total AB	35	40	39	41	38	42	63	82	83

# Jr. High Enrollment History and Projection



# High School Enrollment History and Projection



**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

Levels	Sept. 1				Oct. 1				Nov. 1			
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool Services	10	1	0	11	10	1	0	11				0
Preschool	81	16	1	98	90	16	1	107				0
Preschool Total	81	16	1	98	90	16	1	107				0
K	238	55	5	298	238	55	5	298				0
1	276	58	7	341	275	58	7	340				0
2	255	61	9	325	256	62	8	326				0
3	305	59	4	368	303	58	4	365				0
4	305	74	6	385	304	74	6	384				0
5	317	86	4	407	315	86	4	405				0
6	339	53	7	399	340	53	7	400				0
Elem Sub Total	2035	446	42	2523	2031	446	41	2518	0	0	0	0
OOD												
PreSch-6	12	1	0	13	11	1	0	12				0
Elem Total	2047	447	42	2536	2042	447	41	2530	0	0	0	0
7	326	78	8	412	325	78	8	411				0
8	342	70	5	417	340	70	5	415				0
JR Sub Total	668	148	13	829	665	148	13	826	0	0	0	0
9	346	61	7	414	349	61	7	417				
10	320	66	10	396	321	66	10	397				
11	342	61	12	415	341	61	12	414				
12	382	68	6	456	380	68	6	454				
13	0	0	1	1	0	0	1	1				
P.G.	0	0	0	0	0	0	0	0	0	0	0	0
HS Sub Total	1390	256	36	1682	1391	256	36	1683	0	0	0	0
Secondary Sub Total	2058	404	49	2511	2056	404	49	2509	0	0	0	0
OOD 7-13	46	7	0	53	46	7	1	54				0
Secondary Total	2104	411	49	2564	2102	411	50	2563	0	0	0	0
Preschool Total	81	16	1	98	90	16	1	107				0
Elem Total	2047	447	42	2536	2042	447	41	2530	0	0	0	0
Secondary Total	2104	411	49	2564	2102	411	50	2563	0	0	0	0
Grand Total	4232	874	92	5198	4234	874	92	5200	0	0	0	0

\*Preschool Services: Students receiving services only (Speech, OT, FT), not included in Totals

Pre-School  
A = ACTON  
B = BOXBOROUGH  
C = Choice/Staff/Tuition In  
P.G. = Post Graduates  
Ungr. = Ungraded

Distribution:  
P. Light  
M. Altieri  
D. Bookis  
J. Faber  
All Principals

D. Verdolino  
A. Bisewicz  
K. Nelson  
J. LaShombe/R. Shipp  
C. Doncaster

Actual Acton-Boxborough Grade K-6

Grade	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy			Total	Merriam			Total	Total #Secvg. Size			
	ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM		
	56	3			37	1			48	7			55	0			56	1			32	2						
K	19	20	20	59	19	19	38		18	19	18	55	18	18	19	55	18	19	20	57	16	18	34		298	16	18.6	
				10			1					1			3				1				0			16		
Gr. 1	20	20	17	60	20	19	20	59	21	20	21	62	19	18	20	57	21	20	41		20	20	21	61		340	17	20.0
				11			0					2			2				4				1			20		
Gr. 2	18	19	19	75	19	20	39		19	20	19	58	17	20	37		20	19	19	58	20	20	19	59		326	16	20.4
				19			0					2			1				1				3			26		
Gr. 3	22	21	22	65	21	21	20	62	21	22	22	65	23	21	44		22	21	21	64	21	22	22	65		365	17	21.5
				19			2					2			2				5				2			32		
Gr. 4	22	20	23	89	23	22	22	67	23	22	22	67	23	23	46		22	23	23	68	23	23	23	69		384	17	22.6
				26			2					1			3				5				0			37		
Gr. 5	22	24	23	92	23	23	24	70	22	23	23	68	22	21	43		22	21	21	64	23	24	24	71		405	17	23.8
				19			3					3			2				2				4			33		
Gr. 6	21	23	23	67	23	24	25	72	24	23	23	70	23	23	68		24	25	25	74	25	23	24	72		400	17	23.5
				20			0					1			3				1				2			27		
				124			8					12			16				19				12			191		
<b>Total</b>	<b>24</b>	<b>21.1</b>		<b>507</b>	<b>19</b>	<b>21.4</b>		<b>407</b>	<b>18</b>	<b>20.9</b>		<b>377</b>	<b>17</b>	<b>20.6</b>		<b>350</b>	<b>21</b>	<b>21.2</b>		<b>446</b>	<b>20</b>	<b>21.6</b>		<b>431</b>	<b>2518</b>	<b>117</b>	<b>21.5</b>	

124 Acton residents attend school in Boxborough

67 Boxborough residents attend school in Acton

Non-Resident Column C Breakdown

Grade	Staff Free	Choice	Tuition In	Acton Residents	Boxborough Residents attending	Blanchard Staff Free	Blanchard Choice
				Attending Blanchard	Acton Schools		
K	5	0	0	10	6	0	0
1	7	0	0	11	9	0	0
2	7	1	0	19	7	0	1
3	3	1	0	19	13	1	1
4	6	0	0	26	11	0	0
5	3	1	0	19	14	0	1
6	7	0	0	20	7	1	0
<b>Elem. Total</b>	<b>38</b>	<b>3</b>	<b>0</b>	<b>124</b>	<b>67</b>	<b>2</b>	<b>3</b>
7	8	0	0				
8	5	0	0				
<b>Sub Total</b>	<b>13</b>	<b>0</b>	<b>0</b>				
9	7	0	0				
10	7	2	1				
11	8	4	0				
12	5	1	0				
UG	0	0	1				
<b>Sub Total</b>	<b>27</b>	<b>7</b>	<b>2</b>				
<b>Grand Total</b>	<b>78</b>	<b>10</b>	<b>2</b>				

Rev: 10/14/2022

**Acton-Boxborough Regional School District**  
**October 1, 2022**

<b>Grade</b>	<b>Acton</b>	<b>Boxborough</b>	<b>*Non-Residents</b>	<b>Total</b>
K	238	55	5	298
1	275	58	7	340
2	256	62	8	326
3	303	58	4	365
4	304	74	6	384
5	315	86	4	405
6	340	53	7	400
7	325	78	8	411
8	340	70	5	415
9	349	61	7	417
10	321	66	10	397
11	341	61	12	414
12	380	68	6	454
13	0	0	1	1
Post-Grads	0	0	0	0
SE				0
Other				
<b>Total</b>	<b>4087</b>	<b>850</b>	<b>90</b>	<b>5027</b>

Acton Enrollment	4087
Boxborough Enrollment	850
Total Acton /Boxborough	4937
Acton %	82.78%
Boxborough %	17.22%
Total Percentage	100.00%

\*Non-Residents include: Choice, Staff Children and Tuition-in

Rev: 10/14/2022

Demographics

School	# of Students	African American/ Black		Asian		Hispanic or Latino		Multi Race Hispanic		Multi Race, Non-Hispanic		Native American		Native Hawaiian or Other Pacific		White	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Carol Huebner	107	6	5.61%	42	39.25%	7	6.54%	0	0.00%	10	9.35%	0	0.00%	0	0.00%	42	39.25%
<b>Total Preschool</b>	<b>107</b>	<b>6</b>	<b>5.61%</b>	<b>42</b>	<b>39.25%</b>	<b>7</b>	<b>6.54%</b>	<b>0</b>	<b>0.00%</b>	<b>10</b>	<b>9.35%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>42</b>	<b>39.25%</b>
Blanchard	507	16	3.16%	140	27.61%	44	8.68%	1	0.20%	33	6.51%	1	0.20%	0	0.00%	272	53.65%
Conant	407	12	2.95%	236	57.99%	23	5.65%	9	2.21%	21	5.16%	0	0.00%	0	0.00%	106	26.04%
Douglas	377	8	2.12%	60	15.92%	32	8.49%	8	2.12%	30	7.96%	0	0.00%	0	0.00%	239	63.40%
Gates	350	4	1.14%	197	56.29%	19	5.43%	5	1.43%	27	7.71%	0	0.00%	0	0.00%	98	28.00%
McCarthy-Towne	446	13	2.91%	44	9.87%	40	8.97%	5	1.12%	30	6.73%	0	0.00%	0	0.00%	314	70.40%
Merriam	431	12	2.78%	72	16.71%	28	6.50%	1	0.23%	34	7.89%	0	0.00%	0	0.00%	284	65.89%
<b>Total Elementary</b>	<b>2518</b>	<b>65</b>	<b>2.58%</b>	<b>749</b>	<b>29.75%</b>	<b>186</b>	<b>7.39%</b>	<b>29</b>	<b>1.15%</b>	<b>175</b>	<b>6.95%</b>	<b>1</b>	<b>0.04%</b>	<b>0</b>	<b>0.00%</b>	<b>1313</b>	<b>52.14%</b>
JHS	826	27	3.27%	296	35.84%	53	6.42%	9	1.09%	28	3.39%	2	0.24%	1	0.12%	410	49.64%
SHS	1683	54	3.21%	620	36.84%	90	5.35%	25	1.49%	53	3.15%	3	0.18%	3	0.18%	835	49.61%
<b>Total JHS &amp; SHS</b>	<b>2509</b>	<b>81</b>	<b>3.23%</b>	<b>916</b>	<b>36.51%</b>	<b>143</b>	<b>5.70%</b>	<b>34</b>	<b>1.36%</b>	<b>81</b>	<b>3.23%</b>	<b>5</b>	<b>0.20%</b>	<b>4</b>	<b>0.16%</b>	<b>1245</b>	<b>49.62%</b>
<b>Grand Total</b>	<b>5134</b>	<b>152</b>	<b>2.96%</b>	<b>1707</b>	<b>33.25%</b>	<b>336</b>	<b>6.54%</b>	<b>63</b>	<b>1.23%</b>	<b>266</b>	<b>5.18%</b>	<b>6</b>	<b>0.12%</b>	<b>4</b>	<b>0.08%</b>	<b>2600</b>	<b>50.64%</b>



Economically Disadvantaged

	Blanchard	Conant	Douglas	Gates	McCarthy Towne	Merriam	Total Elem	JHS	SHS	Total JHS&SH	Grand Total
<b>2022</b> # of Students	507	407	377	350	446	431	2518	826	1683	2509	5027
# Econ Disadv Students	64	51	64	43	72	58	352	114	219	333	685
% of Econ Disadv Students	12.62%	12.53%	16.98%	12.29%	16.14%	13.46%	13.98%	13.80%	13.01%	13.27%	13.63%
<b>2021</b> # of Students	496	403	382	368	450	453	2552	825	1703	2528	5080
# Econ Disadv Students	58	46	52	43	62	54	315	116	189	305	620
% of Econ Disadv Students	11.69%	11.41%	13.61%	11.68%	13.78%	11.92%	12.34%	14.06%	11.10%	12.06%	12.20%
<b>2020</b> # of Students	487	394	378	377	483	433	2552	831	1751	2582	5134
# Econ Disadv Students	49	31	38	50	62	47	277	98	184	282	559
% of Econ Disadv Students	10.06%	7.87%	10.05%	13.26%	12.84%	10.85%	10.85%	11.79%	10.51%	10.92%	10.89%
<b>2019</b> # of Students	472	409	393	371	515	475	2635	860	1814	2674	5309
# Econ Disadv Students	45	40	44	50	71	56	306	101	182	283	589
% of Econ Disadv Students	9.53%	9.78%	11.20%	13.48%	13.79%	11.79%	11.61%	11.74%	10.03%	10.58%	11.09%
<b>2018</b> # of Students	464	449	405	376	520	492	2706	923	1837	2760	5466
# Econ Disadv Students	41	49	33	51	80	50	304	102	165	267	571
% of Econ Disadv Students	8.84%	10.91%	8.15%	13.56%	15.38%	10.16%	11.23%	11.05%	8.98%	9.67%	10.45%

Count Comparison 2020-2022

Levels	Oct. 1, 2018				Oct. 1, 2019				Oct. 1, 2020				Oct. 1, 2021				Oct. 1, 2022			
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
Preschool	81	21	3	105	76	23	3	102	55	15	3	73	79	24	3	106	90	16	1	107
<b>Preschool Total</b>	<b>81</b>	<b>21</b>	<b>3</b>	<b>105</b>	<b>76</b>	<b>23</b>	<b>3</b>	<b>102</b>	<b>55</b>	<b>15</b>	<b>3</b>	<b>73</b>	<b>79</b>	<b>24</b>	<b>3</b>	<b>106</b>	<b>90</b>	<b>16</b>	<b>1</b>	<b>107</b>
K	266	60	4	330	253	49	4	306	223	55	8	286	257	55	5	317	238	55	5	298
1	296	73	2	371	274	66	6	346	267	51	3	321	245	62	9	316	275	58	7	340
2	305	45	5	355	302	77	2	381	294	65	6	365	284	51	3	338	256	62	8	326
3	314	73	6	393	320	53	4	377	299	70	3	372	305	65	5	375	303	58	4	365
4	337	56	7	400	312	74	6	392	337	61	6	404	319	76	4	399	304	74	6	384
5	371	51	7	429	342	64	6	412	314	70	6	390	340	52	7	399	315	86	4	405
6	362	57	9	428	365	50	6	421	342	66	6	414	328	73	7	408	340	53	7	400
<b>Sub Total</b>	<b>2251</b>	<b>415</b>	<b>40</b>	<b>2706</b>	<b>2168</b>	<b>433</b>	<b>34</b>	<b>2635</b>	<b>2076</b>	<b>438</b>	<b>38</b>	<b>2552</b>	<b>2079</b>	<b>434</b>	<b>40</b>	<b>2552</b>	<b>2031</b>	<b>446</b>	<b>41</b>	<b>2518</b>
OOD K-6	16	3	0	19	10	2	0	12	14	3	0	17	11	1	0	12	11	1	0	12
<b>Elem Total</b>	<b>2267</b>	<b>418</b>	<b>40</b>	<b>2725</b>	<b>2178</b>	<b>435</b>	<b>34</b>	<b>2647</b>	<b>2090</b>	<b>441</b>	<b>38</b>	<b>2625</b>	<b>2089</b>	<b>435</b>	<b>40</b>	<b>2564</b>	<b>2042</b>	<b>447</b>	<b>41</b>	<b>2530</b>
7	357	65	13	435	351	53	8	412	353	50	7	410	337	62	5	404	325	78	8	411
8	414	69	5	488	365	70	13	448	354	58	9	421	358	55	8	421	340	70	5	415
<b>J.H.S. Total</b>	<b>771</b>	<b>134</b>	<b>18</b>	<b>923</b>	<b>716</b>	<b>123</b>	<b>21</b>	<b>860</b>	<b>707</b>	<b>108</b>	<b>16</b>	<b>831</b>	<b>695</b>	<b>117</b>	<b>13</b>	<b>825</b>	<b>665</b>	<b>148</b>	<b>13</b>	<b>826</b>
9	393	63	4	460	392	71	7	470	332	62	12	406	316	59	10	385	349	61	7	417
10	350	75	4	429	390	69	4	463	391	67	7	465	337	59	11	407	321	66	10	397
11	364	74	7	445	354	70	3	427	381	65	4	450	386	64	6	456	341	61	12	414
12	424	69	7	500	370	71	8	449	348	75	3	426	383	64	4	451	380	68	6	454
9-12 Ungr.	0	0	3	3	4	1	0	5	3	1	0	4	3	1	0	4	0	0	1	1
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>H.S. Total</b>	<b>1531</b>	<b>281</b>	<b>25</b>	<b>1837</b>	<b>1510</b>	<b>282</b>	<b>22</b>	<b>1814</b>	<b>1455</b>	<b>270</b>	<b>26</b>	<b>1751</b>	<b>1425</b>	<b>247</b>	<b>31</b>	<b>1703</b>	<b>1391</b>	<b>256</b>	<b>36</b>	<b>1683</b>
<b>Total JHS &amp; HS</b>	<b>2302</b>	<b>415</b>	<b>43</b>	<b>2760</b>	<b>2226</b>	<b>405</b>	<b>43</b>	<b>2674</b>	<b>2162</b>	<b>378</b>	<b>42</b>	<b>2582</b>	<b>2120</b>	<b>364</b>	<b>44</b>	<b>2528</b>	<b>2056</b>	<b>404</b>	<b>49</b>	<b>2509</b>
OOD 7-12	53	11	0	64	64	14	0	78	59	13	0	72	48	12	0	60	46	7	1	54
<b>Sec. Total</b>	<b>2355</b>	<b>426</b>	<b>43</b>	<b>2824</b>	<b>2290</b>	<b>419</b>	<b>43</b>	<b>2752</b>	<b>2221</b>	<b>391</b>	<b>42</b>	<b>2654</b>	<b>2168</b>	<b>376</b>	<b>44</b>	<b>2588</b>	<b>2102</b>	<b>411</b>	<b>50</b>	<b>2563</b>
<b>Preschool Total</b>	<b>81</b>	<b>21</b>	<b>3</b>	<b>105</b>	<b>76</b>	<b>23</b>	<b>3</b>	<b>102</b>	<b>55</b>	<b>15</b>	<b>3</b>	<b>73</b>	<b>79</b>	<b>24</b>	<b>3</b>	<b>106</b>	<b>90</b>	<b>16</b>	<b>1</b>	<b>107</b>
<b>Elem Total</b>	<b>2267</b>	<b>418</b>	<b>40</b>	<b>2725</b>	<b>2178</b>	<b>435</b>	<b>34</b>	<b>2647</b>	<b>2090</b>	<b>441</b>	<b>38</b>	<b>2569</b>	<b>2089</b>	<b>435</b>	<b>40</b>	<b>2564</b>	<b>2042</b>	<b>447</b>	<b>41</b>	<b>2530</b>
<b>Sec. Total</b>	<b>2355</b>	<b>426</b>	<b>43</b>	<b>2824</b>	<b>2290</b>	<b>419</b>	<b>43</b>	<b>2752</b>	<b>2221</b>	<b>391</b>	<b>42</b>	<b>2654</b>	<b>2168</b>	<b>376</b>	<b>44</b>	<b>2588</b>	<b>2102</b>	<b>411</b>	<b>50</b>	<b>2563</b>
<b>Grand Total</b>	<b>4703</b>	<b>865</b>	<b>86</b>	<b>5654</b>	<b>4544</b>	<b>877</b>	<b>80</b>	<b>5501</b>	<b>4366</b>	<b>847</b>	<b>83</b>	<b>5296</b>	<b>4336</b>	<b>835</b>	<b>87</b>	<b>5258</b>	<b>4234</b>	<b>874</b>	<b>92</b>	<b>5200</b>

