



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Acton-Boxborough Regional School Committee Meeting

June 8, 2023 Executive Session 6:30 p.m./ Open Meeting 7:30 p.m.

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

1. CALL TO ORDER (6:30)

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 Office Support Association (ABOSA) and American Federal of State, County, and Municipal Employees (AFSCME) because an open meeting may have a detrimental effect on the bargaining position of the Committee
- MGL Ch 30A section 21 (a) purpose (2): to conduct strategy sessions in preparation for negotiations with nonunion personnel or contract negotiations with nonunion personnel (Superintendent)

OPEN MEETING (approximately 7:30)

2. CHAIRPERSON'S WELCOME - *Adam Klein*

- a. Presentation of John F. Conway Distinguished Service Award to David Verdolino - *Margaret Driscoll, Exec. Dir., Massachusetts Association of School Business Officials (MASBO) and Ken Pedicini of KenMark/Visual Edge IT*
- b. ABRHS Student Representative Update - *Molly Norris, Diksha Mhatre, Julia Zhou. Thank you to Rohan Ravindran and Harshini Magesh who graduated on June 2, 2023.*
- c. Public Participation
- d. Superintendent's Update - *Peter Light*
Thank you to Marie Altieri and David Verdolino
- e. Approval of Acton Boxborough Student Activities Fund (ABSASF) Donation - **VOTE** - *Marie Altieri*

3. GUESTS AND PRESENTATIONS (8:00)

- a. Special Education Parent Advisory Council (SEPAC) Report - *Amanda Bailey, Abraham Gutierrez, and Kara Lafferty*

4. NEW BUSINESS (8:20)

- a. Approval of ABRHS Handbook Changes - First Read - *Joanie Dean*
(to be voted on at the next meeting)
- b. Building Project Borrow Update - *David Verdolino*
- c. Recommendation to Approve ABRHS Field Trip to Costa Rica, February 16-23, 2024 - **VOTE** - *Adam Klein*

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- d. Thrive Act Resolution - **VOTE** - *Liz Fowlks*
- e. Site Host Agreement and License for Massachusetts Commercial Electric Vehicle Charging Program Eversource Energy - **VOTE** - *Adam Klein*
- f. Superintendent's Annual Summative Review - *Adam Klein*
(brought to meeting)
 - i. Motion: Move to Accept the Annual Summative Review for Superintendent Peter Light dated 6/8/23 as presented/amended - **VOTE** - *Adam Klein*
 - ii. Discussion of Superintendent's FY24 Salary
 - iii. Motion: Move to set the Superintendent's salary at \$XXX for FY24 and record the FY24 salary in Addendum I of Mr. Light's contract - **VOTE** - *Adam Klein*

4. **ONGOING BUSINESS** (8:45)

- a. Subcommittee and Members' Report
 - i. Community Engagement - *Andrew Schwartz*
Policy Subcommittee - *Ginny Kremer*
School Resource Officer Subcommittee - *Adam Klein*
Negotiations Update (ABOSA and AFSCME) - *Marie Altieri*
- b. Consent Agenda/Action Items - **VOTE** - *Adam Klein*
 - i. Approval of ABRSC Meeting Minutes of 5/18/23
 - ii. Approval of all remaining FY23 subcommittee minutes
- c. Statement of Warrants and Recommendation to Approve - **VOTE** - *Adam Klein*

5. **FYI**

- Bullying Prevention and Intervention Revised Plan
- ABRSC Meetings for 2023-2024
- FY24 ABRSC Members
- Monthly Student Enrollment - 6/1/23

6. **ADJOURN** (9:00)

Posted on June 2, 2023 at 2:00 p.m.

Reposted on June 6, 2023 at 4:00 p.m.

NEXT MEETING: July 19, ABRSC Workshop

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	2.
AGENDA ITEM TITLE	Chairperson's Welcome		
PRESENTER(S)	Chairperson		
SUMMARY OF TOPIC	<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>		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
<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.

APPROX AGENDA TIME	5 min
FOLLOW-UP	

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	2.a
AGENDA ITEM TITLE	John F. Conway Distinguished Service Award		
PRESENTER(S)	Margaret Driscoll, MASBO and Ken Pedicini, KenMark/Visual Edge IT		
SUMMARY OF TOPIC	Award Presentation to David Verdolino for Distinguished Service from the Massachusetts School Business Officials Association.		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX. AGENDA TIME	3-5 min.
ATTACHMENTS	none



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	2.b
AGENDA ITEM TITLE	ABRHS Student Representative Update		
PRESENTER(S)	Molly Norris, Diksha Mhatre, Julia Zhou		
SUMMARY OF TOPIC	Our reps report at the first meeting each month and share some student perspective on current events at the High School.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	3-5 min.
ATTACHMENTS	none

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	2.c
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AGENDA ITEM TITLE	Public Participation
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PRESENTER(S)	Chairperson
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SUMMARY OF TOPIC	Policy BEDH , 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.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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SUGGESTED MOTION	
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APPROX. AGENDA TIME	5 min.
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ATTACHMENTS	none
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	2.d
AGENDA ITEM TITLE	Superintendent's Update		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Bi-weekly Superintendent's Update. This is brought to the meeting and posted to our website for families and the community the following day.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	Brought to meeting



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	3.a
AGENDA ITEM TITLE	Guests & Presentations		
PRESENTER(S)	Amanda Bailey, Abraham Gutierrez, Kara Lafferty		
SUMMARY OF TOPIC	Special Education Parent Advisory Council (SEPAC) presents to the school committee two times each year. This is their Spring presentation.		

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APPROX AGENDA TIME	20 mins.
FOLLOW-UP	
ATTACHMENTS	



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.a
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	Joanie Dean		
SUMMARY OF TOPIC	<p>The high school handbook must be approved by the school committee. Changes to the handbook are the result of collaborative work between high school administration, faculty as well as students and families through the School Council. This is a first read of the changes to the high school handbook with an opportunity for committee feedback. We will request a vote of the committee at your July Workshop.</p>		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
X	for the first time, with a request that the School Committee vote at a subsequent meeting or
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If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	15 mins.
FOLLOW-UP	
ATTACHMENTS	Memo, Handbook



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Peter J. Light

Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: June 2, 2023
RE: High School Handbook Approval

We are seeking your vote to approve the high school handbook for the school year 2023-24. High School Principal Joanie Dean will provide an overview of substantive changes to the handbook at your meeting on June 8th. Additionally, we have provided a red-line copy of the full handbook for your review.

I am aware that over the past several years, there has been discussion about the committee's role in developing and approving the high school student handbook. I offer the following analysis in order to help provide some clarity around this issue:

Background on the committee's role in the approval of the high school student handbook

The statutory language governing the development and approval of student handbooks is detailed in [M.G.L. CH.71 §37H](#) and states:

"In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section."

In 1995 The Department of Elementary and Secondary Education (DESE) published an [Advisory on School Governance](#) which further clarified the roles of the school committee, Principal, and school council with respect to the development of handbooks:

"Similarly, the school committee is responsible for adopting general disciplinary policies for students in the district, in consultation with the superintendent. However, it is appropriate for the committee to delegate to the superintendent, principals and school councils the authority to define detailed rules of student conduct applicable to specific schools. In fact, at the high school level, state law makes this school-based responsibility explicit. By statute, in every school containing grades 9 through 12, the principal and school council annually prepare and publish

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the student handbook, within the framework of the general policies adopted by the school committee. (See G.L. c. 71, section 37H and section 59C.)”

Locally, your role is defined by [Policy CHCA: Approval of Handbooks and Directives](#). This important language from the policy includes:

“The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a hand- book setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September. “

And the policy further states that:

“Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation.”

Summary and Recommendations

An analysis of Massachusetts General Laws, DESE guidance and local policy provides a consistent narrative that the authority for the development of the student handbook rests with the school Principal and the school council. Local policy establishes that the committee will approve handbooks in order that they be “accorded the status of Committee-approved policy or regulation.”

One possible interpretation of this analysis is that when the handbook is forwarded to the committee for approval, the committee would then assume responsibility for the development of school policy. However, this approach would undermine the authority afforded to Principals and their respective school councils.

Another interpretation would suggest that it is the responsibility of the Principal and school council to develop student handbooks that are both consistent with Massachusetts laws and regulations, as well as the committee’s broad policies and educational goals.

As a result, I would respectfully suggest that the latter interpretation be used in the approval of the student handbook and that when considering the handbook for approval, the committee review the handbook to ensure it is in compliance with the broad disciplinary and educational policies and goals of the district. If the committee believes that elements of the handbook are inconsistent with these broad policies and goals, then the handbook should be sent back to the school council for additional revision. I would also suggest that where student handbook regulations fall outside of committee policy or the educational goals of the district, deference be given to the Principal and school council to determine best approaches to school-level governance. There will certainly be instances where

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proposed changes bridge policy and operations of a school and these are healthy areas of discussion. I will make every attempt to alert you to such areas and provide clarification around these specific instances.

I am happy to answer any questions you may have about the handbook approval process and look forward to your approval of the 2023-24 high school student handbook.

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Joanie Dean
Principal, ABRHS

To: Peter Light, Superintendent of Schools
From: Joanie Dean, High School Principal
Date: June 2, 2023
RE: Proposed ABRHS Handbook Changes 2023-24

A. Overview of Proposed Changes

- Behavioral Conduct
 - As ABRHS and DESE (Massachusetts' Department of Elementary and Secondary Education) shift to an increasingly restorative approach to discipline, we have updated our practices around behavioral incident responses and interventions to focus more on student education and restoration.
- Attendance Policy
 - This year, we shifted our response to concerns about student attendance from yearly follow-up to quarterly. Instead of 20 absences per year triggering a response, we now support students and families through restorative approaches and consequences once a student reaches 5 unexcused absences per quarter.
 - We recognize a need, after a certain number of absences, to clarify the standard for excused absences. In essence, we are proposing that families provide medical or other documentation after 5 absences per quarter.
- Topic Reorganization and Addition
 - Several topics were reorganized for clarity.
 - A statement prohibiting the use of vaping devices on campus was added to the section referencing the cigarette and chewing tobacco ban.