Three Year Comparison K through 12

<b>Grade Year --&gt;</b>	<b>Gr. K-12 2020</b>	<b>Gr. K-12 2021</b>	<b>Gr. K-12 2022</b>	<b>Total 3 Years</b>	<b>Average 3 Years</b>
<b>Acton Enrollment</b>	4312	4256	4144	12712	4237.33
<b>Boxborough Enrollment</b>	832	811	858	2501	833.67
<b>Total</b>	5144	5067	5002	15213	5071.00
<b>Acton %</b>	83.83%	83.99%	82.85%	83.56%	83.56%
<b>Boxborough %</b>	16.17%	16.01%	17.15%	16.44%	16.44%
<b>Total</b>	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Source 2020 10/1 Report</b>	<b>K-6</b>	<b>7-13</b>	<b>Total</b>		
<b>Acton</b>	2090	2222	4312		
<b>Boxborough</b>	441	391	832		
	2531	2613	5144		
<b>Source 2021 10/1 Report</b>	<b>K-6</b>	<b>7-13</b>	<b>Total</b>		
<b>Acton</b>	2089	2168	4256		
<b>Boxborough</b>	435	376	811		
	2524	2544	5067		
<b>Source 2022 10/1 Report</b>	<b>K-6</b>	<b>7-13</b>	<b>Total</b>		
<b>Acton</b>	2042	2102	4144		
<b>Boxborough</b>	447	411	858		
	2489	2513	5002		

Three Year Comparison 7 through 12

	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Total</i>	<i>Average</i>
Year -->	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>3 Years</b>	<b>3 Years</b>
Acton Enrollment	2222	2168	2102	6492	2164.00
Boxborough Enrollment	391	376	411	1178	392.67
<b>Total</b>	<b>2613</b>	<b>2544</b>	<b>2513</b>	<b>7670</b>	<b>2556.67</b>
Acton %	85.04%	85.22%	83.65%	84.64%	84.64%
Boxborough %	14.96%	14.78%	16.35%	15.36%	15.36%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

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Minuteman Regional Technical HS

<b>GRADE</b>	10/15	10/16	10/17	10/18	10/19	10/20	10/21	10/22
<b>9</b>	9	6	10	10	12	25	29	20
<b>10</b>	8	10	8	8	14	12	24	29
<b>11</b>	10	10	9	6	6	14	11	23
<b>12</b>	2	10	6	8	5	5	14	11
<b>PG</b>	2	2	0	0	0	0	0	0
<b>ACTON TOTAL</b>	<b>31</b>	<b>38</b>	<b>33</b>	<b>32</b>	<b>37</b>	<b>56</b>	<b>78</b>	<b>83</b>
<b>9</b>	0	1	3	0	0	2	2	0
<b>10</b>	2	0	1	3	0	0	2	0
<b>11</b>	1	2	0	3	3	0	0	2
<b>12</b>	2	1	2	0	3	2	0	0
<b>PG</b>	1	1	0	0	0	0	0	0
<b>BOXBOROUGH TOTAL</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>2</b>
<b>GRAND TOTAL</b>	<b>37</b>	<b>43</b>	<b>39</b>	<b>38</b>	<b>43</b>	<b>60</b>	<b>82</b>	<b>85</b>

English Learners

		CHECP	Blanchard	Conant	Douglas	Gates	McCarthy Towne	Merriam	Total Elem	JHS	SHS	Total JHS&SHS	Grand Total
2022	# of Students	107	507	407	377	350	446	431	2518	826	1683	2509	5134
	# EL Students	28	46	64	27	37	31	34	239	26	24	50	317
	% of EL Students	26.17%	9.07%	15.72%	7.16%	10.57%	6.95%	7.89%	9.49%	3.15%	1.43%	1.99%	6.17%
2021	# of Students	106	496	403	382	368	450	453	2552	825	1703	2528	5186
	# EL Students	4	44	60	18	29	37	26	214	19	19	38	256
	% of EL Students	3.77%	8.87%	14.89%	4.71%	7.88%	8.22%	5.74%	8.39%	2.30%	1.12%	1.50%	4.94%
2020	# of Students	88	487	394	378	377	483	433	2552	831	1751	2582	5222
	# EL Students	14	42	53	29	42	36	20	222	18	19	37	273
	% of EL Students	15.91%	8.62%	13.45%	7.67%	11.14%	7.45%	4.62%	8.70%	2.17%	1.09%	1.43%	5.23%
2019	# of Students	102	472	409	393	371	515	475	2635	860	1814	2674	5411
	# EL Students	12	32	50	34	43	39	28	226	19	22	41	279
	% of EL Students	11.76%	6.78%	12.22%	8.65%	11.59%	7.57%	5.89%	8.58%	2.21%	1.21%	1.53%	5.16%
2018	# of Students	105	464	449	405	376	520	492	2706	923	1837	2760	5571
	# EL Students	5	24	42	14	43	33	27	183	20	20	40	228
	% of EL Students	4.76%	5.17%	9.35%	3.46%	11.44%	6.35%	5.49%	6.76%	2.17%	1.09%	1.45%	4.09%

**ABRHS Class Count  
October 1, 2022**

10/14/2022

**Yearly Totals**

**Yearly Totals**

2022-2023			2021-2022			2020-2021 HLP & RLP			2019-2020			2018-2019			2017-2018		
N = 1685			N = 1706			N = 1751			N = 1818			N = 1837			N=1830		
#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
422	8683.25	20.58	448	8763.75	19.56	463	8942.5	19.31	452	9172.5	20.29	444.5	9205	20.71	439.5	9216.5	20.97

N=number of students enrolled at ABRHS

**Yearly Details by Department and Course**

Gray signifies combined HLP & RLP sections '20-21

		2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			
		N = 1685			N = 1706			N = 1751 (HLP & RLP)			N = 1818			N = 1837			N=1830			
sem	Course#	Enrollment	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	111	English I H	8	180	22.50	8	157	19.63	8	141	17.63	6	138	23.00	6	132	22.00	6	133	22.17
	112	English I	13	218	16.77	12	204	17.00	13	233	17.92	17	296	17.41	15	288	19.20	14	266	19.00
	151	Eng. I (Trn)	1	11	11.00	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00
	115	English I CP1 (Ind)				2	8	4.00	3	29	9.67	2	20	10.00	2	18	9.00	1	13	13.00
	925	English Foundations				0	0	0.00	0	0	0.00	1	6	6.00	0	0	0.00	0	0	0.00
		<b>Total English I</b>	<b>22</b>	<b>409</b>	<b>18.59</b>	<b>23</b>	<b>378</b>	<b>16.43</b>	<b>25</b>	<b>408</b>	<b>16.32</b>	<b>27</b>	<b>472</b>	<b>17.48</b>	<b>24</b>	<b>451</b>	<b>18.79</b>	<b>22</b>	<b>421</b>	<b>19.14</b>
	201	American Studies English AE	1	27	27.00	1	16	16.00	2	38	19.00	2	42	21.00	2	35	17.50	3	65	21.67
	121	English II H	8	188	23.50	9	192	21.33	8	173	21.63	7	162	23.14	7	150	21.43	7	150	21.43
	122	English II AE	6	116	19.33	7	144	20.57	8	172	21.5	7	151	21.57	8	166	20.75	7	144	20.57
	123	English II CP	3	49	16.33	2	40	20.00	4	63	15.75	4	80	20.00	3	60	20.00	3	69	23.00
	126	English II CP1 (Ind)				1	13	13.00	2	13	6.50	2	19	9.50	1	16	16.00	1	11	11.00
		<b>Total English II</b>	<b>18</b>	<b>380</b>	<b>21.11</b>	<b>20</b>	<b>405</b>	<b>20.25</b>	<b>24</b>	<b>459</b>	<b>19.13</b>	<b>22</b>	<b>454</b>	<b>20.64</b>	<b>21</b>	<b>427</b>	<b>20.33</b>	<b>21</b>	<b>439</b>	<b>20.90</b>
	131	English III H	8	205	25.63	9	178	19.78	8	182	22.75	7	163	23.29	7	167	23.86	7	164	23.43
	132	English III AE	7	151	21.57	10	199	19.90	9	173	19.22	9	190	21.11	9	198	22.00	10	221	22.10
	133	English III CP	3	49	16.33	3	58	19.33	4	72	18	3	55	18.33	3	70	23.33	4	82	20.50
	134	English III CP1				1	14	14.00	2	18	9	1	16	16.00	1	6	6.00	1	15	15.00
		<b>Total English III</b>	<b>18</b>	<b>405</b>	<b>22.50</b>	<b>23</b>	<b>449</b>	<b>19.52</b>	<b>23</b>	<b>445</b>	<b>19.35</b>	<b>20</b>	<b>424</b>	<b>21.20</b>	<b>20</b>	<b>441</b>	<b>22.05</b>	<b>22</b>	<b>482</b>	<b>21.91</b>
	141	English IV H/AP	8	176	22.00	8	161	20.13	5	124	24.8	4	91	22.75	4	90	22.50	3	64	21.33
	162,163,164	Senior English Electives	12	241	20.08	14	270	19.29	13	288	22.15	11	255	23.18	15	328	21.87	16	327.5	20.47
	144	English IV CP1				1	13	13.00	1	14	14.00	1	9	9.00	2	20	10.00	1	8	8.00
	146 [147]	English IV Project [AE/H]	1	29	29.00	0	0	0.00	0	0	0.00	4	94	23.50	2	51	25.50	2	47	23.50
		<b>Total English IV</b>	<b>21</b>	<b>446</b>	<b>21.24</b>	<b>23</b>	<b>444</b>	<b>19.30</b>	<b>19</b>	<b>426</b>	<b>22.42</b>	<b>20</b>	<b>449</b>	<b>22.45</b>	<b>23</b>	<b>489</b>	<b>21.26</b>	<b>22</b>	<b>446.5</b>	<b>20.30</b>
	490	ACC English	1	17	17.00	1	10	10.00	1	4	4.00									
	490,486	MAP I & II				0	0	0.00	0	0	0.00	1	10	10.00	1	10	10.00	1	8	8.00
		<b>Total Misc. English</b>	<b>1</b>	<b>17</b>	<b>17.00</b>	<b>1</b>	<b>10</b>	<b>10.00</b>	<b>1</b>	<b>4</b>	<b>4.00</b>	<b>1</b>	<b>10</b>	<b>10.00</b>	<b>1</b>	<b>10</b>	<b>10.00</b>	<b>1</b>	<b>8</b>	<b>8.00</b>
		<b>Grand Total English</b>	<b>80</b>	<b>1657</b>	<b>20.71</b>	<b>90</b>	<b>1686</b>	<b>18.73</b>	<b>92</b>	<b>1742</b>	<b>18.93</b>	<b>90</b>	<b>1809</b>	<b>20.10</b>	<b>89</b>	<b>1818</b>	<b>20.43</b>	<b>88</b>	<b>1797</b>	<b>20.41</b>

2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
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sem	Course#	Course	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
			#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	211	World History H	6	153	25.50	7	152	21.71	6	128	21.33	6	128	21.33	6	134	22.33	4	105	26.25
	212	World History AE	8	173	21.63	8	154	19.25	12	215	17.92	11	242	22.00	11	221	20.09	11	234	21.27
	213	World History CP	5	77	15.40	4	58	14.50	3	37	12.33	6	77	12.83	5	80	16.00	5	71	14.20
	214	World History CP1				1	8	8.00	2	19	9.5	1	8	8.00	0	0	0.00	0	0	0.00
	285	World Hist. (Trn)	1	11	11.00	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00
		<b>Total World History</b>	<b>20</b>	<b>414</b>	<b>20.70</b>	<b>21</b>	<b>381</b>	<b>18.14</b>	<b>24</b>	<b>404</b>	<b>16.83</b>	<b>25</b>	<b>467</b>	<b>18.68</b>	<b>23</b>	<b>448</b>	<b>19.48</b>	<b>21</b>	<b>419</b>	<b>19.95</b>
	202	American Studies SocSt AE	1	27	27.00	1	16	16.00	2	38	19.00	2	42	21.00	2	35	17.50	3	65	21.67
	221	U.S. History/Gov I H	5	137	27.40	4	118	29.50	4	115	28.75	4	116	29.00	4	115	28.75	4	108	27.00
	222	U.S. History/Gov I AE	6	160	26.67	9	213	23.67	10	220	22	10	220	22.00	10	213	21.30	9	199	22.11
	223	U.S. History/Gov I CP	4	57	14.25	3	44	14.67	4	79	19.75	4	77	19.25	3	56	18.67	4	71	17.75
	286	U.S. History/Gov I CP1	1	8	8.00	2	15	7.50	2	11	5.5	2	19	9.50	1	5	5.00	1	5	5.00
		<b>Total U.S. History/Gov I</b>	<b>17</b>	<b>389</b>	<b>22.88</b>	<b>19</b>	<b>406</b>	<b>21.37</b>	<b>22</b>	<b>463</b>	<b>21.05</b>	<b>22</b>	<b>474</b>	<b>21.55</b>	<b>20</b>	<b>424</b>	<b>21.20</b>	<b>21</b>	<b>448</b>	<b>21.33</b>
	231	U.S. History/Gov II H/AP	7	175	25.00	6	133	22.17	5	121	24.2	5	121	24.20	5	111	22.20	6	161	26.83
	232	U.S. History/Gov II AE	7	172	24.57	10	225	22.50	10	243	24.3	9	225	25.00	10	248	24.80	10	240	24.00
	233	U.S. History/Gov II CP	3	46	15.33	5	86	17.20	5	83	16.6	4	69	17.25	4	76	19.00	4	68	17.00
	288	U.S. History/Gov II CP1	1	14	14.00	1	7	7.00	1	11	11	0	0	0.00	1	11	11.00	1	19	19.00
		<b>Total U.S. History/Gov II</b>	<b>18</b>	<b>407</b>	<b>22.61</b>	<b>22</b>	<b>451</b>	<b>20.50</b>	<b>21</b>	<b>458</b>	<b>21.81</b>	<b>18</b>	<b>415</b>	<b>23.06</b>	<b>20</b>	<b>446</b>	<b>22.30</b>	<b>21</b>	<b>488</b>	<b>23.24</b>
sem	251	Psychology H/AP	7	173	24.71	6	162	27.00	6	159	26.5	6	153	25.50	6	160	26.67	5	121	24.20
	252	Psychology AE	3	74	24.67	5	111	22.20	5	117	23.4	5	104	20.80	5	121	24.20	7	140	20.00
	253	Psychology CP	2	33	16.50	3	59	19.67	2	39	19.5	3	55	18.33	3	53	17.67	2	37	18.50
	254	Psych. & the Good Life	2	26.5	13.25															
		<b>Total Psychology</b>	<b>14</b>	<b>306.5</b>	<b>21.89</b>	<b>14</b>	<b>332</b>	<b>23.71</b>	<b>13</b>	<b>315</b>	<b>24.23</b>	<b>14</b>	<b>312</b>	<b>22.29</b>	<b>14</b>	<b>334</b>	<b>23.86</b>	<b>14</b>	<b>298</b>	<b>21.29</b>
sem	276	Sociology	1	13.5	13.50	2	27	13.50	1	14.5	14.50	2	36	18.00	2	32.5	16.25	2	38.5	19.25
sem	260, 261	Understanding Race	1	15.5	15.50															
sem	263, 264	Genocide/Conflict Resolution	1	18.5	18.50	1	20.5	20.50	1	20	20.00	0.5	9	18.00	0.5	6	12	0.5	7	14.00
sem	282	You and the Law	1	17	17.00	1	22	22.00	1.5	21	14.00	1.5	24.5	16.33	1.5	19.5	13.00	1	19	19.00
	284	European History H/AP	2	42	21.00	1	18	18.00	1	13	13.00	1	21	21.00	2	34	17.00	2	54	27.00
	236	Economics	2	42	21.00	3	77	25.67	3	75	25.00	3	72	24.00	3	83	27.67	3	68	22.67
	241	International Relations H	2	33	16.50	2	44	22.00	3	60	20.00	3	58	19.33	3	65	21.67	3	72	24.00
sem	272	Political Science	1	23	23.00	1	22	22.00	2	33.5	16.75	1	29	29.00	1	27	27.00	1	24	24.00
	928	History Foundations				0	0	0.00	0	0	0.0	1	10	10.00	1	20	20.00	1	12	12.00
		History Fundamentals				0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00
	489	ACC History	1	14	14.00	1	5	5.00	1	2	2.00									
	489,491,482	MAP I & II, WH, Psy				0	0	0.00	0	0	0	1	10	10.00	1	3	3.00	1	6	6.00
		<b>Total Misc. Social Studies</b>	<b>12</b>	<b>218.5</b>	<b>18.21</b>	<b>12</b>	<b>235.5</b>	<b>19.63</b>	<b>13.5</b>	<b>239</b>	<b>17.70</b>	<b>14</b>	<b>269.5</b>	<b>19.25</b>	<b>15</b>	<b>290</b>	<b>19.33</b>	<b>14.5</b>	<b>300.5</b>	<b>20.72</b>
		<b>Grand Total Social Studies</b>	<b>81</b>	<b>1735.0</b>	<b>21.42</b>	<b>88</b>	<b>1805.5</b>	<b>20.52</b>	<b>93.5</b>	<b>1879</b>	<b>20.10</b>	<b>93</b>	<b>1938</b>	<b>20.83</b>	<b>92</b>	<b>1942</b>	<b>21.11</b>	<b>92</b>	<b>1954</b>	<b>21.35</b>

sem	Course#	Course	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
			#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	312	Algebra I AE	5	106	21.20	5	100	20.00	6	119	19.83	7	140	20.00	6	136	22.67	6	135	22.50



	313	Algebra I CP	6	96	16.00	6	92	15.33	5	95	19	6	106	17.67	5	101	20.20	5	88	17.60
	316	Algebra I-1	2	20	10.00	2	25	12.50	2	22	11.00	2	23	11.50	1	12	12.00	2	18	9.00
	360	Alg. I-1 (Trn)	1	7	7.00	1	8	8.00	1	3	3.00	1	9	9.00	2	33	16.50	1	5	5.00
	326	El. Algebra I-2 CP 1	2	37	18.50	2	37	18.50	3	41	13.67	2	43	21.50	1	23	23.00	2	45	22.50
	315	Found. of Algebra/Math Fund.	1	14	14.00	1	7	7.00	1	3	3.00	1	6	6.00	1	9	9.00	1	7	7.00
	310	Algebra I H				0	0	0.00	0	0	0.0	1	24	24.00	1	19	19.00	1	22	22.00
		<b>Total Algebra</b>	<b>17</b>	<b>280</b>	<b>16.47</b>	<b>17</b>	<b>269</b>	<b>15.82</b>	<b>18</b>	<b>283</b>	<b>15.72</b>	<b>20</b>	<b>351</b>	<b>17.55</b>	<b>17</b>	<b>333</b>	<b>19.59</b>	<b>18</b>	<b>320</b>	<b>17.78</b>
	311	Geometry H	5	136	27.20	3	86	28.67	5	115	23	5	113	22.60	4	95	23.75	4	104	26.00
	322	Geometry AE	7	139	19.86	8	152	19.00	8	177	22.13	7	175	25.00	8	194	24.25	8	177	22.13
	323	Geometry CP	6	105	17.50	7	133	19.00	6	139	23.17	6	134	22.33	6	127	21.17	7	133	19.00
	324	Geometry CP1	1	20	20.00	2	24	12.00	1	25	25	1	12	12.00	2	34	17.00	2	30	15.00
		<b>Total Geometry</b>	<b>19</b>	<b>400</b>	<b>21.05</b>	<b>20</b>	<b>395</b>	<b>19.75</b>	<b>20</b>	<b>456</b>	<b>22.80</b>	<b>19</b>	<b>434</b>	<b>22.84</b>	<b>20</b>	<b>450</b>	<b>22.50</b>	<b>21</b>	<b>444</b>	<b>21.14</b>
	321	Algebra II H	3	89	29.67	4	105	26.25	5	111	22.2	3	90	30.00	3	91	30.33	4	107	26.75
	332	Algebra II AE	7	162	23.14	6	143	23.83	7	158	22.57	8	188	23.50	7	173	24.71	8	216	27.00
	333	Algebra II CP	8	143	17.88	8	163	20.38	7	143	20.43	7	137	19.57	7	146	20.86	7	140	20.00
	334	Algebra II CP1	1	13	13.00	2	25	12.50	1	15	15	2	26	13.00	2	27	13.50	1	20	20.00
		<b>Total Algebra II</b>	<b>19</b>	<b>407</b>	<b>21.42</b>	<b>20</b>	<b>436</b>	<b>21.80</b>	<b>20</b>	<b>427</b>	<b>21.35</b>	<b>20</b>	<b>441</b>	<b>22.05</b>	<b>19</b>	<b>437</b>	<b>23.00</b>	<b>20</b>	<b>483</b>	<b>24.15</b>
	331	Precalc/Intro Calc H	3	91	30.33	3	85	28.33	3	73	24.33	2	61	30.50	3	84	28.00	2	63	31.50
	352	Precalc/Intro Calc AE	6	136	22.67	7	161	23.00	8	180	22.5	7	173	24.71	8	182	22.75	7	167	23.86
	353	Precalculus CP	7	148	21.14	7	134	19.14	6	126	21	7	150	21.43	7	159	22.71	8	172	21.50
		<b>Total Precalc/Trigonometry</b>	<b>16</b>	<b>375</b>	<b>23.44</b>	<b>17</b>	<b>380</b>	<b>22.35</b>	<b>17</b>	<b>379</b>	<b>22.29</b>	<b>16</b>	<b>384</b>	<b>24.00</b>	<b>18</b>	<b>425</b>	<b>23.61</b>	<b>17</b>	<b>402</b>	<b>23.65</b>
	341	BC Calculus H/AP	2	52	26.00	1	30	30.00	2	45	22.5	2	47	23.50	1	38	38.00	1	43	43.00
	342	AB Calculus H/AP	4	106	26.50	4	99	24.75	4	99	24.75	4	101	25.25	5	111	22.20	4	95	23.75
	343	Calculus AE	1	22	22.00	2	34	17.00	1	18	18	1	19	19.00	1	15	15.00	1	19	19.00
		<b>Total Calculus</b>	<b>7</b>	<b>180</b>	<b>25.71</b>	<b>7</b>	<b>163</b>	<b>23.29</b>	<b>7</b>	<b>162</b>	<b>23.14</b>	<b>7</b>	<b>167</b>	<b>23.86</b>	<b>7</b>	<b>164</b>	<b>23.43</b>	<b>6</b>	<b>157</b>	<b>26.17</b>
sem	358	Intro to JAVA Programming	1.5	36.5	24.33	1.5	36	24.00	1	18.5	18.50									
sem	357	Computer Science H/AP	1.5	36	24.00	1.5	33.5	22.33	1	17	17.00	1.5	35	23.33	2	53.5	26.75	1.5	37	24.67
	348	Stats. & Probability	1	18	18.00	1	20	20.00	2	37	18.50									
	349	Stats. & Probability H/AP	4	104	26.00	4	116	29.00	4	105	26.25									
	623	Accounting	1	21	21.00	1	20	20.00	1	21	21.00	1	23	0.00	1	28	28.00	1	22	22.00
	365	Exploring Comp. Sci.	2	38	19.00	2	48	24.00	0	0	0.0	2	39	19.50	2	43	21.50	2	37	18.50
sem	358	Intro to JAVA AE/H				0	0	0.00	0	0	0.0	1.5	39.5	26.33	2	57.5	28.75	1.5	42	28.00
sem	346	Probability/Statistics				0	0	0.00	0	0	0.0	2	54	27.00	2	47	23.50	2.5	70	28.00
sem	347	Statistics H/AP				0	0	0.00	0	0	0.0	2	50.5	25.25	2	44	22.00	2.5	65	26.00
	345	Consumer Math	1	23	23.00	1	15	15.00	0	0	0.0	1	18	18.00	0	0	0.00	0	0	0.00
	492	ACC Math	2	10	5.00	1	4	4.00	1	2	2.00									
	483,492	MAP I & II				0	0	0.00	0	0	0.0	1	4	4.00	1	2	2.00	1	2	2.00
		<b>Total Misc. Math</b>	<b>14</b>	<b>286.5</b>	<b>20.464285</b>	<b>13</b>	<b>292.5</b>	<b>22.5</b>	<b>10</b>	<b>200.5</b>	<b>20.05</b>	<b>12</b>	<b>263</b>	<b>21.92</b>	<b>12</b>	<b>275</b>	<b>22.92</b>	<b>12</b>	<b>275</b>	<b>22.92</b>
		<b>Grand Total Math</b>	<b>92</b>	<b>1928.5</b>	<b>20.96</b>	<b>94</b>	<b>1935.5</b>	<b>20.59</b>	<b>92</b>	<b>1907.5</b>	<b>20.73</b>	<b>94</b>	<b>2040</b>	<b>21.70</b>	<b>93</b>	<b>2084</b>	<b>22.41</b>	<b>94</b>	<b>2081</b>	<b>22.14</b>

			2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
sem	Course#	Course	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.