B. Notes about Changes and Handbook References

- ~~Red, strikethrough text~~ indicates proposed removal, and **blue text** represents proposed additions and changes.
- [Current ABRHS Handbook 2022-2023](#)
- [Proposed ABRHS Handbook 2023-2024](#)

C. Specific Changes in Order in the Handbook

1. Behavior Conduct found in Standards of Conduct and Restorative Practices p. 25 - 28, General Expectations p. 56

Section III Student Rights and Standards of Conduct

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~~A school functions best when it has a unity of purpose: to promote respect for self, others, and learning. It is important to create a learning environment at Acton-Boxborough where students can grow as individuals, learn how to think for themselves, learn when to talk and when to listen, see another person's side of things, and be part of a community. These qualities are valuable life-long learning tools. Mutual respect, common expectations, procedures, cooperation, and consequences are necessary to achieve this goal within the community.~~

At ABRHS, we strive to foster an environment where all students can thrive socially, emotionally, and academically and positively contribute to an inclusive and respectful community.

ABRHS Standards of Conduct

- Students will accept and respect various diverse cultures and experiences that shape our community.
- Students will show respect for themselves by making decisions to maintain balance, health, and safety in their social and academic lives.
- Students will conduct themselves in a way that demonstrates respect for others.
- Students will reflect, adapt to change and grow in pursuit of their social, emotional, and academic goals.
- Students will be responsible and active citizens at the school, local, national, and global levels.
- Students will share their experiences and perspectives through respectful dialogue, including thoughtful speaking and purposeful listening.
- Students will show respect and preservation for the school grounds, building, and equipment.

Actions that are inconsistent with the Standards of Conduct and impede an inclusive, safe, and respectful learning environment will be referred to the administration. Interventions will be implemented for students who are unable to adhere to the Standards set forth above in an effort to support their growth and contributions to the ABRHS community. Examples of interventions include educational sessions, review of expectations, restorative conversations and practices, detentions, support team meetings, conversations and/or meetings that include students and parent/caretakers, and counseling or psychological support. Additionally, extracurricular membership or leadership roles may be forfeited.

Students may be asked to participate in restorative conferences and/or may be disciplined for conduct (1) that occurs on school property or at school-sponsored events or (2) that is otherwise related to school. Students should be aware that surveillance cameras may be in operation at school and school-sponsored events.

Restorative Practices

Restorative practices aim to foster relationship building, ensure that all parties have their voices heard, repair harm, and help students learn from their mistakes. There is a focus on problem-solving, relationship-building, and taking accountability for one's actions.

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When a student does not adhere to standards of conduct it is important that the student have an opportunity to understand how their behavior impacts the community and themselves. Restorative practices provide an opportunity for the student to understand the perspective of others. Students learn about the harm they have caused others and have an opportunity to engage in repairing the harm. Students understand they are not defined by one action, but rather how they grow and demonstrate an ability to make better decisions going forward.

Restorative practices can take varied forms but have as their common focus building relationships, fostering respect for others and the community, providing opportunities for dialogue and mutual understanding, taking responsibility for one's actions, and working to repair harm and uphold obligations.

Some examples of restorative practices used at ABRHS include:

- Restorative chats
- Community-building circles
- Circles addressing harm
- Reflective writing
- Receiving feedback and making apologies
- Restorative education specific to the context
- Collaborative problem solving
- Counseling and skill building

Amended language of Section 37H3/4(b) (effective 11/08/2022)

For all conduct other than 37H and 37H1/2 violations "Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem-solving. The principal, headmaster, superintendent, or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma-sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident."

Interventions and Alternative Measures When Infractions Occur

As a School, we are committed to working with students through alternative measures as an initial response to behaviors that are in violation of our Standards of Conduct. These measures put learning and growth at the forefront of our work with students.

In addition to restoration, there is an array of supportive measures and interventions that can be implemented as alternatives to suspension or removal from school, including:

- Meeting(s) with student
- Meeting(s) with parent/caregiver and student

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- Meeting(s) with the teacher
- Education work
 - Reflection letter
 - videos/articles
 - Conversations/Mediations
- Referral to counseling
 - Restoration
 - Education
 - Processing
- Restorative Conversations/Chats
- Work trackers
- Reimbursement for loss (i.e. damage to property)
- Detentions
- Warnings
- Class escorts
- Restriction of free periods
- Implementation support plan
- Loss of Privileges

~~General Expectations p. 56~~

~~Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment within the school, shows respect for the rights of others, and helps preserve the property and equipment provided for the use of students. Student efforts in meeting this expectation will minimize the need for school-directed discipline, and self-discipline should be each student's foremost objective.~~

~~Students who fail to meet the expectations set forth above may be subject to disciplinary action, including but not limited to the following: review of rules; warnings; loss of privileges; detention; community service; school service; suspension out of school; and expulsion. The student may also be removed or prohibited from holding an office in or participating in a co-curricular activity or organization.~~

2. Attendance Policies and Practices found in Attendance p. 47 - 53 and Withdrawal from Class p.54

~~ATTENDANCE~~

~~Parents and guardians have access to their student's attendance records through the Parent Portal of PowerSchool (See PowerSchool access).~~

~~**Absences:** Parents/guardians are to notify the Main Office of all student absences. If a parent/guardian notification is not received, the absence will be recorded as unexcused. An unexcused absence will be defined as a truancy.~~

~~**Truancy Procedures:** If a student is truant from one or more classes in a school day, parents/caregivers will receive notification by an automated email and an automated phone call on the day of the truancy. If the student is able to provide appropriate documentation excusing the absence the day following the truancy, the unexcused absence will be reversed and recorded as an excused absence.~~

~~Students who have five or more unexcused absences in one quarter will forfeit credit for that quarter. If a student is in a year-long class that meets every day, a quarter's worth of credit is 1.25. A review of students' attendance will be conducted by their counselor and Assistant or Associate Principal. If credit is forfeited, students and parents/caregivers will be notified, in writing, of the credit lost and the classes impacted. Parents/guardians and students are strongly encouraged to use the PowerSchool attendance portal in order to monitor student attendance throughout the year.~~

~~If a student is truant on the day of an assessment or the day that a major assignment is due (i.e. essay, project, presentation), they will not receive credit for the assessment or assignment. Students who are truant may be asked to participate in restorative conversations with teachers and administrators associated with the class(es) missed and are subject to disciplinary action, including warnings, parent/caretaker phone call, parent/caretaker meeting, detention, and suspension.~~

~~**Right to Earn Credit:** Each student shall be granted an opportunity to earn full credit for any course as long as his/her absences (excused or unexcused) do not exceed 20 days per full year course or 10 days per semester course.~~

- ~~• On the 21st absence from a full year class, the student is no longer eligible to earn five credits for that class.~~
- ~~• On the 11th absence from a semester class the student is no longer eligible to earn 2.5 credits for that class.~~
- ~~• On the 6th absence from a semester class meeting alternate days the student is no longer eligible to earn 1.25 credits for that class*~~

~~*In each of the above cases, the student is still eligible to earn a grade and maintain the ability to move on in a sequential class if his/her average permits. A passing grade in a required class will still count towards the student's graduation requirement.~~

ATTENDANCE

Philosophy

Consistent attendance is an essential component of a student's academic success in high school. We believe families and the School should partner together to ensure that our students attend school regularly.

DISTRICT and STATE ATTENDANCE POLICIES, LAWS, and DEFINITIONS

[ABRSD Attendance Policy](#)

Here is ABRSD's Attendance Policy JH.

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File: JH - STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee believes that parents have a responsibility to ensure that their children attend school regularly in accordance with state law.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine
2. Bereavement or serious illness in the family
3. Weather so inclement as to endanger the health of the child
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with the approval of the school administrator.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school needlessly.

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

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

MASSACHUSETTS STATE LAW:

Massachusetts General Laws state that parents/guardians are responsible for their child's attendance (M.G.L. C 76§2, C 76§4) and that absences may not exceed 7 full-day sessions or 14 half-day sessions in any 6-month period (M.G.L. C 76§2). A student who is not present for at least half of the day is considered absent (M.G.L. C 72§8).

CHRONIC ABSENCES (Defined by DESE)

According to DESE state regulations, students who miss at least 10% of days enrolled (e.g., 18 days absent when enrolled for 180 school days) are considered chronically absent. National research shows that chronic absenteeism erodes the academic and social skills needed to succeed in school (DESE Guidance for Attendance Policies, February 2022).

HIGH SCHOOL ATTENDANCE

Parent/Caretaker and Student Responsibilities Regarding Attendance

Parents and guardians, as well as students themselves, have the statutory responsibility to ensure that attendance at school is regular and timely. If a school identifies a student who is exhibiting an attendance problem, which includes tardiness, the school is required by law to address that problem.

Parents and guardians have access to their student's attendance records through the Parent Portal of PowerSchool and are encouraged to monitor their student's attendance throughout the school year. (See PowerSchool access). Parents are also encouraged to periodically contact their child's school counselor if there are concerns about student attendance. A record of the student's daily attendance will appear on quarterly report cards.