	411	Environmental Science H	7	153	21.86	4	74	18.50	5	83	16.6	5	103	20.60	6	114	19.00	4	78	19.50
	412	Earth & Environ. Sci. AE				7	84	12.00	6	101	16.83	8	145	18.13	7	127	18.14	7	138	19.71
	413	Environmental Science	9	149	16.56	5	54	10.80	3	48	16	4	59	14.75	5	74	14.80	3	55	18.33
	414	Earth & Environ. Sci. CP1				1	13	13.00	2	15	7.5	1	8	8.00	1	10	10.00	1	8	8.00
	485	Env. Science (Trn)	1	11	11.00	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00
		<b>Total Earth Science</b>	<b>17</b>	<b>313</b>	<b>18.41</b>	<b>18</b>	<b>234</b>	<b>13.00</b>	<b>17</b>	<b>252</b>	<b>14.82</b>	<b>19</b>	<b>327</b>	<b>17.21</b>	<b>20</b>	<b>338</b>	<b>16.90</b>	<b>16</b>	<b>288</b>	<b>18.00</b>
	421	Biology H	4	93	23.25	11	251	22.82	10	244	24.4	10	244	24.40	9	205	22.78	8	213	26.63
	422	Biology AE	4	85	21.25	5	91	18.20	6	112	18.67	5	93	18.60	6	123	20.50	7	150	21.43
	423	Biology CP	3	70	23.33	4	59	14.75	6	99	16.5	6	111	18.50	4	77	19.25	4	78	19.50
	460	Biology CP1				0	0	0.00	1	18	18	2	25	12.50	1	12	12.00	2	15	7.50
		<b>Total Biology</b>	<b>11</b>	<b>248</b>	<b>22.55</b>	<b>20</b>	<b>401</b>	<b>20.05</b>	<b>23</b>	<b>473</b>	<b>20.57</b>	<b>23</b>	<b>473</b>	<b>20.57</b>	<b>20</b>	<b>417</b>	<b>20.85</b>	<b>21</b>	<b>456</b>	<b>21.71</b>
	431	Chemistry H	10	230	23.00	9	213	23.67	8	179	22.38	7	158	22.57	6	134	22.33	6	166	27.67
	432	Chemistry AE	6	112	18.67	8	152	19.00	7	153	21.86	7	151	21.57	8	183	22.88	8	178	22.25
	433	Chemistry CP	3	46	15.33	5	81	16.20	5	94	18.8	6	108	18.00	5	96	19.20	6	104	17.33
		<b>Total Chemistry</b>	<b>19</b>	<b>388</b>	<b>20.42</b>	<b>22</b>	<b>446</b>	<b>20.27</b>	<b>20</b>	<b>426</b>	<b>21.30</b>	<b>20</b>	<b>417</b>	<b>20.85</b>	<b>19</b>	<b>413</b>	<b>21.74</b>	<b>20</b>	<b>448</b>	<b>22.40</b>
	441	Physics AP	5	124	24.80	4	99	24.75	4	109	27.25	4	93	23.25	3	97	32.33	3	90	30.00
	440	Physics AP Lab	2.5	62	24.80	2	49.5	24.75	2	54.5	27.25	2	46.5	23.25						
	444	Physics H	7	144	20.57															
	442	Physics AE				8	151	18.88	7	153	21.86	7	153	21.86	8	170	21.25	6	131	21.83
	443	Physics CP	5	96	19.20	6	105	17.50	5	106	21.2	7	117	16.71	6	130	21.67	7	134	19.14
		<b>Total Physics</b>	<b>19.5</b>	<b>426</b>	<b>21.85</b>	<b>20</b>	<b>404.5</b>	<b>20.23</b>	<b>18</b>	<b>422.5</b>	<b>23.47</b>	<b>20</b>	<b>409.5</b>	<b>20.48</b>	<b>17</b>	<b>397</b>	<b>23.35</b>	<b>16</b>	<b>355</b>	<b>22.19</b>
	439	Adv. Chemistry AP	3	70	23.33	4	83	20.75	3	51	17	2	42	21.00	3	75	25.00	2	45	22.50
	438	Adv. Chemistry AP Lab	1.5	35	23.33	2	41.5	20.75	1.5	25.5	17	1	21	21.00						
	451	Adv. Biology AP	5	134	26.80	5	103	20.60	4	84	21	5	125	25.00	4	81	20.25	4	83	20.75
	450	Adv. Biology AP Lab	2.5	67	26.80	2.5	51.5	20.60	2	42	21	3	62.5	20.83						
	459	Environmental Sci. AP	9	210	23.33	3	60	20.00	4	87	21.75	3	66	22.00	3	64	21.33	4	84	21.00
	463	Physical Science CP	1	9	9.00	1	20	20.00	2	32	16	1	10	10.00	1	24	24.00	2	33	16.50
	464	Physical Science CP1	1	12	12.00	1	14	14.00	2	17	8.5	1	11	11.00	1	10	10.00	1	14	14.00
sem	453	Bioethics	1	23.5	23.50	1.5	28.5	19.00	2	32.5	16.25	2	49	24.50	1.5	25	16.67	2	36	18.00
sem	436	Anatomy & Physiology	2	45.5	22.75	2	50.5	25.25	2	33.5	16.75	2	41.5	20.75	2	35.5	17.75	2	34	17.00
sem	466	Marine Biology	1	22.5	22.50	1.5	31.5	21.00	1	17.5	17.50	1	26.5	26.50	1	21.5	21.50	2	24	12.00
sem	465	Project-Based Engineering	1	20.5	20.50	1	18	18.00	1	13.5	13.50	1	8.5	8.50	1	13.5	13.50	1	10.5	10.50
altdy	470	Sci. Research for Publication	0.5	12	24.00															
altdy	610	Exploratsn.in Vis.Arts & Sci.	1	16.5	16.50	0.5	5.5	11.00	1	13.5	13.50									
sem,altdy	472	Science Academic Support	2	7.25	3.63	1	4.25	4.25	1	4.75	4.75	1	5.5	5.50						
sem	452	Sci Tech CP1				0	0	0.00	0	0	0.0	0.5	4.5	9.00	0	0	0.00	2	23	0.00
sem	462	Human Body CP1				0	0	0.00	0	0	0.0	0	0	0.00	1	13	13.00			
sem	461	Sci. & Environment CP1				0	0	0.00	0	0	0.0	0.5	2.5	5.00	1	12.5	12.50			
		Found/Fundamentals CP1				0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	6	6.00
	487	ACC Science	1	11	11.00	1	8	8.00	1	4	4.00									
	487,493	MAP I & II				0	0	0.00	0	0	0.0	1	9	9.00	1	4	4.00	1	4	4.00
		<b>Total Misc. Science</b>	<b>32.5</b>	<b>695.75</b>	<b>21.41</b>	<b>27</b>	<b>519.25</b>	<b>19.23</b>	<b>27.5</b>	<b>457.75</b>	<b>16.65</b>	<b>25</b>	<b>484.5</b>	<b>19.38</b>	<b>20.5</b>	<b>379</b>	<b>18.49</b>	<b>24</b>	<b>396.5</b>	<b>16.52</b>
		<b>Grand Total Science</b>	<b>99</b>	<b>2070.75</b>	<b>20.92</b>	<b>107</b>	<b>2004.75</b>	<b>18.74</b>	<b>105.5</b>	<b>2031</b>	<b>19.25</b>	<b>107</b>	<b>2111</b>	<b>19.73</b>	<b>97</b>	<b>1944</b>	<b>20.15</b>	<b>97</b>	<b>1944</b>	<b>20.04</b>

sem	Course#	Course	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
			#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	510	Novice French I	1	15	15.00	1	22	22.00	1	11	11.00	1	11	11.00	1	13	13.00	1	21	21.00
	514	Intermediate French I	5	80	16.00	5	84	16.80												
	511	French II H				0	0	0.00	2	40	20	3	52	17.33	3	54	18.00	2	55	27.50
	512,513	French II AE/CP				0	0	0.00	2	32	16.00	3	49	16.33	3	62	20.67	2	44	22.00
		<b>Total French I &amp; II</b>	<b>6</b>	<b>95</b>	<b>15.83</b>	<b>6</b>	<b>106</b>	<b>17.67</b>	<b>5</b>	<b>83</b>	<b>16.60</b>	<b>7</b>	<b>112</b>	<b>16.00</b>	<b>7</b>	<b>129</b>	<b>18.43</b>	<b>5</b>	<b>120</b>	<b>24.00</b>
	521	French III H	2	42	21.00	2	39	19.50	3	50	16.67	2	44	22.00	3	51	17.00	2	56	28.00
	522,523	French III AE/III CP				1	26	26.00	3	43	14.33	3	54	18.00	2	39	19.50			
	522	French III	2	36	18.00	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00
		French III AE/IV CP				0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	2	53	26.50
		<b>Total French III</b>	<b>4</b>	<b>78</b>	<b>19.50</b>	<b>3</b>	<b>65</b>	<b>21.67</b>	<b>6</b>	<b>93</b>	<b>15.50</b>	<b>5</b>	<b>98</b>	<b>19.60</b>	<b>5</b>	<b>90</b>	<b>18.00</b>	<b>4</b>	<b>109</b>	<b>27.25</b>
	531,542	French IV H/V AE	2	33	16.50	3	46	15.33	3	39	13	2	45	22.50	2	57	28.50	2	49	24.50
	532,533	French IV AE/IV CP	2	30	15.00	2	33	16.50	2	35	17.5	2	30	15.00	2	41	20.50			
		French IV AE/V CP				0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	2	35	17.50
		<b>Total French IV</b>	<b>4</b>	<b>63</b>	<b>15.75</b>	<b>5</b>	<b>79</b>	<b>15.80</b>	<b>5</b>	<b>74</b>	<b>14.80</b>	<b>4</b>	<b>75</b>	<b>18.75</b>	<b>4</b>	<b>98</b>	<b>24.50</b>	<b>4</b>	<b>84</b>	<b>21.00</b>
	541	French V H/AP	1	23	23.00	1	22	22.00	2	27	13.5	1	18	18.00	1	23	23.00	2	26	13.00
		<b>Total French V</b>	<b>1</b>	<b>23</b>	<b>23.00</b>	<b>1</b>	<b>22</b>	<b>22.00</b>	<b>2</b>	<b>27</b>	<b>13.50</b>	<b>1</b>	<b>18</b>	<b>18.00</b>	<b>1</b>	<b>23</b>	<b>23.00</b>	<b>2</b>	<b>26</b>	<b>13.00</b>
		<b>Grand Total French</b>	<b>15</b>	<b>259</b>	<b>17.27</b>	<b>15</b>	<b>272</b>	<b>18.13</b>	<b>18</b>	<b>277</b>	<b>15.39</b>	<b>17</b>	<b>303</b>	<b>17.82</b>	<b>17</b>	<b>340</b>	<b>20.00</b>	<b>15</b>	<b>339</b>	<b>22.60</b>
	564	Novice Spanish I	5	78	15.60	3	48	16.00	3	41	13.67	3	50		4	48	12.00	2	47	23.50
		<b>Total Spanish I</b>	<b>5</b>	<b>78</b>	<b>15.60</b>	<b>3</b>	<b>48</b>	<b>16.00</b>	<b>3</b>	<b>41</b>	<b>13.67</b>	<b>3</b>	<b>50</b>	<b>16.67</b>	<b>4</b>	<b>48</b>	<b>12.00</b>	<b>2</b>	<b>47</b>	<b>23.50</b>
	565	Novice Spanish II	4	65	16.25	3	48	16.00	3	46	15.33	3	54	18.00	3	50	16.67	4	55	13.75
	561	Spanish II H				0	0	0.00	6	130	21.67	7	150	21.43	6	126	21.00	5	129	25.80
	562	Spanish II AE				0	0	0.00	5	100	20	5	98	19.60	6	108	18.00	5	107	21.40
	563,566	Spanish II CP/III CP1				0	0	0.00	3	59	19.67	3	66	22.00	3	62	20.67	3	60	20.00
	574	Intermediate Spanish I	15	257	17.13															
	569,566	Int.Spanish II/Spanish III				15	239	15.93												
		<b>Total Spanish II</b>	<b>19</b>	<b>322</b>	<b>16.95</b>	<b>18</b>	<b>287</b>	<b>15.94</b>	<b>17</b>	<b>335</b>	<b>19.71</b>	<b>18</b>	<b>368</b>	<b>20.44</b>	<b>18</b>	<b>346</b>	<b>19.22</b>	<b>17</b>	<b>351</b>	<b>20.65</b>
	571	Spanish III H	5	110	22.00	5	129	25.80	7	142	20.29	5	116	23.20	5	121	24.20	5	112	22.40
	572	Spanish III AE				4	100	25.00	5	106	21.2	5	107	21.40	5	100	20.00	4	82	20.50
	572,567	Spanish III/IV	5	90	18.00															
	573,567	Spanish III CP/IV				2	34	17.00	2	31	15.50	3	45	15.00	3	43	14.33	0	0	0.00
	573	Spanish III CP				0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	3	49	0.00
		<b>Total Spanish III</b>	<b>10</b>	<b>200</b>	<b>20.00</b>	<b>11</b>	<b>263</b>	<b>23.91</b>	<b>14</b>	<b>279</b>	<b>19.93</b>	<b>13</b>	<b>268</b>	<b>20.62</b>	<b>13</b>	<b>264</b>	<b>20.31</b>	<b>12</b>	<b>243</b>	<b>20.25</b>
	581	Spanish IV H	4	100	25.00	6	125	20.83	5	93	18.6	4	95	23.75	4	93	23.25	4	103	25.75
	582	Spanish IV AE	4	100	25.00	4	103	25.75												
	582,593	Spanish IV AE/V CP				0	0	0.00	5	120	24	6	106	17.67	4	82	20.50	5	109	21.80
	583	Spanish IV CP	2	28	14.00	1	18	18.00	2	32	16	2	31	15.50	2	42	21.00	2	42	21.00
		<b>Total Spanish IV</b>	<b>10</b>	<b>228</b>	<b>22.80</b>	<b>11</b>	<b>246</b>	<b>22.36</b>	<b>12</b>	<b>245</b>	<b>20.42</b>	<b>12</b>	<b>232</b>	<b>19.33</b>	<b>10</b>	<b>217</b>	<b>21.70</b>	<b>11</b>	<b>254</b>	<b>23.09</b>
	591	Spanish V H/AP	3	77	25.67	2	45	22.50	3	54	18	3	53	17.67	3	76	25.33	3	58	19.33
	592	Spanish V AE	1	11	11.00	0	0	0.00	2	21	10.5	1	16	16.00	2	21	10.50	2	33	16.50

592,593	Spanish V AE/V CP				2	35	17.50													
	<b>Total Spanish V</b>	<b>4</b>	<b>88</b>	<b>22.00</b>	<b>4</b>	<b>80</b>	<b>20.00</b>	<b>5</b>	<b>75</b>	<b>15.00</b>	<b>4</b>	<b>69</b>	<b>17.25</b>	<b>5</b>	<b>97</b>	<b>19.40</b>	<b>5</b>	<b>91</b>	<b>18.20</b>	
	<b>Grand Total Spanish</b>	<b>48</b>	<b>916</b>	<b>19.08</b>	<b>47</b>	<b>924</b>	<b>19.66</b>	<b>51</b>	<b>975</b>	<b>19.12</b>	<b>50</b>	<b>987</b>	<b>19.74</b>	<b>50</b>	<b>972</b>	<b>19.44</b>	<b>47</b>	<b>986</b>	<b>20.98</b>	
500	Latin I	2	25	12.50	2	32	16.00	3	42	14	2	36	18.00	2	35	17.50	2	35	17.50	
502	Intermediate Latin I AE	1	15	15.00	1	25	25.00	2	23	11.5	1	19	19.00	1	18	18.00	1	16	16.00	
503	Latin III AE				0	0	0.00	1	13	13	0	0	0.00	0	0	0.00	0	0	0.00	
503,525	Latin III AE/Latin Lit. H	1	18	18.00	1	21	21.00	0	0	0.0	1	10	10.00	1	10	10.00	0	0	0.00	
	Latin III AE/IV				0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	1	13	13.00	
	<b>Grand Total Latin</b>	<b>4</b>	<b>58</b>	<b>14.50</b>	<b>4</b>	<b>78</b>	<b>19.50</b>	<b>6</b>	<b>78</b>	<b>13.00</b>	<b>4</b>	<b>65</b>	<b>16.25</b>	<b>4</b>	<b>63</b>	<b>15.75</b>	<b>4</b>	<b>64</b>	<b>16.00</b>	
546	Novice Chinese I	1	18	18.00	1	18	18.00	2	18	9	1	20	20.00	1	11	11.00	1	12	12.00	
547	Intermediate Chinese I AE	1	18	18.00	1	15	15.00	1	12	12	1	12	12.00	1	10	10.00	1	16	16.00	
549,557	Chinese III H / IV H				0	0	0.00	2	23	11.5	0	0	0.00	1	21	21.00	0	0	0.00	
548,549,557	Chinese III AE/III H/IV H				0	0	0.00	0	0	0.0	1	18	18.00	0	0	0.00	0	0	0.00	
548,549,556,557	Chinese III AE/III H/IV AE/IV H	1	23	23.00	1	25	25.00													
	Chinese III H/IV AE/IV H				0	0	0.0	0	0	0.0	0	0	0.00	0	0	0.00	1	25	25.00	
	<b>Grand Total Chinese</b>	<b>3</b>	<b>59</b>	<b>19.67</b>	<b>3</b>	<b>58</b>	<b>19.33</b>	<b>5</b>	<b>53</b>	<b>10.60</b>	<b>3</b>	<b>50</b>	<b>16.67</b>	<b>3</b>	<b>42</b>	<b>14.00</b>	<b>3</b>	<b>53</b>	<b>17.67</b>	
	<b>Grand Total World Lang.</b>	<b>70</b>	<b>1292</b>	<b>18.46</b>	<b>69</b>	<b>1332</b>	<b>19.30</b>	<b>80</b>	<b>1383</b>	<b>17.29</b>	<b>74</b>	<b>1405</b>	<b>18.99</b>	<b>74</b>	<b>1417</b>	<b>19.15</b>	<b>69</b>	<b>1442</b>	<b>20.90</b>	

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018		
Enrollment	N = 1685			N = 1706			N = 1751 (HLP & RLP)			N = 1818			N = 1837			N=1830		
	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.
Grand Total English	80	1657	20.71	90	1686	18.73	92	1742	18.93	90	1809	20.10	89	1818	20.43	88	1796.5	20.41
Grand Total Social Studies	81	1735	21.42	88	1805.5	20.52	93.5	1879	20.10	93	1937.5	20.83	92	1942	21.11	91.5	1953.5	21.35
Grand Total Math	92	1928.5	20.96	94	1935.5	20.59	92	1907.5	20.73	94	2040	21.70	93	2084	22.41	94	2081	22.14
Grand Total Science	99	2070.75	20.92	107	2004.75	18.74	105.5	2031	19.25	101	1981	19.61	96.5	1944	20.15	97	1943.5	20.04
Grand Total World Lang.	70	1292	18.46	69	1332	19.30	80	1383	17.29	74	1405	18.99	74	1417	19.15	69	1442	20.90
<b>Total for All Classes</b>	<b>422</b>	<b>8683.25</b>	<b>20.58</b>	<b>448</b>	<b>8763.75</b>	<b>19.56</b>	<b>463</b>	<b>8942.5</b>	<b>19.31</b>	<b>452</b>	<b>9172.5</b>	<b>20.29</b>	<b>444.5</b>	<b>9205</b>	<b>20.71</b>	<b>439.5</b>	<b>9216.5</b>	<b>20.97</b>

with students & sections weighted for semester or alt-day



**Raymond J. Grey Junior High School**  
 Acton-Boxborough Regional School District  
 16 Charter Road, Acton, MA 01720  
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**James Marcotte, Principal**  
 Elizabeth Broadwater, Assistant Principal  
 Kelly Doherty, Assistant Principal  
 Jun Wei Zhang, Assistant Principal

TO: Peter Light, Superintendent  
 FROM: James Marcotte, Principal  
 RE: Junior High Enrollment & Class Size Report  
 DATE: October 24, 2022

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 This memo is intended to provide a general overview of class sizes at the Junior High for the current **2022-23** school year. The information found herein is based on enrollment as of October 1, 2022.

The implementation of a team-based model for scheduling and supporting students creates opportunities to offer elements of a “school within a school” experience and the benefits associated with that approach. Please keep in mind that our genuine desire and efforts to have comparable class and team sizes across each grade must naturally be balanced with our commitment to meeting individual needs and choices, and the placement of specialized programs. Leveled math classes, world language choices, and academic services (ELE, Special Education, Academic Support) are significant factors in this process. Some, but not all, of those factors are explored within this memo.

**OVERALL ENROLLMENT**

Overall enrollment at the Junior High had experienced a steady decline since 2008-2009, when we peaked at 1003 students, and fell to 888 in 2015-2016. For those peak years, the Junior High also had a “half-team” in 7th grade, with approximately 45 students, to help reduce team sizes in that grade. In 2012-2013, the half-team was eliminated with the expectation that enrollment would continue to decline significantly over the next 10 years. In 2017-2018, we had a noticeable spike in **enrollment with 964 students**. Since that time, our enrollment has gradually declined as displayed below. **This year’s current enrollment of 825 students** matches last year’s lowest enrollment in recent history.

Of note, we registered 35 new students to RJ Grey and Acton-Boxborough this summer and fall. 19 students were placed in the 7th grade; 16 students were placed in the 8th grade. Of the 35 registrations, 20% (7) were identified as students needing English Language services.

	7th Grade	8th Grade	Total Enrollment
<b>2016-2017</b>	469	442	911 (actual)
<b>2017-2018</b>	486	478	964 (actual)
<b>2018-2019</b>	435	489	924 (actual)
<b>2019-2020</b>	412	448	860 (actual)
<b>2020-2021 (COVID)</b>	410	421	831 (actual)
<b>2021-2022</b>	404	421	825 (actual)

<b>2022-2023</b>	410	415	825 (actual)
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According to the 2021 NESDEC enrollment report, RJ Grey is expected to remain relatively stable in regard to overall size for the next three years. NESDEC projects the following:

	<b>7th Grade</b>	<b>8th Grade</b>	<b>Projected Enrollment</b>
<b>2023-2024</b>	404	419	823
<b>2024-2025</b>	411	416	827
<b>2025-2026</b>	407	425	832

**TEAM SIZE**

As of October 1, **Grade 7** is currently at **410**, and **Grade 8** is currently at **415**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 102.5 students, and 103.75 students in Grade 8.

*We did not divide teams evenly this year, though, in order to help serve a population of students we feel needed additional support from teachers licensed in the four major content areas.* Take a look at the team sizes of 7 Red and 8 Red below. These two teams are connected to our Compass program. In the past several years, we have experienced challenges during periods of the school year when students from this program have significant challenges accessing their on-team classes. Whether it be due to anxiety, depression, or conflict, students were not able to regularly attend a team-based class: math, for example. For the 22-23 school year, we arranged our 7 and 8 Red team teacher schedules such that they teach 4 typically-sized classes and have one period reserved for work with students directly in the Learning Center who are unable to access the larger classes for some abbreviated period of time. At this point in this trial year, we have found this to be an effective way to assure that students are learning grade-level content by an educator licensed in that content area. The result of this scheduling shift is that the other three teams in each grade are slightly larger than they would be without this adjustment.

<b>7 Blue</b>	107	<b>7 Green</b>	109		<b>8 Blue</b>	111	<b>8 Green</b>	106
<b>7 Gold</b>	106	<b>7 Red*</b>	88		<b>8 Gold</b>	111	<b>8 Red*</b>	86

**CLASS SIZE ON TEAMS**

Within an individual team, average class sizes can be influenced by World Language choices and enrollment in math levels in grade 8. Since all other team-based classes (Science, English, Social Studies, World Language) are heterogeneous, the enrollment of students (by recommendation and parental override) in the different 8th grade math levels can be a considerable factor in student scheduling. If divided equally into the 5 team classes, average class size this year in both grades would be as follows:

<b>7 Blue</b>	107	21.4	<b>8 Blue</b>	111	22.2
<b>7 Gold</b>	106	21.2	<b>8 Gold</b>	111	22.2
<b>7 Green</b>	109	21.8	<b>8 Green</b>	106	21.2

<b>7 Red</b>	88 (4)	22	<b>8 Red</b>	86 (4)	21.5
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This year, in each grade, there are 4 math teachers, teaching 19 sections. Beginning in 2020-2021, 7th grade Math transitioned to an unlevelled single course that accompanied our adoption of the Desmos Math program. The ability to balance class sizes within that grade was aided by this transition. In 8th grade, we transitioned from three levels to two (Math 8 and Algebra I). Again, while not the reason for it, this shift provides more flexibility to organize student schedules in a manner that allows for options to balance class sizes. Because 8th grade continues to have two different levels, it is still important to have enough sections of each level (on each team) to allow for team placement flexibility and honoring other scheduling priorities (i.e. specific academic services, World Language, balancing demographics such as gender and ethnicity). This consideration may influence how many sections of each level are offered within a team.

### 7th Grade Math Class Distribution, Current/Previous Year Comparison

*\*2019-2020 was the last school year in which RJ Grey had two levels in 7th grade math. We have now shifted to a single unlevelled Math curriculum in 7th grade*

2021-2022	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
<b>Math 7</b>	3 Sections	15 Sections	2 Sections	0	0	20 Sections	20.48

2022-2023 (current)	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
<b>Math 7</b>	2 sections	7 sections	10 sections	0	0	19 Sections	21.32

### 8th Grade Math Class Distribution, Current/Previous Year Comparison

2021-2022	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
<b>Math 8</b>	5 sections	4 sections	2 sections	0	0	11 sections	19.1
<b>Algebra I</b>	0	2 sections	4 sections	3 sections	0	9 sections	23

2022-2023 (current)	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
<b>Math 8</b>	3 sections	6 sections	1 section	0	0	10 sections	19.4
<b>Algebra I</b>	0	1 section	6 sections	2 sections	0	9 sections	23.4

Social Studies and Science classes are two classes that every RJ Grey student takes. A small number of students will take English or Math in a small group class. As a note of comparison, below are class size ranges for these two content areas:

<b>2022-2023 (current)</b>	<b>14-18 Students</b>	<b>19-21 Students</b>	<b>22-24 Students</b>	<b>25-27 Students</b>	<b>28-30 Students</b>	<b>Total</b>	<b>Average</b>
<b>Science 8</b>	2 sections	6 sections	10 sections	1 section	0	19 sections	21.8
<b>Social Studies 7</b>	2 sections	7 sections	8 sections	2 sections	0	19 sections	21.5

### **OFF TEAM CLASS SIZE**

In both grades we offer four (4) Exploratory classes. In 7th grade, we offer Art 7, Digital Literacy 7, Minuteman Tech 7, and Music. In 8th grade, we offer Art 8, Digital Literacy 8, Drama, and Minuteman Tech 8. Students attend these classes for one-half of the year, every other day (approx. 42 sessions). If one divides an entire team by four, the class sizes for each Exploratory in 7th grade would be between 22 and 27 students, and between 22 and 28 students for 8th grade Exploratory classes. The *actual* enrollment for these classes will sometimes be lower because a number of students who receive other academic services (ASC and Special Education) will often have those services scheduled instead of an Exploratory class.

Within our Off-Team Classes, we also offer Phys Ed and Health. Students travel through the classes over five rotations and this class meets every other day, all year. It is important to note that PE/Health is a course that we do not interrupt with other services. Therefore, all students on a team attend PE and Health. We currently have five teachers in this department to help class sizes remain manageable. The next chart highlights the current class size ranges for several of our Exploratory and PE/Health classes:

<b>2022-2023 (current)</b>	<b>18 or fewer</b>	<b>19 - 21</b>	<b>22 - 24</b>	<b>25 +</b>	<b>Total Sections</b>	<b>Average Class Size</b>
<b>Art 7</b>	1 section	4 sections	5 sections	6 sections	16	23.1
<b>Minuteman Tech 7</b>	1 section	2 sections	4 sections	9 sections	16	23.8
<b>Dig Lit 8</b>	1 section	5 sections	8 sections	2 sections	16	22
<b>Drama 8</b>	3 sections	4 sections	6 sections	3 sections	16	21.6
<b>PE/Health 7 (one rotation)</b>	5 sections	4 sections	10 sections	1 section	20	20.7

### **ACADEMIC SUPPORT SERVICES**

RJ Grey remains committed to providing the support services that are appropriate for our cohort of high-needs students, through Special Education and general education support. Within the arena of general education support, our Academic Support Centers and English Learner program continue to be integral aspects of our work with, and interventions for, a significant percentage of our overall population. As of October 1, our Academic Support Centers (a general education service) currently work with **92 students (11.2% of the student population)**, with 46 7th graders, and 46 8th graders. Throughout the course of a school year, there are typically students who are able to phase out of ASC services, and other students who join the ASC based on recommendations from teachers and families. Within that cohort of students, we continue to encounter a broad range of students who require more global support in terms of school-parent collaboration and assistance, and whose academic preparation might be below grade level. The Academic Support Center has taken on the responsibility of supporting students whose profiles and areas of struggle require emotional



support, difficulties with transitions, continued progress with English language acquisition, and recovery from long-term illness and absence.

Beginning in 2017-18 the Junior High has had a full-time **(1.0) ELE teacher** position that is able to provide a level of instructional time and support commensurate with the growth of the cohort and the evolving needs of our students. With a full-time ELE teacher, we have expanded the number of instructional periods available during the day, and can now more flexibly schedule students into sections by WIDA level and, when appropriate, increase the instructional time for students to receive other support.

**October 1 Enrollment Data for EL Students at RJ Grey, 2014 to Present**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EL Students at RJG	11	7	17	20	21	20	18	19	26

**Entering WIDA Levels for Students Receiving ELE Services**

2021-2022	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	3	2	7	1	0	0
Grade 8	2	1	2	1	0	0

2022-2023 (current year)	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	3	2	6	1	0	0
Grade 8	4	5	5	0	0	0

We hope that the above information provides our community with a useful snapshot of RJ Grey through the lens of class size and enrollment. We appreciate the ongoing support that the School Committee and our larger community offer to RJ Grey.

Respectfully Submitted,  
James Marcotte  
Principal, RJ Grey

## MEMORANDUM

**To:** Peter Light  
**Fr:** Maryann Young, Coordinator of Multilingual Education  
**Re:** Trends -Multilingual Learner Population  
**Date:** November 21, 2022

In Acton-Boxborough, our multilingual learner population has steadily increased over time. This year, we have seen a dramatic increase of multilingual students into our schools. We currently have 333 multilingual learners which is an increase of 98 students since the school year began. Many of these students are arriving from Brazil, Central America, and South America, which represents a new trend in our population. Our two largest minority languages are Portuguese and Spanish. However, Acton-Boxborough is still a very diverse district with 40 different languages spoken within our multilingual learner population.

Another new trend is that the majority of the multilingual learners arriving are at the beginning levels of English proficiency with a WIDA level of 1 or 2. Students with a WIDA level of 1 are newcomers to the United States and are just beginning to develop listening and speaking skills in English. A student with a WIDA level of 2 is able to speak in phrases in English, has developed listening skills, and is beginning to write phrases and chunks of language. These students require the most instruction support and double the service time required for intermediate and advanced learners. Currently, 47.7% of our multilingual students are at this instructional level. This increase in students is occurring at every grade level (prek-12) and in every school.

Additionally, we are seeing an increase in the number of students with interrupted or limited formal education (SLIFE). These students have either missed 2 years of education over the age of eight or have received education, but it was provided inadequately either due to substandard facilities, lack of certified teachers, abbreviated school days or other differences. These students often arrive with educational "gaps" in both literacy and numeracy but bring a wealth of experiential knowledge.

For all of these reasons, it is a challenging but very exciting time to be a part of multilingual education in Acton-Boxborough.

### Key to Multilingual Terms

**ML**-Multilingual Learner, formerly English Learner

**MLE**-Multilingual Education, formerly English Language Education

**ELD**-English Language Development (content classes for multilingual learners)

**WIDA**- World Class Instructional Design and Assessment- A consortium of 41 state departments of education. WIDA works to design language development standards for prek-12 multilingual learners.