<u>PowerSchool Attendance Codes</u>	
E	Excused Absence
A	Unexcused Absence
T	Excused Tardy
U	Unexcused Tardy
D	Excused Dismissal

If a student is truant on the day of an assessment or the day of a major assignment (i.e. essay, project, presentation), they will not receive credit for the assessment or assignment. Students who are truant may be asked to participate in restorative conversations with teachers and administrators associated with the class(-es) missed and are subject to disciplinary action, including warnings, parent/caretaker phone call, parent/caretaker meetings, detention, and suspension.

How Parent/Caretaker Report Absences and Timeline

If a student is going to be absent, tardy, or dismissed, parents/caretakers are expected to alert the school at the start of the school day.

STUDENT WILL BE ABSENT

If your student will be ABSENT for the entire day, a parent/guardian should email the high school using hsattendance@abschools.org or call the attendance hotline at 978-264-3323. Leave the name of your student, grade, and reason for absence. *Please note: if you email, it must be sent from the parent/guardian email address connected to your PowerSchool Account. Additionally, all absence excuses must be received within 24 hours of the absence, and students will not be excused for missing one period while in school.*

STUDENT NEEDS TO LEAVE SCHOOL EARLY (EARLY DISMISSAL)

If a student needs an early dismissal, they must bring a note (before third period) from a parent/guardian which includes the student's name, grade, date, and time of dismissal to the main office to obtain a pass. *Please note: if they return to school after an early dismissal, they must stop at the main office to be checked back in and receive a pass to return to school.*

STUDENT IS LATE TO SCHOOL (TARDY)

If a student will be late to school, they will need a note from a parent/ guardian with the student's name, grade, and reason for being late. The student should bring the note immediately upon entering school to the main office to be checked in and obtain a pass to class. *Please note: if the student does not have a note, they will be marked Unexcused Tardy. For any students who miss 2 or more classes over the course of five or more school days, a meeting will be scheduled with the student, parents, and school administration to discuss the unexcused absences and develop an action plan to improve attendance.*

School Interventions for Excessive or Chronic Absences

In accordance with M.G.L. c. 76 s. 1B, students who have five or more unexcused absences will be required to attend a meeting with their parents and school administration to discuss the unexcused absences and develop an action plan to improve attendance. In addition to this meeting, when a student has difficulty attending school consistently, there are a number of possible interventions that the school can implement including

- In-person meeting with student, caretaker, counselor, special educator (if applicable), and assistant/associate principal
- Partner with a trusted adult to support the student and family
- Temporary academic support
- Meetings with the school counselor, school adjustment counselor, or school psychologist
- Adjusting student's academic schedule
- Assistance with transportation to school
- Referral for additional school-based support
- Further Support
 - Referral to Family Resource Center or other community-based resources, including Assabet Valley Family Services
 - Request a Child Requiring Assistance (CRA)

Right to Earn Credit

Each student shall be granted an opportunity to earn full credit for any course as long as their *unexcused* absences do not exceed 5 days per quarter for a daily course or 3 days per quarter for an alternate day course.

Failure to provide a medical provider note or appropriate documentation after five absences in a quarter could result in any additional absence being considered unexcused.

On the 6th unexcused absence from a daily class, the student is no longer eligible to earn credits for that quarter.

On the 4th unexcused absence from an alternate class, the student is no longer eligible to earn credits for that quarter.

Students who miss any more than half of the class period will be considered absent for that class.

*In cases of course credit loss, the student is still eligible to earn a grade and maintain the ability to move on in a sequential class if their average permits. A passing grade in a required class, even with the loss of credit, will still count towards the student's graduation requirement. However, note that 100 course credits are required for graduation.

Excused and Unexcused Absence

Examples of Excused Absences

- Student illness or injury
- Bereavement
- Observance of a religious holiday
- Court summons for student
- School approved activities
- College visits with documentation
- Parent permission up until 5 absences
- In School or Out of School suspension provided that the student is actively involved in completing coursework and, if appropriate, participating in the District's educational service plan for any long term suspensions.

Examples of Unexcused Absences:

- Unverified absence (no reason or no caretaker permission)
- Family travel/vacation and other non-emergency family situations
- Missing the school bus or sleeping late
- Absences for any partial day attendance without documentation

Appeals Process

In some instances, a student who has exceeded 5 unexcused absences in a term may still earn full credit. In order for credit to be earned following 5 unexcused absences, the student must file an Attendance Appeal, and a final determination is made by the school administration. Credit reinstatement is granted on a case-by-case basis. Students and families are encouraged to provide reasoning and documentation to support absences related to the following reasons:

- Medical (doctor's note or other medical exemption)
- Religious observance (parent/guardian note/call required)
- Legal (documentation required)
- Funeral (parent/guardian note/call required)
- College visit (note from college visit required)

Withdrawal from Class

On the 26th **unexcused** absence from a full year class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 13th **unexcused** absence from a semester class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 8th **unexcused** absence from a semester class meeting alternate days, the student will be withdrawn from the class with no eligibility to attend summer school.

~~All absences, excused or unexcused will be counted towards the student's attendance requirements.~~

~~An Attendance Review Board, consisting of faculty and administration, will be available to review individual cases in light of extenuating circumstances. Parents/guardians and students will be notified during the year if student absences appear excessive.~~ Parents/guardians are also encouraged to periodically contact their child's school counselor if there are concerns around student attendance. A record of the student's daily attendance will appear on quarterly report cards.

3. General Behavior Expectations p. 59

The use of any kind of vaping device is prohibited in all areas in and around the high school.

Sincerely,



Joanie Dean
Principal, Acton-Boxborough Regional High School

ABRHS

Handbook Changes

June 8, 2023



- **Overview**
- **Notes about Changes and Handbook References**
 - [Memo to School Committee](#)
 - ~~Red, strikethrough text~~ indicates proposed removal, and **blue text** represents proposed additions and changes.
 - [Current ABRHS Handbook 2022-2023](#)
 - [Proposed ABRHS Handbook 2023-2024](#)

Overview of Changes

- Behavioral Conduct

- As ABRHS and DESE (Massachusetts' Department of Elementary and Secondary Education) shift to an increasingly restorative approach to discipline, we have updated our practices around behavioral incident responses and interventions to focus more on student education and restoration.

- Attendance Policy

- This year, we shifted our response to concerns about student attendance from yearly follow-up to quarterly. Instead of 20 absences per year triggering a response, we now support students and families through restorative approaches and consequences once a student reaches 5 unexcused absences per quarter.
- We recognize a need, after a certain number of absences, to clarify the standard for excused absences. In essence, we are proposing that families provide medical or other documentation after 5 absences per quarter

- **Topic Reorganization and [Addition](#)**
 - Several topics were reorganized for clarity.
 - A statement prohibiting the use of vaping devices on campus was added to the section referencing the cigarette and chewing tobacco ban.



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.b
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	David Verdolino		
SUMMARY OF TOPIC	The District is preparing to issue the final round of bonds (borrowing) for the Boardwalk Campus Project. David Verdolino will provide an update about what this borrowing entails. While the borrowing has already been authorized by the Town Meetings, once the bonds have been issued in July, the school committee will need to vote to accept the bonds and interest rate.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<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.

APPROX AGENDA TIME	10 min
FOLLOW-UP	
ATTACHMENTS	Memo



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

David Verdolino

Director of Finance and Operations

June 2, 2023

To: School Committee and Superintendent Light:

Re: Building project – Debt Status Update

The purpose of this memo is to outline the upcoming need for borrowing to complete the funding of the Boardwalk Campus (BWC) project.

Background

In March, 2020, the District borrowed \$75 million by issuing a 30-year bond at a uniquely favorable effective rate of interest. That borrowed amount was determined through a recommendation by the District's Financial Advisory firm, Hilltop Securities, to the District's Debt Strategy Subcommittee. The amount intentionally excluded the value of contingencies, to minimize the risk of over-borrowing, and the related potential for IRS penalties. Thus, from its inception, the project funding plan anticipated the eventual need for additional borrowing.

Current Project Status

As the building closes on its first year of school operations, the project continues toward completion, including significant site elements and punch list issues. As of this writing, approximately \$107 million has been expended toward a total maximum project budget of \$114 million; the \$107 million has been funded by the \$75 million bond proceeds and \$34 million of MSBA grant reimbursements received to date, totaling \$109 million.

Cash flow forecasts prepared by Skanska, the Owner's Project Manager, project that our cash balance of approximately \$2 million (\$109M received less \$107M expended) will be exhausted in the next few months. Therefore, we have strategized with Hilltop regarding the method and timing to proceed with the borrowing necessary to fund the project's completion.

Alternatives

Briefly, we rejected the idea to align the remaining borrowing with the existing debt, which would fund a relatively small amount (to the size of the total to be borrowed) over the remaining life of the 30-year bond. Long-term interest rates have risen considerably since 2020, and it would not serve the communities' taxpayers to incur 25+ years' worth of additional interest costs when a more favorable financing strategy exists.

Developing engaged, well-balanced learners through collaborative, caring relationships.

The District’s annual budget currently contains approximately \$1.6 million of debt service on the Junior High and Senior High School bonds; that debt service will be retired during FY2025. Accordingly, we are proposing to finance the remaining BWC debt on a short-term basis, issuing a series of one-year notes for up to five years, as permitted by state law. The debt service obligations to retire this additional debt will be no more than, and possibly significantly less than (depending on the number of years’ duration), the \$1.6M currently in the budget for the JH and HS bonds. The character of the additional debt would be the same as the existing JH and SH bonded debt; both are exempted debt exclusions under Proposition 2-1/2.

Amount of Borrowing

We have identified the amount to be borrowed as \$5 million, summarized by Hilltop as follows:

“...Hilltop Securities met with District officials to discuss the District’s borrowing needs and learn of any updates with respect to the school building project. Originally, the District’s net local share (net of MSBA grant reimbursement) was estimated at approximately \$78 million. To date, the District has received \$75 million in bond proceeds. This leaves a remaining local share of \$3 million to be borrowed. During our discussion, District officials indicated that i) MSBA reimbursement level is expected to come in lower by \$3 million, and ii) the project is coming in under budget by approximately \$3 million. This still leaves \$3 million of the District’s remaining local share to be borrowed as well as approximately \$2 million in anticipation of receiving the final grant reimbursement from the MSBA (5% of max MSBA grant reimbursement, holdback until project completion), which suggests a bond anticipation note (BAN) in the amount of **\$5 million.**” (emphasis added)

Plan of Action

Working with Hilltop, the District Treasurer is preparing for the upcoming bond issue by providing required disclosures and other information. We are targeting a competitive bond sale on or around July 11, 2023. In the opinion of bond counsel, a vote of the School Committee (to formally accept the bid results and authorize the sale) should take place during the week of July 17. It is my understanding that the School Committee intends to have a meeting during that week; I am respectfully requesting that the School Committee include this item of business on its agenda.

This request is supported by the following information from Hilltop:

“Bond Counsel will be providing all of the necessary documents, including the vote of the School Committee to take at a scheduled meeting with all of the details relating to the BAN issue, for the District to vote and sign following the BAN sale. In this regard, please let us know once the School Committee meeting date is confirmed so we and Bond Counsel can plan accordingly.”

We will coordinate with Hilltop and other professionals to provide the requested materials.

Repayment Strategy

Because the one-year bond will be issued in FY2024 (July, 2023), there is no impact on the adopted FY24 District budget; interest on the bond, estimated at approximately \$200,000 (\$5 million at 4%) would be included in the development of the FY2025 budget, and payable in July, 2024.

To the extent final payment from the MSBA is received, future re-issuance of the remaining debt would be reduced by such amount. Estimating the total net incremental debt to be financed by taxpayers to be approximately \$3 million, the District and Hilltop should evaluate the optimal means of retiring that debt during and after FY2026, the first year after the retirement of the JH and SH exempt debt.

Again, excerpting from Hilltop:

This one-year bond “can be issued July 2023 and renewed July 2024 with no payment of principal due at maturity. Once they are renewed past July 2025, a paydown of principal is required at the next maturity date.”

In summary, this one-year rollover plan to retire the incremental debt would save taxpayers a considerable amount of interest expense over an alternative (such as a 25-year bond, matching the remaining term of the initial \$75M issue). For example, comparing repayment of \$3 million of incremental debt over 3-4 years with that of a 25-year term – assuming a 1% higher rate on long-term borrowing – results in a total cumulative interest savings of over \$2 million.

Conclusion

The need for additional borrowing was anticipated prior to the issuance of the 30-year bond in March, 2020. As the remaining funds from that borrowing are waning, the time has come to complete the project financing.

While \$3 million is the net amount required to fund the total estimated project cost, we need to borrow up to \$5 million to additionally cover the time lag between project completion and final audit/final payment by MSBA, estimated at up to \$2 million.

Funding this cash flow need can be done via a series of one-year notes, as recommended by and under the direction of our Financial Advisor, for up to a total of five years. Annual note renewals would be reduced (from the initial \$5 million) in two ways: first, as the final MSBA grant payment is received and second, by principal repayments beginning in FY2026.

Rather than requiring the need for *additional* taxes to fund the incremental \$3M borrowing, the principal repayments can be made after retirement of existing debt, thereby delaying (for several years) the savings otherwise realized by the retired debt, but ultimately saving the taxpayers over \$2 million for funding costs that were an inevitable part of the BWC project.

Lastly, I will prepare a brief visual presentation at the June 8 meeting, and provide further clarification of this outline as appropriate.

Developing engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS 10 EQUITY 10 ENGAGEMENT



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.c
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	George Arsenault		
SUMMARY OF TOPIC	We are requesting approval of a proposed ABRHS Music Department Field Trip to Costa Rica, February 16-23, 2024. Details of the trip are included in the packet. After reviewing information provided by the music department, I recommend approval of the trip.		

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

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

SUGGESTED MOTION	
FOLLOW-UP	
APPROX AGENDA TIME	5 min
ATTACHMENTS	Field Trip package IJOA- Student Field Trip Policy IJOA-R Field Trip Procedures

Acton-Boxborough Regional School District
OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST

(Submit for Superintendent and School Committee approval*)

- File request form at least **4 weeks in advance** of 1-3 day trips.
- File request form at least **3 months in advance** of trips longer than 3 days and/or trips with per student cost greater than \$500.
- All requests should include an attached an itinerary.

Name of Club or Activity: ABRHS Madrigal Singers

Name of teacher(s) in charge: Jen Moss & George Arsenault

Teacher/Chaperone Cell Phone #: 267-235-7677

Date(s) of trip: February 16 - 23, 2024 School time involved: One day/ the Friday before
2024 February Break

Destination: Costa Rica (Arenal, Jaco, Quepos, San Jose)

Is this an overnight trip: YES No

Is this an out-of-state trip: YES No

of students going: 25 # of chaperones (gender(s)): 6 (mixed)

Names of chaperones: (All AB Staff) George Arsenault, Kristen Dye, Maggie Maguire, Steve Martin, Jen Moss & Pam Rogers

Purpose of trip/ and connection to curriculum (if applicable): Concert tour performing music Costa Rica and United States, community service & outreach, musical exchange & visits with local primary & secondary school in Costa Rica.

Have you taken this trip before? YES: (when) February 2011 No

The Music Department has traveled with Tour Resource Consultants for many years (Italy 2007, Canada 2009, Costa Rica 2011, California 2013, Spain & France 2015, Texas 2019, NYC 2023)

Are there any special arrangements required (such as extra insurance, ADA accommodations)? If so, explain.

All insurance is included (required) in Tour Company's proposal. All accommodations will be outlined & prepared for.

Cost per Student: \$2,775 Cost includes all meals, transportation, lodging, admission to sites, gratuity, and travel insurance. (See attached draft of itinerary.)

Who will pay for the trip? Students

**School Committee approval required for international field trips only*

Acton-Boxborough Regional School District
OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST

Has any fundraising been done? TBD based on need. If so, please describe? Financial assistance for students in need will be arranged with Music Dept & School.

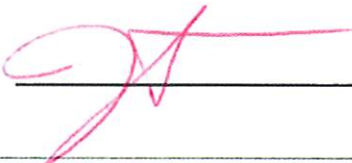
How will students be transported? Coach buses & Airplane

Are any parents driving? NO If so, have appropriate insurance forms been filled out? N/A

Name of Hotel or Lodging Accommodations: See attached itinerary

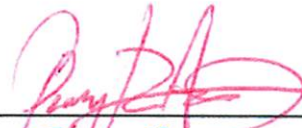

Other comments:

Have you followed the procedure outlined in Policy IJOA & Procedures IJOA-R?
X YES No (See ABRSD School Committee Policies.)


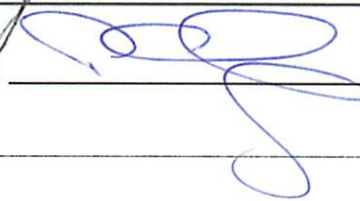
Signature of Advisor:  Date: 5/24/23
(must be within guidelines on p. 1)

Approvals

HS Only: (Circle)

Approved Not Approved Department Leader:  Date: 5/24/2023
 Approved Not Approved Assistant Principal:  Date: 6/1/23

All Schools: (Circle)

Approved Not Approved Principal:  Date: 6-1-23
 Approved Not Approved Superintendent:  Date: 6/1/23

For International Field Trips Only: (Circle)