**WIDA Level 1-2** -students developing foundational English language skills (beginner/adv. beginner)

**WIDA Level 3-5**- students developing transitional English language skills  
(Intermediate/advanced intermediate/approaching fluency)

**SLIFE**-Student with limited or interrupted formal education

**Newcomer**-student in first year of education in the US



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	4.a
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<b>AGENDA ITEM TITLE</b>	<b>CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization</b>
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<b>PRESENTER(S)</b>	Kyra Cook
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<b>SUMMARY OF TOPIC</b>	Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
<b>X</b>	with the request that the School Committee take action immediately

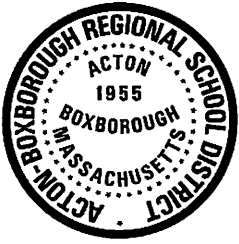
***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the consent agenda as proposed/amended."
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	Draft minutes, Donation
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## **Acton-Boxborough Regional School District**

15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

**Acton-Boxborough Regional School Committee Training & Workshop  
November 17, 2022 at 6:30 p.m.  
Followed by Executive Session at 8:30 p.m.  
Administration Building Room #3**

### **DRAFT OPEN MINUTES**

**Members Present:** Evelyn Abayaah-Issah (6:50 p.m.), Kyra Cook, Liz Fowlks, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Andrew Schwartz, Yebin Wang (6:40 p.m.), Rebeccah Wilson

**Members Absent:** Ben Bloomenthal

**Others:** Marie Altieri, Peter Light, Beth Petr, Dave Verdolino, Jim Hardy - MA Association of School Committees (MASC)

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#### **1. Call to Order**

Chairperson Kyra Cook called the ABRSC to order at 6:34 p.m.

#### **2. Chairperson's Welcome - Kyra Cook**

#### **3. Subcommittee/Liaison Updates**

##### **a. Policy Subcommittee Update - Ginny Kremer**

A policy regarding Class Size Guidelines in the Junior and Senior High Schools is being considered. Principals Joanie Dean and Jim Marcotte shared their thoughts and it is obvious that there are "many layers" to this discussion due to how the upper grades are structured.

##### **b. Legislative Liaison Activities – Ginny Kremer**

Ginny has been working hard trying to connect with our legislators regarding financial assistance for All Day Kindergarten without much success. She spoke with DESE members at the recent MASC conference and is hoping that there may be a bit of a window now with the incoming new politicians. This is an opportune time and she is following up. Andrew Schwartz is also assisting in this.

##### **c. MASC Conference**

Members who attended the recent MASS/MASC Conference found it very valuable. There is a lot to learn by connecting with members from other communities. Ginny urged the Committee to make attendance at this annual event a priority next year.

#### **4. Superintendent Update - Peter Light**

Mr. Light reported that the student who was recently injured in a car accident is slowly improving. The annual Veterans' Breakfast coordinated by Mary Price Maddox was very well done. Sixteen local senior citizens enjoyed a tour of the High School, lunch and a discussion with students in an effort to share what is happening in our schools with residents who no longer have children in the system. The gathering was very much appreciated by all. Mr. Light met with the Council on Aging

to see how we can host more seniors in our schools. A help desk involving students is being considered. One of the Superintendent's goals is to help the schools bring value to the community.

#### **5. Budget Training & Workshop with Jim Hardy, MASC Field Director**

Dave Verdolino introduced Jim Hardy for a discussion of "Roles and Responsibilities of School Committees in their Communities: Budget Development, Implementation, and Monitoring". They have done several financial workshops together over the years.

Jim emphasized the need for School Committee members to understand what municipal finance is all about regarding the schools. He suggested that members should never be told, "You don't need to know that." and that they need to ask questions. His comments included:

- All budget deliberations must be done in public. This is required by Open Meeting Law but transparency is key because it builds trust and confidence in decisions made.
- The public does not have the right to speak at all budget meetings. The Chair runs the meetings and must recognize speakers. Public Hearings are specifically for public input.
- The amount of detail in a proposed budget is determined by what members are comfortable with, and what is ultimately needed for the budget to be approved.
- Municipal officials cannot cut a school budget. Town Meeting can cut it by not approving the assessment, but they cannot decide how cuts will be made. They can make recommendations but they are not binding.
- MA Education Reform Law differentiates roles – Administration = Superintendent, Policy = School Committee, and Budget = Policy.
- The budget sets priorities by funding them (or not). The budget supports personnel policy including: Collective Bargaining, Equal Opportunity and Anti-Discrimination, and Employment Process.
- Per MGL Ch.71, Sec.34, the School Committee is responsible for "reviewing and approving budgets for public education in the district".
- Per MGL Ch.41, Sec. 45, all bills must be approved by the School Committee prior to payment. Members should look for abnormalities when signing warrants and ask questions if something doesn't look typical.
- Because a school district cannot go into deficit spending, a school budget cannot be exactly planned. Budgeting within 1% is being very efficient.

Members discussed the importance of working with the local boards and committees to educate people before the Town Meetings begin when it comes to passing the budget. Jim recommended that School Committees post that they are attending Town Meeting so they can vote during the meeting, if needed. In a regional district, all School Committee members, or at least a quorum should attend all of the Town Meetings in the regional towns in case a discussion and vote is needed at a meeting.

Members discussed how to get the budget message out to the community. Communications must be easy to understand and delivered to where people are getting their news, to be effective. School messages do not reach everyone because only about 20% of voters have school-age children. Currently there are four generations of voters – baby boomers (like letters and cards), Gen x (like to be called), Millennials and Gen Z (like social media). Successful communication is flexible enough to meet all of these delivery methods. It was noted that to be on

a facebook list does not create a meeting. The Open Meeting Law comes into play when there is a quorum of a body discussing something under the body's jurisdiction. A member can comment on a discussion until it refers to something under that member's jurisdiction. Sharing information is different from sharing an opinion. Deliberation (regarding something under a body's jurisdiction) involves an opinion.

Given that the Committee will be dealing with expenses for next year that go way over the budget amount, it was asked if there a difference between how to proceed when times are good compared to when there are not enough funds. Jim replying that discussing people's jobs in public is hard. With a finite amount of money to spend, the focus should be on making logical decisions based on the priorities. Make sure the information is available to the public so people understand how a Committee got to the decisions. Being very transparent and open is key. Be sure all of the budget subcommittee information gets out to the whole School Committee. Inconsistent answers lead to credibility issues. It's very important that all members stay on the message.

Dave Verdolino shared slides showing a gap in next year's budget of \$3.4 - 3.5M. This translates to approximately 20-30 certified staff. There is just not enough revenue to keep up with the expenses for next year. The Committee will also need to discuss the use of reserves. The typical budget process will not work this year. The Administration is looking at administrators, consolidations, and any possible areas for savings. The Committee needs to decide what number to target for the Acton assessment. Acton's reserves are at 5% and have risen every year. The District's E&D has been going down. It was stated that over the last five years, Acton has using around \$1M and replenishing \$1.2 M a year. Mr. Light stressed that a \$3.5M cut is really challenging. Members will need to think about what level of risk do they want to assume by using more E&D. This has to be matched with what the Town of Acton is able to do. Acton Leadership Group (ALG) will be kept informed that the District will need to use more reserves than in the past.

## 5. ONGOING BUSINESS

### a. Budget Guidelines - **VOTE** - *Kyra Cook*

Members considered providing numbers to target the budget increase for FY24 between X% and X%, as well as attempt to target the use of E&D reserves to \$X, taking into account the specific budget guidelines discussed at the previous School Committee meeting.

Referring to slides 6 & 7 from the 11/1/22 School Committee meeting, "What Does that Mean for FY24 Finances?" Adam Klein reviewed how an assessment increase would translate to the Acton assessment and Boxborough assessments, as well as how a budget increase would translate to the numbers. A member asked whether the number should be financially sustainable or educationally sustainable. The member thought it should be Financially but Adam responded that this would not be educationally sustainable because it doesn't cover the known fixed cost increases. Dave Verdolino added that regarding sustainability, the questions really are, "When are you going to have an override?" and "How many years' worth of reserves are in the bank?"

Members discussed reserves. It was suggested that there is a psychological impact on staff to be considered. It may be better to say we stay at \$1.25M E&D use now and leave wiggle room. Members discussed whether a budget target was the way to go, and as numbers get

solid it could be decided about reserve use. A member reminded the Committee that a goal is to make the budget as transparent to the community as possible.

While the Superintendent suggested that members should consider using \$1.25M for initial use of E&D, Adam Klein (Budget Subcommittee Chair) and Kyra Cook felt it did not need to be in the guidelines. There was a willingness to use more than usual, but also a need to understand more before members were ready to commit to a number.

Amy Krishnamurthy moved, Tessa McKinley seconded and it was unanimously,  
**VOTED**: to approve the FY24 Budget Guidelines as amended to include that the ABRSC would like to see the District target the Acton town assessment to 3%.

b. Approval of ABRSC Meeting Minutes of 11-01-22 - **VOTE** - *Kyra Cook*  
Liz Fowks moved, Tessa McKinley seconded and it was unanimously,  
**VOTED**: to approve the minutes of 11-01-22.

c. Blanchard Memorial Elementary School Playground Revolving Account - **VOTE** - *Peter Light*  
Mr. Light fully supports a multi-year goal for this type of initiative. Other schools may want to establish similar revolving accounts. It would not be appropriate for donations to be solicited and then when it is brought up to the School Committee, it not be approved for acceptance. Typically use for the funding would be specified when requested, similar to ABSAF donations. Adam Klein moved, Rebeccah Wilson seconded and it was unanimously,  
**VOTED**: to approve the Blanchard School Playground Revolving Account.

d. Statement of Warrants and Recommendation to Approve - **VOTE** - *Kyra Cook*  
Adam Klein moved, Amy Krishnamurthy seconded and it was unanimously,  
**VOTED**: to approve the warrants (see memo).

## 6. Executive Session

Kyra Cook stated the need for an executive session to be convened under

- MGL Ch 30A, sec.21(a) Purpose 3: to discuss strategy with respect to collective bargaining with the Acton-Boxborough Education Association (ABEA) because an open meeting may have a detrimental effect on the bargaining position of the Committee. She stated that the School Committee would not return to Open Meeting.

Adam Klein moved, Liz Fowlks seconded and it was unanimously,  
**VOTED by Roll Call**: to enter Executive Session for the reason stated at 9:26 p.m. (YES: Abayaah-Issah, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wang, Wilson)

## FYI

- David Verdolino Notice of Intention to Retire
- R.J. Grey Junior High Musical Oliver Jr., 12/01/22-12/04/22
- Boxborough Tree Lighting, 12/03/22 at 4:30 pm
- Community Coffee (virtual), 01/18/23 at 7:00 pm

Respectfully Submitted,  
Beth Petr

List of Documents Used: agenda, agenda item summary pages, Roles and Responsibilities of School Committees in their Communities: Budget Development, Implementation, and Monitoring Presentation Slides (J. Hardy), Budget Workshop Slides (D. Verdolino), Proposed ABRSC FY24 Budget Guidelines (A Klein), Draft ABRSC Meeting Minutes of 11/1/22 (B. Petr), Letter re Establishing a Blanchard Revolving Account from D. Labb to P. Light 11/8/22, Warrants Memo (D Verdolino), Notice of Intention to Retire from D. Verdolino 11/17/22, Oliver Musical Flyer, Boxborough Tree Lighting Flyer

**NEXT MEETINGS:** December 1 & December 15, ABRSC at 7:00 p.m. in the Admin. Building Auditorium





Dear Unified Champion School,

Thank you for your commitment to inclusion this school year. Enclosed, please find the grant funding provided to schools that are starting the UCS program or are continuing to build the program with Unified Basketball at the high school level. As a reminder, the grant money is given based on your commitment to inclusion and Unified Basketball this school year.

**Schools that are awarded this grant will commit to the following:**

- Commitment to planning regularly scheduled activities over a planned timeframe in the fall.
- Fill out the roster form with names of students participating in Unified Basketball, by Sept. 30<sup>th</sup> 2023.
- One whole school engagement activity that promotes inclusion, acceptance, and support of students with intellectual disabilities.
- Inclusive Youth Leadership throughout the year with friendships being made and youth being the agents of change

**Grant Funding**

***Limited to the following Unified Champion School related expenses***

- Teacher/Coach stipends needed to hold activities
- Equipment and or related costs in supporting the team
- Uniforms
- Transportation

If you have any questions regarding how to spend the grant money, please feel free to reach out to me. Please retain receipts for your records.

Thank you again for your commitment to inclusion and making a difference in the lives of so many students. #choosetoinclude

Sincerely,

Kathleen Lutz  
Interscholastic Unified Sports Manager  
Special Olympics MA  
Kathy.Lutz@specialolympicsma.org  
508-485-0986 x227

**Special Olympics Massachusetts (SOMA)  
512 Forest Street, Marlborough, MA 01752  
www.specialolympicsma.org**

**SPECIAL OLYMPICS MASSACHUSETTS, INC.**

To: Acton Boxborough Regional High S 10/25/2022

63584

INVOICE NUMBER	DATE	DESCRIPTION	AMOUNT	DISCOUNT	NET AMOUNT
102022	10/20/2022	Unified Basketball - Year 1	\$2,000.00	\$0.00	\$2,000.00
		<b>Totals:</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>

THE REVERSE SIDE OF THIS DOCUMENT INCLUDES MICROPRINTED ENDORSEMENT LINES AND ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW



**Special Olympics**  
Massachusetts

THE YAWKEY SPORTS TRAINING CENTER  
512 FOREST STREET  
MARLBOROUGH, MA 01752-3054

CENTURY BANK AND TRUST COMPANY

53-139/113

63584

CHECK DATE	CHECK NO.
10/25/2022	63584

CHECK AMOUNT

\$\*\* 2,000.00

PAY

\*\*Two thousand and 00/100 Dollars\*\*



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	4.b
<b>AGENDA ITEM TITLE</b>	Subcommittee and Member Reports		
<b>PRESENTER(S)</b>	various		
<b>SUMMARY OF TOPIC</b>	Customary updates from the Subcommittees, ALG, BLF if they have met since the last School Committee meeting		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	

## File: IIBA - ELEMENTARY CLASS SIZE GUIDELINES

The School Committee has a commitment to provide the highest quality education for our children [within the resources available in the community](#). The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that [elementary](#) classes are kept within the following ranges. Attainment of class sizes within these ranges shall, however, be dependent on budget and space considerations.

Class size ranges:

Kindergarten	18-20 students
Grades 1-3	20-22 students
Grades 4-6	22-24 students
<a href="#">Grades 7-12</a>	<a href="#">22-24 students</a>

Students will be placed in schools with an attempt to balance class sizes across the district. Principals will determine class placement within each school. [The School committee recognizes that a variety of factors, including the educational needs of students within a class, may impact the size of the class. Class sizes may also have a wider variation at the secondary level based on student course enrollment.](#)

Elementary class sizes will be reported to the committee monthly.

Approved 12/4/14

[Revised 12/1/22 \(First Read\)](#)

Acton-Boxborough Regional School District



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	4.c
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<b>AGENDA ITEM TITLE</b>	Statement of Warrants and Recommendation to Approve
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<b>PRESENTER(S)</b>	Kyra Cook
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<b>SUMMARY OF TOPIC</b>	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
<b>X</b>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	See motion in memo in the packet from D. Verdolino
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	2 min
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<b>ATTACHMENTS</b>	Summary memo from D. Verdolino in the addendum and posted folder of individual warrants
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# Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720  
www.abschools.org

**Finance Department**  
David A. Verdolino, Director  
(978) 264-4700  
dverdolino@abschools.org

November 22, 2022

To: School Committee Chair  
From: Dave Verdolino /dav/  
Re: School Committee Agenda - Warrants

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at the regular meeting on 12/1/2022.