Approved Not Approved School Committee: _____ Date: _____

Revised 12/1/2018

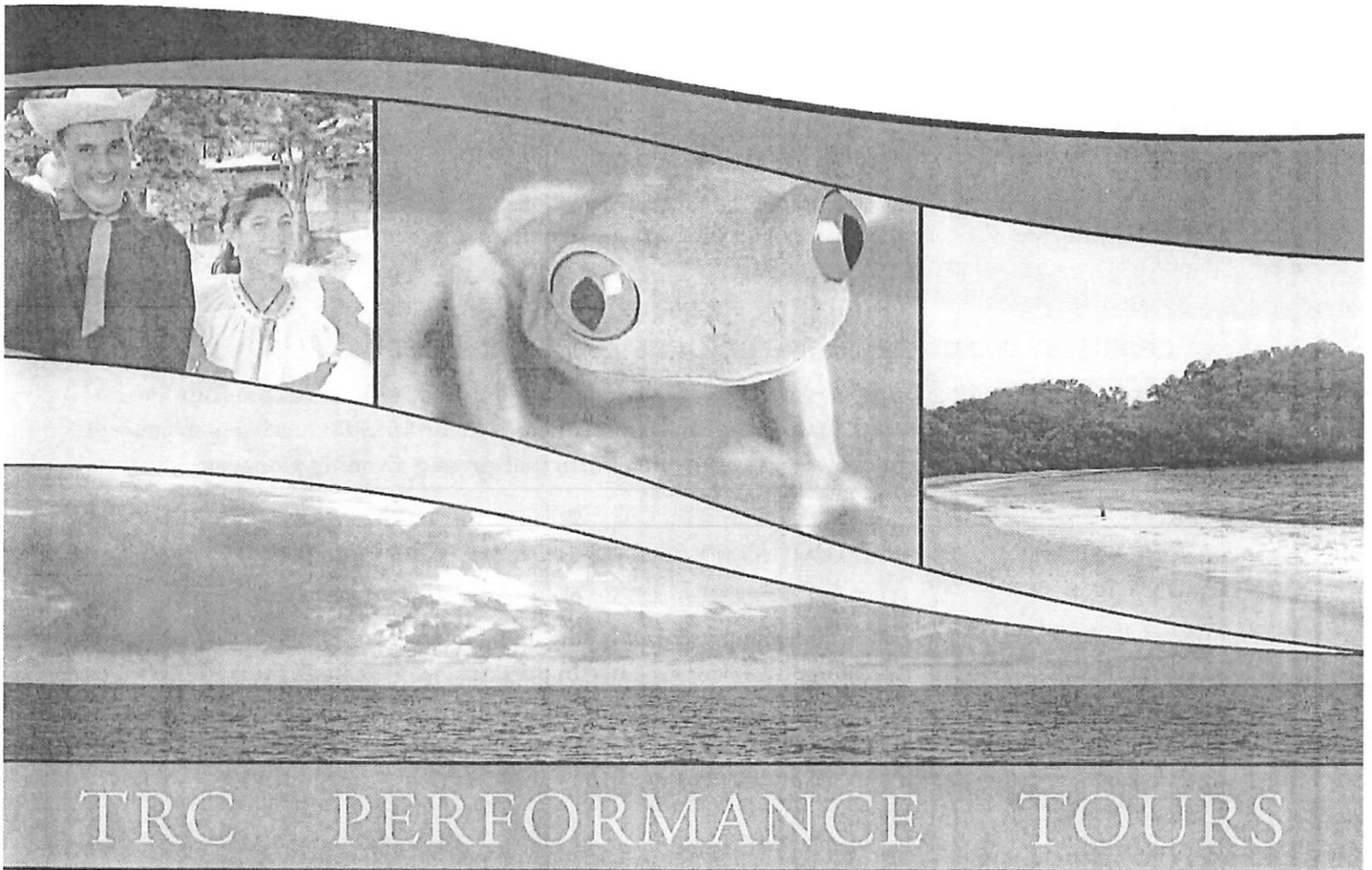
*School Committee approval required for international field trips only



Acton-Boxborough Regional High School Madrigal Singers

Performance Tour of Costa Rica

8 Days/6 Nights, February 16 - 23, 2024



TRC PERFORMANCE TOURS

Acton-Boxborough

Regional High School Madrigal Singers

Performance Tour of Costa Rica

8 Days/6 Nights, February 16 - 23, 2024

Itinerary #1, Edition #1

Date of this Proposal: May 24, 2023

SUGGESTED ITINERARY:

FRIDAY, FEBRUARY 16, 2024 - TRANSFER TO BOSTON LOGAN AIRPORT

Load the motorcoach at 7:00pm and transfer to Boston Logan International Airport. Independent dinner at the airport. Our flight to Bogota on Avianca Airlines departs at 11:05pm (tbc).

SATURDAY, FEBRUARY 17, 2024 - ARRIVE SAN JOSE

Our 8:00am flight from Bogota arrives at 9:45am. We gather our luggage and meet our tour managers. We drive the 2 hours to La Fortuna stopping en route to see the **La Paz Waterfalls**. We continue on to La Fortuna, the area of the **Arenal Volcano and Rain Forest**. Check into the hotel and have dinner together. Welcome to Costa Rica... Pura Vidal

SUNDAY, FEBRUARY 18, 2024 - HANGING BRIDGES TOUR/CONCERT

This morning we have a **Hanging Bridges** tour, where we walk through the canopy of the **Arenal Rain Forest** to get a literal "bird's eye view" of parrots, monkey and much more. Return to the hotel for lunch and to enjoy the pool. Transfer into La Fortuna prior to dinner and our **Service Participation and Evening Concert**.

MONDAY, FEBRUARY 19, 2024 - SCHOOL VISIT/CONCERT & DEPART FOR JACO/ZIPLINE CANOPY TOUR

This morning we visit a local elementary school and present an **Informal Concert** (we will coordinate a donation of school supplies to the school administration). We have the drive to the coast, with a **Lunch Stop** en route.. Have your cameras ready when we cross **Crocodile Bridge** (rest break – don't feed the crocodiles). The town of **Jaco** is the center of the surfing world in Costa Rica. We have a **Zip Line Canopy Tour** before we check into the hotel, which has beach access. Be sure to use your sunscreen!

TUESDAY, FEBRUARY 21, 2024 - QUEPOS/MANUEL ANTONIO NATIONAL PARK

Our second day in Jaco is an excursion to the town of Quepos, with an **Elementary School Visit and Concert** prior to spending the afternoon at **Manuel Antonio National Park** (sack lunch provided). Here you will see toucans, monkeys, and reptiles of many sizes and colors! Bring your sunscreen. Return to Jaco for dinner.

WEDNESDAY, FEBRUARY 22, 2024 - BEACH DAY IN JACO

Today we stay in Jaco, giving you time to enjoy the water, waves and sunshine. Free time for an independent lunch.

THURSDAY, FEBRUARY 23, 2024 - PERFORM IN SAN JOSE/SALSA DANCE LESSONS

Load the motorcoach and transfer to **San Jose**. We have a morning visit to a local **High School for the Arts** with an outstanding choral program, with lunch together for all choirs. After lunch we have a **Choral Workshop** with their choir and then **Perform** for an all-school assembly. Free time this afternoon to shop in the local market. Check into the hotel, have dinner followed by **Salsa Dance Lessons**.

FRIDAY, FEBRUARY 24, 2024 - TRANSFER TO THE AIRPORT/RETURN TO ABRHS

Early departure from the hotel with breakfast boxes. Morning transfer to the airport for our return flight and on to Boston this evening. Load the bus and return to Acton-Boxborough Regional High School. Welcome Home!

LAND TOUR SPECIFICS:

- Roundtrip Airport Transfer from Acton-Boxborough RHS to Boston Logan International Airport
- 6 nights accommodation in 3 and 4 star hotels, in quad and triple rooms with private bath
- Deluxe Private Motorcoach throughout the land portion of the itinerary
- Daily Meals
- 4 Performances
- Guided sightseeing tours of the Hanging Bridges Tour and Zip Line Canopy Tour
- Entrance to Manuel Antonio National Park
- One TRC Tour Manager per motorcoach throughout the land portion of the itinerary
- All gratuities to bus drivers, tour managers, local guides and group meal waitstaff included
- All Registration and Payments collected through the tour portal hosted by WeTravel
- Group Trip Cancellation Insurance included
- Cancel for Any Reason Insurance Premium Upgrade is available through Registration System
- A Pre-Tour Meeting with TRC Staff to review the itinerary and answer questions
- Prices based in US dollars (\$).
- Checked baggage fee of \$40 each way for the first checked bag is not included, as the airline does not allow travelers to pay extra baggage fees in advance. Fee is payable at the airport upon check in, or can be avoided entirely by bringing a smaller carry-on suitcase and a backpack.

ESTIMATED GROUP AIR PRICE (per person):

Base Airfare: \$608

Estimated Taxes: \$85

Est. Total: \$693

Tour Prices (per person):	<u>Land only</u>	<u>Estimated Total with Air</u>
25 students, 6 chaperones	\$2,082	\$2,775

- File: IGA - CURRICULUM AND
- File: IGA-R-1 - SELECTION CR
- File: IGA-R-2 - RECONSIDERA
- File: IGA-E-2 - DIGITAL TOOLE
- File: IGD - ADOPTION OF NEV
- File: IHA - BASIC INSTRUCTIC
- File: IHA-E - PHYSICAL EDUCA
- File: IHAM - HEALTH EDUCAT
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- File: IHAMB - TEACHING ABO
- File: IHAMD - USE OF WEAPC
- File: IHAMD-R - USE OF WEAF
- File: IHB - PROGRAMS FOR S
- File: IHBA - SECTION 504 POI
- File: IHBD - TITLE 1 FUNDS
- File: IHBEA - ENGLISH LEARN
- File: IHBF - HOME OR HOSPI
- File: IHBF-E-1 - PHYSICIAN'S
- File: IHBG - HOME SCHOOLIN
- File: IHBG-R-1 - HOME SCHO
- File: IHBG-R-2 - INSTRUCTIO
- File: IHBG-R-3 - EXTRACURRI
- File: IIBA - CLASS SIZE GUIDE
- File: IJM - SPECIAL INTERES
- File: IJND - EMPOWERED DIG
- File: IJND-E - EMPOWERED D
- File: IJNDC - SCHOOL AND D
- File: IJNDD - SOCIAL MEDIA F
- File: IJNDD-R - SOCIAL MEDI
- File: IJOA - STUDENT FIELD T
- File: IJOA-R - FIELD TRIP PRC
- File: IJOC - SCHOOL VOLUNT
- File: IK - REPORTING STUDEN
- File: IKAB - STUDENT PROGR
- File: IKB - HOMEWORK POLIC
- File: IKE - PROMOTION AND F
- File: IKF - GRADUATION REQU
- File: IL - EVALUATION OF INS
- File: ILE - EDUCATIONAL RES
- File: ILE-R - EDUCATIONAL RE
- File: IMB - TEACHING ABOUT
- File: IMD - RELIGIOUS AND CI
- File: IMD-R - RELIGIOUS AND
- File: IMGA - SERVICE ANIMAL
- File: IMGA-R - SERVICE ANIM
- File: IMGB - COMFORT ANIM,
- File: IMGB-R - COMFORT ANII

File: IJOA - STUDENT FIELD TRIP POLICY

The Acton-Boxborough Regional Schools seek to provide students with rich opportunities for learning both inside and outside the schools. Our location in the greater Boston region puts us in close proximity to excellent educational and cultural resources, and the use of those resources is desirable when enrichments to formal learning are sought. Excursions away from the school building during the school hours may flow naturally from curriculum topics being explored in the classroom. Field trips may also stem from the need to reinforce ideas of cooperation and productive community living.