The Budget Subcommittee has previously reviewed these warrants, for the purpose of check distribution. A majority of the Subcommittee conveyed their approval electronically and the related disbursements have been made. The full School Committee should vote its authorization of these expenditures of budgeted and other funds in its custody. All members have received for each warrant the information provided as shown below, namely:

1. (for vendor warrants, including payroll withholding remittances and student activities)
  - Declining balance register of payments (“Declining Dollar report”)
  - Warrant detail (payments by vendor)
2. (payroll)
  - Payroll warrant summary

As you know, these warrants, formerly provided in paper copy requiring physical signature, are now provided in digital copy with the School Committee meeting packet. A vote on the total memo value of warrants meets MGL guidelines for School Committee approval of warrants.

Thank you for your consideration and cooperation with this request.



# Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720  
www.abschools.org

**Finance Department**  
David A. Verdolino, Director  
(978) 264-4700  
dverdolino@abschools.org

## Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$4,842,195.35.

### AP Vendor warrant(s) as follows -

23-010A      dated    11/17/2022    in the amount of      \$            595,032.68

### Payroll Vendor warrant(s) as follows -

23-010PR    dated    11/17/2022    in the amount of      \$            1,224,536.98

### Payroll warrant(s) as follows -

P2310            dated    11/17/2022    in the amount of      \$            3,022,625.69



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	12-01-2022	<b>AGENDA ITEM NUMBER</b>	FYI
<b>AGENDA ITEM TITLE</b>	For Your Information (FYI)		
<b>PRESENTER(S)</b>	The Chairperson and/or Superintendent may highlight individual items		
<b>SUMMARY OF TOPIC</b>	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Julie LaLumiere.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	
<b>ATTACHMENTS</b>	various

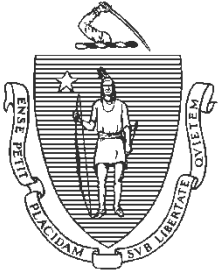


**Collaborative Board of Director's Checklist  
Ongoing Responsibilities Under Chapter 40 S. 4E**

DUE	Task	Body/Person Responsible	Comments
After July 1	Board Member appointed annually	School Committee	Minutes of appointment sent to the Collaborative Executive Director
Within 60 days of appointment	New Board Member Online Training	DESE/Board Member	DESE sends training information to Board members via email
Quarterly between July 1 and June 30	Quarterly Report on Collaborative to School Committee	Board of Directors	<ul style="list-style-type: none"> <li>-Executive Directors report can be used for reports</li> <li>-Annual report can be used as a quarterly report</li> <li>-Information item, not voted by school committee</li> </ul>
January 1 or after	Annual Report and Financial Statements submitted to School Committee	Board of Directors	<p>Voted by Collaborative Board and submitted by Executive Director to ESE, OSA, and Board no later than 1/1</p> <p>Board submits to school committees as an information item on or after 1/1</p>
Prior to end of fiscal year	Copy of annual budget and tuition rates	Board of Directors	Voted by Collaborative Board, submitted to school committees as an information item
<b>(2) Responsibilities of Appointed Representatives:</b>			

<p>Overall Board Member Responsibilities per MA regulations</p>	<p>(a) Each appointed representative has a fiduciary responsibility to discharge his or her duties with care, skill, prudence and diligence for the benefit of the representative's member district and the students served by the educational collaborative.</p> <p>(b) If the interests of the educational collaborative conflict with the interests of the member district, the appointed representative shall have a duty to inform the member district about the conflict at the next regularly scheduled open meeting of the member district.</p> <p>(c) Each appointed representative shall be responsible for providing the following information to the representative's member district in accordance with the provisions of M.G.L.c. 40, § 4E:</p> <ol style="list-style-type: none"> <li>1. quarterly information and updates to the school committee or charter school board at an open meeting on collaborative activities, including, but not limited to, the programs and services provided by the collaborative;</li> <li>2. a report on significant changes in programs, services, budgets, and property as they arise;</li> <li>3. a copy of the collaborative agreement and any amendments;</li> <li>4. a copy of the annual budget and tuition rate;</li> <li>5. a copy of the annual report and financial audit;</li> <li>6. notification of applications for real estate mortgages;</li> <li>7. a copy of any capital plan approved by the board of directors; and</li> <li>8. any additional information as may be requested by a vote of the school committee or charter school board of the member district.</li> </ol> <p>(d) Each appointed representative shall complete training provided or approved by the Department, as outlined in 603 CMR 50.05.</p> <p>(e) The appointed representative shall be an active and engaged voting member of the collaborative board of directors. The appointed representative shall attend scheduled meetings and fulfill all duties as may be required by the collaborative board of directors, 603 CMR 50.00 and the collaborative agreement. In accordance with 603 CMR 50.03(5)(b)(5), the collaborative agreement may provide for the imposition of consequences for failure of an appointed representative to fulfill the responsibilities set forth in law and the provisions of the collaborative agreement.</p> <p>(f) The appointed representative shall not delegate his/her powers or send a representative in his/her place as a voting member.</p>
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The following webpage provides further guidance on duties and responsibilities of individual collaborative board members or collaborative boards: <https://www.doe.mass.edu/edcollaboratives/governance-guidance/duties-responsibilities.docx>



Jeffrey C. Riley  
Commissioner

# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

## DUTIES AND RESPONSIBILITIES OF APPOINTED REPRESENTATIVES AND COLLABORATIVE BOARDS OF DIRECTORS

May 2022

Massachusetts General Law Chapter 40, § 4E permits two or more school committees and/or charter school boards of trustees to enter into a written collaborative agreement to provide shared programs and services that complement the educational programs of member school committees and charter school boards in a cost-effective manner. The association created by this agreement is known as an education collaborative (collaborative), and the school committees and charter school boards who enter into the agreement are referred to as member districts.

Each member district school committee must appoint either a school committee member or the superintendent of schools and each charter school board of trustees must appoint a board member to serve on the collaborative board of directors (board or collaborative board). These representatives on the collaborative boards are known as board members or appointed representatives.

This guidance is divided into two parts: (1) the individual duties and responsibilities of appointed representatives and (2) the collective duties and responsibilities of collaborative boards of directors as detailed in [M.G.L. c. 40, § 4E](#) and [603 CMR 50.00](#)<sup>1</sup>.

### Part 1: Duties and Responsibilities of Appointed Representatives

Appointed representatives (board members) are the individuals appointed annually by each member district's school committee or charter school board to serve on the collaborative board of directors. Board members have duties and responsibilities to the collaborative as well as to their appointing member districts under the collaborative law and regulations. Among them is the expectation that board members will actively participate in the governance of the collaborative. To that end, regulations require that board members:

- ❖ be active and engaged voting members of the collaborative board;
- ❖ attend scheduled meetings; and
- ❖ fulfill all duties as may be required by the collaborative board, regulations (603 CMR 50.00), and the collaborative agreement.

Board members are entitled to a vote on board matters and shall not send anyone in their place to vote. Board members have fiduciary responsibilities and must discharge their duties with care, skill, prudence and diligence, for the benefit of their member districts and the students served by the collaborative. If the interests of the collaborative pose a conflict with the interests of the appointing member district, the board

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<sup>1</sup> Appointed representatives are encouraged to review the law and regulations for further information about their duties and responsibilities and consult with legal counsel to address any questions about these or other responsibilities under state and federal laws.

member must inform the appointing member district about the conflict at the next regularly scheduled open meeting of the member district's school committee.

**Member districts are ultimately responsible for the programs and services offered by a collaborative and for financial obligations or liabilities of the collaborative.** Individual board members help member districts meet this responsibility. Accordingly, the collaborative law and regulations require that board members provide the following information to their member districts at an open school committee meeting:

- ❖ quarterly information and updates on collaborative activities, including, but not limited to, the programs and services provided by the collaborative and any regional collaborative efforts;
- ❖ a report on significant changes in programs, services, budgets, and property as they arise;
- ❖ a copy of the collaborative agreement and any amendments;
- ❖ a copy of the annual budget and tuition rate;
- ❖ a copy of the annual report and financial audit;
- ❖ a notification of applications for real estate mortgages;
- ❖ a copy of any capital plan approved by the collaborative board; and
- ❖ any additional information as may be requested by a vote of member district.

Board members are public employees subject to [M.G.L. c. 268A](#) Conduct of Public Officials and Employees and must complete the collaborative board member training provided or approved by the Department of Elementary and Secondary Education (Department) within 60 days of initial appointment and every six years thereafter as required by law. Failure of a board member to complete the mandated training in the time frame set forth in the collaborative regulations may result in the imposition of conditions on a collaborative or the collaborative being placed on probationary status in accordance with 603 CMR 50.10.<sup>2,3,4</sup>

The collaborative law and regulations also include certain limitations to the duties and responsibilities applicable to board members and their activities, including the following:

- ❖ Board members may not receive an additional salary or stipend for service as board members.
- ❖ Board members may not serve as executive director, treasurer, or business manager (or a person with responsibilities similar to those of a town accountant), or as an employee of the collaborative.
- ❖ Board members may not serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization.<sup>5</sup>
- ❖ Board members may not in any way delegate their duties and responsibilities.

Board members should carefully review their collaborative agreements to determine if additional conditions of membership apply.

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<sup>2</sup> Board members should be aware that both the Board of Elementary and Secondary Education (BESE) or the Commissioner of Elementary and Secondary Education (Commissioner) may impose conditions on an education collaborative for the circumstances identified in 603 CMR 50.10.

<sup>3</sup> In addition, the Commissioner has the authority to place a collaborative on probationary status, if in the Commissioner's judgement the imposition of a condition alone would be insufficient to correct the circumstances identified. The Commissioner may also impose probationary status upon receipt of information which, in the opinion of the Commissioner, demonstrates significant malfeasance, financial or otherwise, by any board member (or by any employee of the educational collaborative) (M.G.L. c. 40, § 4E(l) and 603 CMR 50.10(2)).

<sup>4</sup> The Board of Elementary and Secondary Education (BESE) has the authority to suspend or revoke approval of an educational collaborative agreement for cause, in a number of different circumstances. These circumstances include, but are not limited to, criminal convictions on the part of any administrator or board member (M.G.L. c. 40, § 4E (l) and 603 CMR 50.10(3)).

<sup>5</sup> Related for-profit or non-profit organization is defined in the collaborative law as one "established under the laws of the commonwealth or any other state: (i) that, on average over a 3-year period, receives more than 50 per cent of its funding from 1 or more education collaboratives; or (ii) a primary purpose of which is to benefit or further the purposes of an education collaborative and which engages in business transactions or business arrangements, including pledges or assignments of collateral and loan guarantees or other contracts of suretyship, with the education collaborative." M.G.L. c. 40, § 4E(a).

## Part 2: Duties and Responsibilities of the Collaborative Boards of Directors

The individual board members appointed by the collaborative's member districts, comprise the collaborative board. The collaborative board is responsible for the governance and management of the collaborative. The collaborative law and regulations outline the collective responsibilities of the collaborative board of directors:

### Governance and Staffing

- ❖ The board must hold at least six board meetings annually and must comply with the [Open Meeting Law](#).
- ❖ The board must elect a chairperson from its membership and provide for such other officers as it may determine are necessary, and
- ❖ The board may establish advisory committees as desired.

The board must hire or appoint:

- ❖ An executive director to oversee collaborative programs, and to supervise the collaborative, who shall serve under the general direction of the board;
- ❖ A business manager (or an employee with responsibilities similar to those of a town accountant);
- ❖ A bonded<sup>6</sup> treasurer, who may be the treasurer of a member district, to manage all receipts and disbursements through the Collaborative Fund (Fund) and perform other duties as required by the board and authorized by M.G.L. c. 40, §4E and 603 CMR 50.00; and
- ❖ One or more registered nurse(s) as a school nurse.<sup>7</sup>

The board is a public employer and may employ (other) personnel in order to fulfill the collaborative's mission, subject to the certification and approval standards in the collaborative law and board policy.<sup>8</sup>

The board must ensure that:

- ❖ there is segregation of duties between the executive director, treasurer, and business manager;
- ❖ no board member serves in the position of executive director, treasurer, or business manager;
- ❖ no employee of the collaborative serves on the collaborative board; and
- ❖ no employee shall be eligible to serve concurrently in the positions of treasurer and business manager (or a person with responsibilities similar to those of a town accountant).

The board must evaluate the performance of the executive director and the treasurer annually and ensure that the business manager is also evaluated annually.

The board must provide appointed nurse(s) with all proper facilities for the performance of the school nurse's duties. Collaboratives with programs housed in an operating public school may enter into an agreement with the host school district whereby the school nurse of the host school or district provides school nursing services to the students served by the collaborative.

The board must establish policies to support the operation of the collaborative. In addition to other requirements of law, these policies must, at a minimum, include policies relative to personnel, students, finance and internal controls, and health and nursing. The board must periodically review the effectiveness of such policies to ensure currency and appropriateness.

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<sup>6</sup> The collaborative board must fix the amount for the bond that the treasurer shall annually give for the faithful performance of duties as collaborative treasurer, in a form approved by the Department of Revenue (DOR) and in a sum not less than the amount established by the DOR.

<sup>7</sup> The board must ensure that each nurse is licensed as a school nurse under 603 CMR 7.00. (An exception to this licensure requirement applies to any nurse employed as a school nurse by the collaborative on or before February 1, 2012.)

<sup>8</sup> The collaborative board must apply for any desired hardship waiver of the collaborative regulations (603 CMR 50.06(7)), under which the Commissioner of Elementary and Secondary Education may exempt a collaborative board for any one school year from the requirement to employ certified or approved personnel.

The board must establish a process to provide all public information required by law and regulation, to member districts, students, parents/guardians, and Board of Elementary and Secondary Education.

The board must establish and maintain an internet website that shall include, at a minimum:

- ❖ a list of the current board members;
- ❖ copies of the approved minutes of all open meetings;
- ❖ a copy of the most recently approved collaborative agreement;
- ❖ copies of the annual reports and annual independent audits required by 603 CMR 50.08; and
- ❖ contact information for key education collaborative staff members.

A board that seeks to operate a collaborative program within a public school building is required to develop and approve a memorandum of agreement that includes the terms and conditions for the use of space with the host district, in order to maximize integration opportunities for students placed in or served by the collaborative programs, and coordinate services, including basic health care services, to students placed in or served by the collaborative programs.

### **Collaborative Finances**

The board must establish and manage an Education Collaborative Fund (Fund). All monies paid by member and non-member districts; all grants or gifts from the federal government, state government, charitable foundations, private corporations; and all funds from any other source must be paid to the board and deposited into the Fund. The treasurer of the collaborative, subject to the direction of the board, shall receive and disburse all money belonging to the collaborative without further appropriation.

### **Budget Planning**

Each collaborative board must annually propose and approve a budget for the upcoming fiscal year. Proposed budgets must be discussed at a public meeting of the collaborative board, with written advanced notice provided to member districts. At least ten working days after the budget is first proposed to the board, the board must hold a meeting and approve, by at least a majority vote, the collaborative budget for the upcoming fiscal year. Among other requirements, the board must follow the process outlined in the collaborative agreement for the development and approval of the budget (as well as the tuition rates, surcharges, membership dues and fees-for-service). The collaborative budget should reflect all planned financial activity, and certain expenditures and revenues must be segregated in the collaborative budget. Board members have a fiduciary responsibility to monitor the budget throughout the year.

Additionally, the board must ensure that the treasurer certifies and transmits the budget with the tuition rates, membership dues, fees-for-service, and surcharges as applicable, for the upcoming fiscal year to each member district in a timeframe specified in the collaborative agreement.