International, long-distance and overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Attendance on school-sponsored trips which are not part of required class activities is not a student's right, but a privilege. No student may attend such a trip if, in the determination of the principal or his/her designee, the student's behavior has been so inappropriate as to be deemed disruptive to the planned trip. All rules and regulations as specified in the Acton Public and Acton-Boxborough Regional Schools Students' Handbook will be in effect throughout any school trip.

For the purpose of this policy, a field trip is defined as a school sponsored activity, involving individual students or groups of students, who are travelling off school grounds during school hours, or as part of a school-sponsored event outside of school hours. All field trips and student travel opportunities should be appropriate for the grade level.

The following student travel is not classified as a field trip:

- Regular competitive /performing art group events, i.e., band performance at away athletic events, state competitions, etc.;
- Routine athletic team events;
- Routine student activities.

These trips are excluded from field trip definition because their activities are within the scope and core of that specific group.

This policy applies to all student trips which have received approval in accordance with this policy including:

1. Day trips are defined as trips that occur during regular school hours, or trips that extend beyond normal school hours during the day but do not begin prior to 6 a.m. or extend beyond 11 p.m.
2. Out-of-state or overnight trips are defined as trips that involve travel prior to 6 a.m. or after 11 p.m., trips which involve an overnight stay of at least one night or trips that involve travel out of state;
3. International trips are defined as travel to any country outside of the United States.*

(*must have prior School Committee approval)

Any questions pertaining to the school field trip policy should be directed to the Office of the Superintendent.

Purpose of Field Trips

Staff members will work within the following guidelines in their selection of appropriate field trips.

a) Field trips that are integral to a specific curriculum unit

These field trips include a focused visit to locations such as a museum, a theatre production, the seashore, an historical location or government building.

b) Field trips that build group identity

These field trips might include an Outward Bound day trip or camping trip experience with an overnight commitment. Community building trips reinforce relationships in an existing group of students; they might also prepare students for a significant transition into a new structure or community (e.g. students entering grades 7 and 9). The context of such field trips is to help children work collaboratively, make decisions, evaluate success and prepare for the future.

c) Field trips that enrich general curriculum goals

These field trips might include visits to foreign countries for drama or festivals or language immersion; visits to governmental bodies, such as United Nations, would be viewed as extra opportunities for those students who are interested in participating on a voluntary basis.

d) Field trips that celebrate or culminate group work

These field trips might include a trip at the end of a school year for 8th grade students to mark the completion of their junior high school years.

e) Field trips that meet the mission and goals of student activity groups

These field trips include travel to special events or to provide service to community organizations.

Students who attend field trips must be given a reasonable and adequate opportunity to complete assignments for other classes. Communication about school trips should occur between faculty members. Communication between school and family should be regular and ongoing.

There is to be no solicitation for privately run trips by teachers, students or other school personnel. Under no circumstances is school property or school time to be utilized in the promotion, advertisement or discussion of any privately planned and organized non- school sponsored trips. PTOs may opt to publish information about such trips in their newsletters or post information on the PTO bulletin boards.

The School Committee will only review for approval international school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Acton-Boxborough Regional School District

- SECTION J - STUDENTS
- SECTION K - COMMUNITY REL,

- File: IGA - CURRICULUM AND
- File: IGA-R-1 - SELECTION CR
- File: IGA-R-2 - RECONSIDERA
- File: IGA-E-2 - DIGITAL TOOLS
- File: IGD - ADOPTION OF NEV
- File: IHA - BASIC INSTRUCTIC
- File: IHAE - PHYSICAL EDUCA
- File: IHAM - HEALTH EDUCAT
- File: IHAM-R - HEALTH EDUC
- File: IHAMA - HEALTH AND SI
- File: IHAMA-R - HEALTH AND
- File: IHAMB - TEACHING ABO
- File: IHAMD - USE OF WEAPC
- File: IHAMD-R - USE OF WEAF
- File: IHB - PROGRAMS FOR S
- File: IHBA - SECTION 504 POI
- File: IHBD - TITLE 1 FUNDS
- File: IHBEA - ENGLISH LEARN
- File: IHBF - HOME OR HOSPI
- File: IHBF-E-1 - PHYSICIANS
- File: IHBG - HOME SCHOOLIN
- File: IHBG-R-1 - HOME SCHO
- File: IHBG-R-2 - INSTRUCTION
- File: IHBG-R-3 - EXTRACURRI
- File: IIBA - CLASS SIZE GUIDE
- File: IJM - SPECIAL INTERES
- File: IJND - EMPOWERED DIG
- File: IJND-E - EMPOWERED D
- File: IJNDC - SCHOOL AND D
- File: IJNDD - SOCIAL MEDIA F
- File: IJNDD-R - SOCIAL MEDI
- File: IJOA - STUDENT FIELD T
- File: IJOA-R - FIELD TRIP PRC
- File: IJOC - SCHOOL VOLUNT
- File: IK - REPORTING STUDEN
- File: IKAB - STUDENT PROGR
- File: IKB - HOMEWORK POLIC
- File: IKE - PROMOTION AND F
- File: IKF - GRADUATION REQU
- File: IL - EVALUATION OF INS
- File: ILE - EDUCATIONAL RES
- File: ILE-R - EDUCATIONAL RE
- File: IMB - TEACHING ABOUT
- File: IMD - RELIGIOUS AND CI
- File: IMD-R - RELIGIOUS AND
- File: IMGA - SERVICE ANIMAL
- File: IMGA-R - SERVICE ANIM
- File: IMGB - COMFORT ANIM
- File: IMGB-R - COMFORT ANI

File: IJOA-R - FIELD TRIP PROCEDURES

The following procedures must be followed prior to any field trip. In addition to the following points, all appropriate forms must be completed prior to the event.

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited, except under emergency circumstances as determined by the trip leader. Late night or overnight trips will use commercial motor coaches.

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

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

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

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Department of Education publication Student Learning Time Regulations Guide)

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

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

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

3. Fundraising

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

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

4. Chaperones

The building Principal will ensure that the number and gender of chaperones for any field trip is appropriate in light of the purpose and location of the trip and the grade level and gender of the participants.

Authorization for field trips

1. Day Trips

Day field trips must be approved by the building principal. Application for approval must be submitted a minimum of two weeks in advance. No day trip will be approved unless its purpose meets the criteria outlined in the policy.

For day trip approval, there can be no planned:

- Overnight travel involved;
- Bus or automobile travel occurring between the hours of 11:00 p.m. and 6:00 a.m.;
- Trip requiring more than one driver per vehicle.

2. Out-of State or Overnight Trips or International Trips

Field trips involving out-of-state or overnight arrangements and/or international travel must be approved by both the building principal and the superintendent of schools prior to the distribution of any informational materials to students and parents. International trips require School Committee approval. No trip will be approved unless its purpose meets the criteria outlined in the policy. Applications for approval must be submitted:

- Before the trip is announced to students;
- One month in advance for a one (1), two (2) or three (3) day trip;
- Three (3) months in advance if the cost of the trip is greater than \$500 or if the trip is longer than three (3) days.

For approval, there can be no planned;

- Automobile or bus travel occurring between 11:00 p.m. and 6:00 a.m.;
- Trip requiring more than one driver per vehicle

Overnight or International field trips will require the sending school schedule an informational meeting with parents prior to the trip.

The trip coordinator of overnight or international fieldtrips must file accurate itineraries and appropriate telephone numbers including hotel numbers and cell phone numbers of trip leaders with the school office.

3. Ethics Requirements

Massachusetts ethics laws pursuant to MGL Chapter [26A, Section 19](#) require staff members to disclose participation in any field trips where the value of the trip is \$50 or more. The attached travel disclosure form must be filled out by the staff member and approved by the building principal as the appointing authority.

Acton-Boxborough Regional School District

- SECTION J - STUDENTS
- SECTION K - COMMUNITY REL



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.d
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	Liz Fowlks		
SUMMARY OF TOPIC	Thrive Act Resolution		

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

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

SUGGESTED MOTION	
APPROX AGENDA TIME	5 min
FOLLOW-UP	
ATTACHMENTS	Memo

June 8, 2023

Whereas, access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

Whereas, an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

Whereas, a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and,

Whereas, the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

Whereas, the introduction of high-stakes standardized testing through the Massachusetts Comprehensive Assessment System has undermined the most important goals of public education; and

Whereas, the punitive use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and

Whereas, MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

Whereas, using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans; therefore, be it

Resolved that the **Acton-Boxborough Regional School Committee** and the **Acton Boxborough Education Association** urge the state Legislature to pass the **Thrive Act**, ending the use of MCAS tests as a graduation requirement and for purposes of placing school districts or individual schools into state receivership; and be it

Resolved that the Commonwealth of Massachusetts develop an alternative to the high-stakes MCAS tests.



An Act empowering students and schools to thrive

MTA Legislative Agenda, 2023-2024

Lead Sponsors: Rep. James Hawkins (D-Attleboro) | Rep. Sam Montañó (D-Boston) |

Sen. Jo Comerford (D-Northampton) | Sen. Adam Gomez (D-Springfield) | Sen. Liz Miranda (D-Boston)

Eliminating the high-stakes components of the Massachusetts Comprehensive Assessment System (MCAS), including the graduation exam requirement and receiverships

High-stakes testing and the associated accountability measures have undermined our public education system for far too long. Massachusetts is only one of eight states in the country that ties its standardized test to graduation and there is no correlation between having a standardized graduation exam requirement and academic achievement. The punitive aspects of the MCAS regime are especially detrimental to students with Individualized Education Plans, students learning English as a second language, students of color and students from groups that have been historically marginalized from an equitable and supportive education. Recent studies have also demonstrated that state receiverships, which are inherently undemocratic, do not work.

This bill would address these issues by:

- Replacing the MCAS graduation requirement with one that allows students' districts to certify that they have satisfactorily completed coursework showing mastery of the skills, competencies and knowledge required by the state standards.
- Eliminating state receiverships and reinstating democratic control to communities and school committees.
- Establishing a commission to create a new, whole-child system of assessing our schools, building on important experiments in our state and nation, which can be implemented in coming years.

Passing *An Act empowering students and schools to thrive* means:

- The school and district evaluation and accountability requirements will focus on supporting locally led school improvement plans while still aligning with federal law.
- Student learning and assessment will be re-oriented in a developmentally appropriate way that educates and supports the whole child.
- The 30-year experiment with test, punish and privatize will end and students, communities and true learning will be placed front and center.

For more information please contact [MTA Government Relations](#)

[Molly Labonte](#) | *Legislative Specialist* | mlabonte@massteacher.org | 617.878.8119

MA Bill H.495

Thrive Act

An act empowering students and schools to thrive.

Not seeking to eliminate the MCAS, but adapt to students

To begin; a point of clarification: This is NOT a call to arms to eliminate the MCAS. I am requesting a resolution to support the passing of the Thrive Act to end the *graduation requirement* for the MCAS. The test would still be administered until a more evolved vehicle is adopted and the Act would put in place additional supports for students who do not meet the minimum requirements after taking the test and also for districts with scores that do not meet the minimum standards.

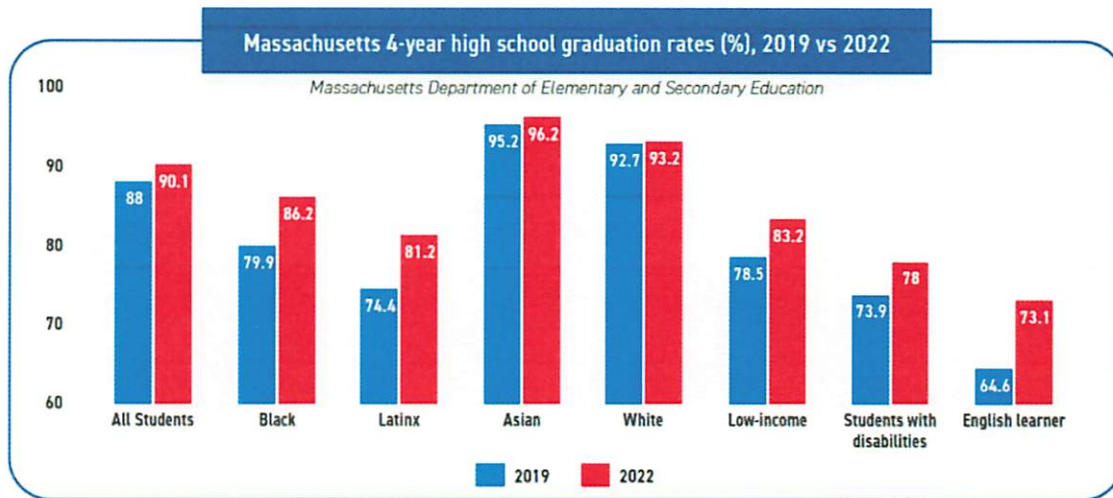
In line with our district's core values

a. Engagement

While AB continues to produce higher-than-district-average MCAS scores, that is not true for all districts in Massachusetts, and the lower-income districts are adversely affected as it currently stands. If a school district does not meet the performance requirements, the current process in place is for that district to go into a "state receivership," causing that district to surrender control to the state and out of the control of the community or school committee itself. As advocates for engagement it is important that we support these other districts in regaining the right to democratic control of their schools. The Thrive Act has provisions within it (sections 3 & 4) to arm these districts and school committees with tools to aid their progress of both finding the right staff to move forward and create a plan for ending the current receivership.

b. Equity

We have an increasingly diverse student body, not just at AB, but state-wide. The pause in the graduation requirement due to COVID shows an increase in graduation rates when passing the MCAS was not mandatory for graduation from when it had been required prior to COVID. This is especially prevalent for the English Language Learners and low income students. Ending the graduation requirement for the MCAS could lead to more confident and successful students as the graduation rates grow.



Source: A report published by Citizens for Public Schools and the National Center for Fair & Open Testing (FairTest) in April of 2023

b. Wellness

As an eighth grader in Massachusetts, I was part of the first class to take the MCAS in that grade, which was before it was a graduation requirement. I was a good student, but I remember the pressure of focusing on preparation of the MCAS for MONTHS prior to the actual, anxiety-inducing test. It was not required for my graduation, since I attended a Catholic high school. It was required for my younger sister, who was on an IEP from second grade through the end of high school, and who had to repeat the test twice to earn a passing score and be PERMITTED to graduate. Had the test not been mandatory for graduation, her grades would have been more than enough to fulfill that requirement. She did not attend higher education after that and continues to be discouraged when family members suggest she pursue any additional formalized education to better her career and self-esteem.

I share this personal antidote not to air my family’s laundry, but to highlight a real situation where the MCAS was not an accurate measure of success. There are most certainly more stories like mine over the decades that this test has been required.

Social emotional learning is important in our district and our partnership with Cartwheel care shows our commitment to protecting the mental wellness of our students. Support for the Thrive Act will end the punitive consequences for students who do not perform optimally on standardized tests, and will allow for these tests to be used for futherung students’ educations.



Thank you for your time and consideration

Thank you for bearing with me and my long-winded explanation. I humbly request that we vote as a committee to voice our support for the Thrive Act and hope that our legislature continues to put our students' needs first.

Sincerely,

Liz Fowlks

Materials & Resources

Citizens for Public Schools (CPS) and the National Center for Fair & Open Testing (FairTest) Report:
<https://www.citizensforpublicschools.org/cps-releases-new-report-high-stakes-use-of-mcas-harms-children-facts-support-the-thrive-act/>

MA Legislature site with the bill in its original format: <https://malegislature.gov/Bills/193/HD3162>

Massachusetts Teachers Association Fact Sheet on the Thrive Act (attached), downloaded from the MTA website here: <https://massteacher.org/current-initiatives/legislative-action/thrive-act>

Acton Boxborough School District profile on the MCAS website:
https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=06000000&orgtypecode=5&fycode=2022&subject=SCI

Acton Boxborough School District's strategy page outlining our core values:
https://www.abschools.org/district/district_strategy_2020-2026



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.e
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AGENDA ITEM TITLE	New Business
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PRESENTER(S)	
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SUMMARY OF TOPIC	Plans for the Boardwalk Campus include a provision for vehicle chargers. In order to proceed to install these chargers and receive utility incentives, the district needs to enter into a Site Host Agreement with Eversource. The agreement, as presented, has been negotiated by our counsel at Andersen Krieger. We are seeking your approval of this agreement so we can proceed with installation.
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<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	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
X	with the request that the School Committee take action immediately

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

SUGGESTED MOTION	
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FOLLOW-UP	
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APPROX AGENDA TIME	5 min
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ATTACHMENTS	Agreement
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SITE HOST AGREEMENT AND LICENSE
MASSACHUSETTS COMMERCIAL ELECTRIC VEHICLE CHARGING PROGRAM
EVERSOURCE ENERGY

This SITE HOST AGREEMENT AND LICENSE (“Agreement”) is entered into as of the ____ day of _____, 2023 (“Effective Date”), by and between NSTAR ELECTRIC COMPANY d/b/a Eversource Energy, a Massachusetts corporation and electric company, with an address at 247 Station Drive, Westwood, Massachusetts 02090 (“Company”) and Acton-Boxborough Regional School District, a Massachusetts regional school district, with an address of 15 Charter Road, Acton, Massachusetts 01720 (“Site Host”). The Company and Site Host are each referred to herein sometimes as a “Party” and collectively as “Parties”.

Background:

- A. The Company has received approval of the Massachusetts Department of Public Utilities (“DPU”) for a program for facilitating siting and installation of electric vehicle charging infrastructure (“EV Chargers”) within the Company’s electric service territory in D.P.U. Docket No. 21-90 (“Petition of NSTAR Electric Company d/b/a Eversource Energy for approval of its Phase II Electric Vehicle Infrastructure Program and Electric Vehicle Demand Charge Alternative Proposal”) approved by the MDPU on 12/30/22) (the “Program”).
- B. Site Host is an electric service customer of the Company, has filed an application with the Company for qualification as a participant in the Program, and has offered to host EV Chargers on property owned or controlled by the Site Host located within the Company’s electric service territory at the address(es) listed in Exhibit A (“Site”).
- C. In order to install the EV Chargers at the Site, the Company needs to install certain electric service infrastructure at the Site (defined below as the “Facilities”), to enable interconnection of the EV Chargers with the Company’s electric distribution system.
- D. Before the Company can proceed with the installation of the Facilities at the Site, the Company requires permission from the Site Host in the form of this Host Agreement and License, to access the Site and perform the work of installing the Facilities. Installation of the Facilities will be performed by the Company and a contractor approved to perform such construction work under the Program (“Make Ready Contractor”).
- E. The Parties desire to memorialize their mutual agreements and their respective obligations with respect to the installation of EV Charging infrastructure at the Site, consistent with the requirements of the Program.