The board may borrow money or enter into short or long-term agreements or mortgages. However, when borrowing is for the approved acquisition or improvement of real property, the board shall:

- ❖ provide notice to each member district within 30 calendar days of applying for real estate mortgages; and
- ❖ discuss its intent to apply for a real estate mortgage at a public meeting of the board prior to the meeting of the board at which the final vote is taken.

The board must comply with the [Uniform Procurement Act, M.G.L. c. 30B](#). The board may, consistent with this law, enter into contracts for the purchase of supplies, materials, and services, and for the

purchase or leasing of land, buildings, and equipment, so long as the board considers such purchases and leases as necessary.

The board may apply, through an appropriate vote, for state, federal, corporate, or foundation grants, and may enter into contracts to obtain the funds needed to carry out the purposes for which the collaborative was established.

The board must ensure that the collaborative adopts and maintains a financial accounting system in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the Commissioner and the Commissioner of Revenue, in consultation with the State Auditor.

### Budget Amendments

The board may elect, through a formal budget amendment, to amend its current year's budget to reflect the use of cumulative surplus as a revenue source or to support subsequent budget cycles. The budget amendment must be approved by the collaborative board in accordance with the provisions of law, regulations, and the collaborative agreement. Increases or decreases to the budget, line-item changes or changes in the tuition or fee structure all constitute budget amendments and must be discussed and approved at an open meeting of the collaborative board.

Collaborative boards considering a budget amendment to use surplus or any other general funds to increase their budget to support a deposit to an OPEB trust, capital reserve or an irrevocable trust fund for retiree benefits, should be aware that once these funds are earmarked for such a deposit, they cannot be reintroduced into the annual operating budget or revert to surplus.

The board must approve all amendments and line item transfers to the budget.

- ❖ Any budget amendment that proposes moving funds from an unrestricted category to a restricted category (OPEB, capital reserve) must be proposed and approved through the budget process.
- ❖ The Department strongly suggests that the collaborative submit the budget amendment, in writing, to the chairs of the member districts at least 48 hours in advance of a final vote by the collaborative board.
- ❖ Any budget amendment that results in an increase in the tuition rates, membership dues, fees-for service or surcharge increases shall be provided to the member districts in accordance with a timeframe and process outlined in the collaborative agreement.

### Determination of Cumulative Surplus

In August 2021, the Department revised its cumulative surplus guidance for collaborative boards of directors, regarding the determination and allowable uses of surplus funds. The statute and regulations outline and define the fiscal terms and conditions for education collaboratives, including the limit on the amount of cumulative surplus revenue that may be held by the collaborative at the end of a fiscal year. For more detailed information please refer to the [Guidance on Education Collaboratives' Use of Surplus Funds](#).

### **Reporting Requirements**

The board must ensure that the collaborative adheres to reporting requirements in the collaborative law and regulations, including, but not limited to the following:

- ❖ The annual report and annual independent audit report must be approved by the board;
- ❖ The annual report and annual independent audit report must be submitted to appropriate state agencies by January 1 of each year; and
- ❖ The annual report and annual independent audit report must be posted on the collaborative's website.

The board must ensure that the collaborative complies with all reporting requirements of the Department, such as Education Personnel Information Management Services (EPIMS), Student Course Schedules (SCS), etc.

The board must ensure adherence to requirements of other agencies with which the collaborative does business, including those imposed by the Massachusetts Executive Office of Administration and Finance's Operational Services Division (OSD) upon collaboratives offering social services.

### **Programmatic and Fiscal Reviews**

The board must participate in any programmatic and/or fiscal reviews scheduled by the Department. The Department shall review the programs and services provided by each educational collaborative at least once every six years. The programmatic review shall focus on compliance with special education and other programmatic and civil rights requirements. The fiscal review shall determine the status of financial systems and controls, compliance with the written collaborative agreement, and compliance with the requirements of M.G.L. c. 40, § 4E, and 603 CMR 50.00. As a result of any finding, the board and/or the member districts may be required to develop a corrective action plan that may result in remedial action, or suspension, or revocation of the collaborative agreement as noted in 603 CMR 50.10.

### **Related Responsibilities**

The board must cooperate fully in implementing any directives or requirements of law, regulation, and the Department if the BESE suspends or revokes the approval of the collaborative, or if the Commissioner places the collaborative on probationary status as noted in 603 CMR 50.10.

The board must follow applicable procedures outlined in the collaborative agreement, law, and regulations if the collaborative terminates operations or dissolves as noted in 604 CMR 50.11.

The board must submit to the Commissioner any requests for waiver of the applicability of one or more provisions of 603 CMR 50.00, consistent with 603 CMR 50.12(1).

As indicated in 603 CMR 50.04(3)(d), the collaborative board shall be responsible for:

- ❖ ensuring adherence to the collaborative agreement and compliance with all applicable state and federal laws and regulations;
- ❖ approving all collaborative expenditures, including contracts, borrowing, and the purchase and sale of real estate;
- ❖ ensuring progress toward achieving the purposes set forth in the agreement;
- ❖ determining the cost-effectiveness of programs and services offered by the collaborative;
- ❖ considering regional needs and opportunities; and
- ❖ ensuring that any borrowing, loan, or mortgage is cost-effective, necessary to carry out the purposes for which the collaborative is established, in the best interest of the collaborative and its member districts, and consistent with standard lending practices and the terms of the collaborative agreement.

The collaborative law and regulations also require that collaborative agreements contain powers and duties of the collaborative board. Boards and board members should consult their own collaborative agreements and be familiar with these provisions.

For further information and resources, please visit the Department's [Education Collaborative website](#) and/or contact the [EducationCollaborativeTeam@mass.gov](mailto:EducationCollaborativeTeam@mass.gov).





Acton-Boxborough  
Regional School District



Bedford Public Schools



Carlisle Public Schools



Concord Public Schools



Concord-Carlisle  
Regional School District

# CASE COLLABORATIVE REPORT TO SCHOOL COMMITTEE *SY2022-23*



Harvard Public Schools



Lincoln Public Schools



Lincoln-Sudbury  
Regional School District



Sudbury Public Schools



Littleton Public Schools



Maynard Public Schools

TO: BOARD OF DIRECTORS, CASE COLLABORATIVE

FROM: Sanchita Banerjee, *Executive Director*  
 Melissa Devine, *Assistant Executive Director*  
 George McCormack, *Director of Finance and Operations*  
 Marty Finnegan, *Director of Transportation*  
 CETT Team

DATE: September 2022

RE: General Update

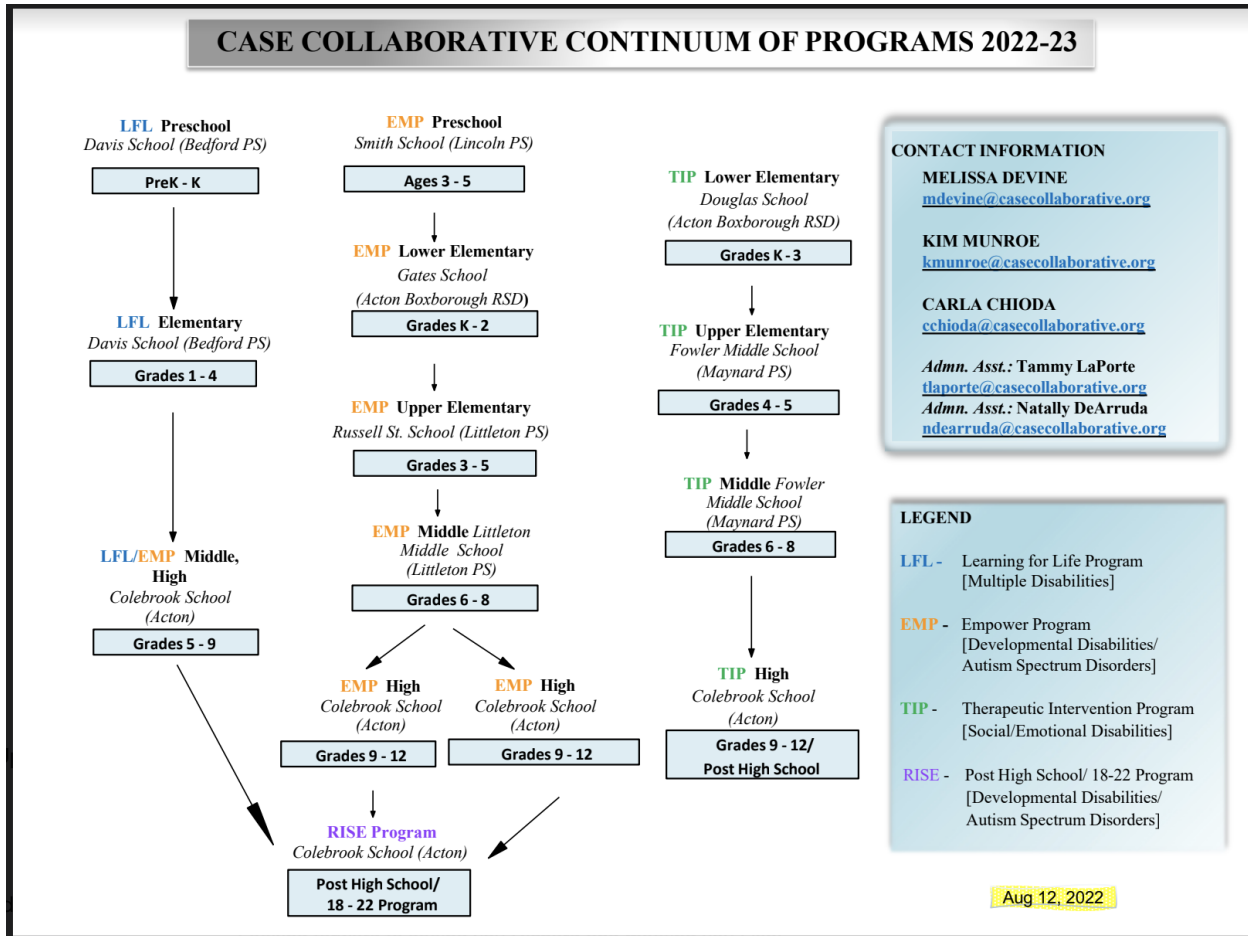
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**PROGRAM UPDATE**

This school year (2022-23), CASE programs are situated in the following locations:-

LOCATION	NUMBER OF PROGRAMS	STRAND REPRESENTED
Colebrook School (Approved Public Day School in Town of Acton)	5	Social Emotional (TIP) Developmental Disabilities (EMP) Autism Spectrum Disorder (EMP) Post High School Program (18-22)
Douglas/Gates School	2	Social Emotional (TIP) Autism Spectrum Disorder (EMP)
Bedford Public Schools	2	Developmental Disability - Intensive (LFL)
Smith School in Lincoln Public Schools	1	Autism Spectrum Disorder (EMP)
Littleton Public Schools	2	Autism Spectrum Disorder (EMP);
Maynard Public Schools	3	Social Emotional (TIP)

**Number of Districts Hosting CASE Classes = 5 (Acton, Bedford, Lincoln, Littleton, Maynard)**  
**Approved Day School Location = 1 (Acton)**



**INTRODUCTION TO PROGRAM LEADERSHIP -**

Melissa Devine, *Assistant Executive Director*  
 Kim Munroe, *Colebrook School Administrator/Principal*  
 Carla Chioda, *Special Education Director (Therapeutic Intervention Programs)*

**PROFESSIONAL TEACHERS ASSOCIATION LEADERSHIP -**

Margaret Colman, *President*  
 Karen Levy, *Vice-President*

## STUDENT ENROLLMENT

CASE Collaborative's current enrollment is 103 students.

### Town Representation

- Acton-Boxborough = 12
- Bedford = 2
- Carlisle = 1
- Concord = 5
- Concord Carlisle High School = 0
- Harvard = 10
- Lincoln = 0
- Lincoln/Hanscom = 11
- Lincoln/Sudbury = 3
- Littleton = 4
- Maynard = 2
- Sudbury = 1
- MEMBER TOWNS = 51
- NON-MEMBER TOWNS = 52
- TOTAL = 103

As of September 20, 2022, 48% of the students represented at CASE Collaborative belonged to member towns. Students from non-member districts equate to 52%.

## BUSINESS AND OPERATIONS UPDATE

### CASE-WIDE

- As of September 9th, the capital project that the Board approved in FY22 is complete. (See: PPT)
- CASE is working towards implementation of PowerSchools SIS with expectation of it going 'live' in the 3rd or 4th quarter.
- The Financial Audit is taking place at this time. We have had on-site visits from our auditors and this process will be completed by November. The FY22 year-end fiscal outcome will be certified through this process. We will present this audit to the Board in December's meeting.

### PROGRAMS

- At the end of FY22 and beginning of FY23, CASE programs hired 23 new full year employees. Forty five (45)% of new staff are in-classroom support staff.

- Programs are set up to accommodate the standard influx of student enrollment in the next few months without having to add significantly more staff. The exception to this is the LFL program.
- Due to the shortage of staff in healthcare, we're contracting with agencies to fulfill this need. While we're paying standard agency fees, it makes the cost of business higher.
- Classroom moves/additions to Douglas and Gates Schools in Acton and to The Smith School in Lincoln are complete. We are operational in these settings.
- The Program budget is currently in a deficit should the year end without additional students.

## **TRANSPORTATION**

- It's well known that we're seeking more driving staff. We're operating with an unprecedented shortage of applicants. This coupled with the fact that gasoline prices are falling means that we will be operating with a surplus, provided nothing significantly changes.
- If the scenario in the above bullet point remains the same, we are planning to bring to you an amendment to the FY23 Transportation Budget in October to reduce the current surplus. This will impact the second transportation assessments for members in the second half of this year.

## **TRANSPORTATION UPDATE**

### **RIDERSHIP**

Presently we are transporting 316 students to 83 programs.

7 Students require a Nurse during transport.

10 Students require a Monitor during transport.

25 Students require Wheelchair transport.

### **TRANSPORTATION STAFF**

Currently, we have 60 full time drivers and 4 on-call substitute drivers. We continue to seek to recruit drivers for open positions. The driver shortage is acute and is impacting our ability to transport students in many instances.

COLEBROOK SCHOOL

# Facilities Update

**September 23, 2022  
CASE Board Meeting**

# New Spaces at Douglas & Gates School in Acton and the New Smith School in Lincoln



# Recreational Space Capital Project











New 9' wide plowable wheelchair ramp



Former Wheelchair Ramp



1/3 Basketball Court

**CETT UPDATE**

Here is a summary on AT and AAC evaluations and consults through our CETT department -

**September 2022**

AT Hourly Consults	AT Evaluations	AAC Hourly Consults	AAC Evaluations
3 - Maynard/Green Meadow	1 - ABRs/Blanchard	1 - Acton (CASE student)	1 - Concord/ Peabody MS
1 - Concord/Thoreau	<i>One NonMember district has been in contact</i>	1 - Framingham (CASE student)	3 - Everett
1 - Concord Carlisle/CCHS		3 - Bedford	1 - Bedford
1 - ABRs/Blanchard		1 - Clinton	
		1 - Concord - signature pending	
		1 - ABRs/Blanchard	
<b>6 Total</b>	<b>1 Total</b>	<b>8 Total</b>	<b>5 Total</b>

**RECOGNITION**

All Office Staff - Central Office, Program Office, Transportation Office, and CETT Office - are being recognized for their work in getting the school year started. This year has been notable with the number of changes in personnel in both program and transportation departments. Without the diligence of everyone all summer in the different offices, the beginning of this school year would have been very difficult to navigate and opening school would be challenging.