EXECUTION VERSION

NOW, THEREFORE, in consideration of the foregoing, the mutual promises set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties hereby agree as follows:

- 1.0 Site Host hereby agrees to provide one or more locations at the Site for the installation of EV charging infrastructure. The specific location of the EV Chargers and other infrastructure at the Site shall be determined by the Site Host in coordination with the Company and, if needed, the supplier of the EV Chargers ("Supplier").
- 2.0 Site Host, at its sole cost and expense, shall be responsible for the procurement of the EV Chargers from the Supplier and provide proof of such purchase (including pricing) to the Company before installation of the Facilities is scheduled to take place. Failure to provide proof of such purchase will void any funding commitment or scheduled work reserved for Site Host at the Site.
- 3.0 Site Host agrees to install either (a) not less than two (2) so-called "Level II" EV Chargers ports (minimum 7kW per port), or (b) not less than one (1) so-called "Fast DC" EV Charger port (minimum 100kW per site and 50kW per port).
- 4.0 Site Host agrees to purchase and install EV Chargers that are approved by the Program, as per the latest Massachusetts Commercial EVSE Qualified Products List. Site Host agrees that the selection of the EV Charger models, the number of EV Chargers to be installed and their charging levels cannot be changed by the Site Host following submission of such information to the Company for purposes of developing the design of the Facilities.
- 5.0 Site Host agrees to operate and maintain the EV Chargers at the Site for at least five (5) years from the date the EV Chargers are first placed in service ("In-Service Date").
- 6.0 As required by the Program, the EV Charger Facilities will include a separate, dedicated utility electric meter. Exceptions may be made on a case-by-case basis. As a Company distribution service customer, the Site Host agrees to pay for all metered electric services provided by the Company for the EV Chargers at the Company's applicable rates and tariffs.
- 7.0 The Company agrees to provide and install the necessary infrastructure at the Site to connect the EV Chargers to the Company's electric distribution system. Such infrastructure may consist of poles, conduits, ducts, cables, wires, switches, transformers, concrete pads, manholes, handholes, supporting foundations, culverts, and all other accessory and appurtenant equipment and material necessary in the opinion of the Company to enable the safe and reliable operation of the EV Chargers at the Site (collectively, "Facilities"). Site Host acknowledges and agrees that some of the Facilities may be interconnected with existing electric equipment currently serving the Site and owned/maintained by the Site Host ("Existing Facilities"). The Company shall also make all necessary upgrades or modifications to its distribution system off-Site, to the extent required to provide service to the EV Chargers at the Site.

EXECUTION VERSION

- 8.0 The Company agrees to reimburse the Site Host for the cost of a Level 4 electrical cabinet necessary to install the Facilities, which the Site Host purchased at the direction of the Company in order to facilitate the timely completion of the work contemplated under this Agreement, and which was delivered to the Site Host in March 2023. The cost to be reimbursed by the Company to the Site Host for the cabinet is thirty-thousand five-hundred and ninety-five dollars (\$30,595). The Site Host will submit an invoice to the Company for reimbursement of this expense after completion of the municipal wire inspection, and the Company will reimburse the Site Host promptly thereafter.
- 9.0 To the extent that the Site Host qualifies as a Program participant, and meets the other requirements set forth herein, the design and installation cost of the Facilities and any off-Site upgrades or modifications to provide service to the EV Chargers shall be paid for by the Company or shared with the Site Host pursuant to the terms and provisions of the Program. Any cost contributions required of the Site Host are outlined in the Project Pre-Approval Letter. Failure to pay cost contribution will void any funding commitment or scheduled work reserved for Site Host at the Site.
- 10.0 Site Host agrees that it shall not apply for, seek, or obtain any rebates or incentives offered by any other person for the installation or hosting of the EV Chargers if such rebates or incentives, when combined with the rebates and incentives provided by the Program, would exceed an amount equal to the total (100%) of the cost of the EV Chargers and their installation.
- 11.0 The Site Host may be eligible for the EV Charger rebates presented in Exhibit B, with differing rebate levels depending on Environmental Justice Community (“EJC”) eligibility and public accessibility.
- 11.1 An EJC meets one of the following criteria established by the Massachusetts Executive Office of Energy and Environmental Affairs, as per the most recent census data: (1) the annual median household income is 65 percent or less of the statewide annual median household income; (2) minorities comprise 40 percent or more of the population; (3) 25 percent or more of households lack English language proficiency; or (4) minorities comprise 25 percent or more of the population and the annual median household income of the municipality in which the neighborhood is located does not exceed 150 percent of the statewide annual median household income.
- 11.2 The Program’s definition of “publicly accessible” for public and workplace segments is in line with that of the MassEVIP Program: The program participant must allow the general public practical access to, and use of, the parking space and charging station for seven days per week, 24 hours per day. The program participant is permitted to charge a parking fee and, if the location has access restrictions, may reduce the hours of public access to no less than twelve hours per day, seven days per week.

EXECUTION VERSION

- 11.3 In the event the unit cost of the Level II EV Charger, as determined by the Company, exceeds the Rebate, the Site Host will be responsible for the incremental cost.
- 11.4 Site Host may use the Rebate solely for the purchase and installation of EV Chargers.
- 12.0 Site Host is required to apply for available the Massachusetts Department of Environmental Protection's Electric Vehicle Incentive Program ("MassEVIP") or other state or federal funding to the extent that it is available and aligned with the Program's offerings, and to report the receipt of any such funding to the Company. The Company will deduct any third-party funding received by the Site Host from the Program rebates. If receipt of approved third-party funding is not received within 60 days of applying, the Company may proceed with original incentive levels.
- 13.0 A preliminary sketch will be provided by the Make Ready Contractor, attached hereto as Exhibit C, showing the proposed Facilities and their location at the Site and any interconnection with Existing Facilities (if applicable), consistent with the location(s) selected by the Site Host, the Company and, as needed, the Supplier. Upon execution of this Agreement the Make Ready Contractor will provide a final Site Development Plan.
- 14.0 The Make Ready Contractor is responsible for obtaining all federal, state, and local permits to complete the installation of the Facilities, except for any applicable federal, state, and local environmental permits and approvals required by law for the installation of the Facilities at the Site, which are the sole responsibility of the Site Host.
- 15.0 All work by the Company and Make Ready Contractor under this Agreement shall be done in a good and workmanlike manner by competent personnel or contractors, in conformity with all applicable permits, licenses, ordinances, laws and regulations, and free from any liens for labor or materials, in a manner and location reasonably acceptable to the Site Host and the Company. Site Host agrees that any field changes in the location of the Facilities shall be subject to prior review and written approval of the Company, which shall not be unreasonably withheld.
- 16.0 Company shall procure and maintain at its expense, at all times during the performance of any work under this Agreement, public liability insurance, including personal injury and property damage, and automobile liability insurance in amounts of \$2,000,000 combined single limit each, against all claims and demands of any injury to person or property which may occur or be claimed to have occurred on the Site as a result of the work on the Site by the Company or its contractors. Site Host shall be designated as an additional insured party on the general liability policy and on the self-insured general liability program shall be treated as if an additional insured. The Company shall, before entry upon the Site for the purposes of installing the Facilities, furnish the Site Host with a valid certificate of such

EXECUTION VERSION

insurances. Site Host acknowledges that Company may self-insure all or part of its insurance obligations hereunder.

- 17.0 Site Host, the Company, and the Make Ready Contractor, and their employees, agents and contractors shall comply at all times and under all circumstances with all Massachusetts General Laws (M.G.L. c. 166, s. 21A et seq.), OSHA and any other applicable requirements regarding work or activity in the proximity of energized electric lines.
- 18.0 Following the installation of the Facilities, all Facilities installed up to the metering point ("utility-side infrastructure") within the Site pursuant to this Agreement shall remain the property of the Company and the Company shall pay all taxes assessed thereon. All other Facilities, including Existing Facilities (if applicable), shall be owned and maintained by the Site Host or the Supplier, as appropriate.
- 19.0 Site Host hereby grants to the Company, its successors and assigns, (a) the license and permission, from time to time as may be necessary to install, repair, renew and maintain utility-side electrical infrastructure, including, at the option of the Company, the replacement of said infrastructure with electrical equipment of different size and voltage, along with the necessary cables, conduits, wires, sustaining or protecting fixtures, and service connections attached thereto constituting a line for the distribution of electricity and lines for telecommunications for control and metering purposes, in, upon, under, along and across the Site; (b) the right to interconnect the Facilities with Existing Facilities (if applicable); and (c) the right to enter upon the Site from time to time for the purpose of installing, repairing, renewing, maintaining, replacing and removing said infrastructure, the approximate location of said infrastructure being shown on the Site Development Plan approved by the Parties. In the event the Company is required to relocate said infrastructure or any related sustaining or protecting fixtures due to the request or direction of the Site Host or any person acting under the authority or direction of the Site Host, the Site Host shall reimburse the Company for the reasonable costs thereof.
- 20.0 Site Host will not erect or permit any structures or obstructions which, in the reasonable judgment of the Company, might interfere with the safe operation and maintenance of the utility-side infrastructure. The Company shall have the right to cut down and keep trimmed all trees, bushes, underbrush, and growth as the Company may from time to time deem reasonably necessary for the safe operation and maintenance of said infrastructure, provided that the Company must first obtain written permission from the Site Host and all necessary permits. Site Host agrees that there shall be no interference with pedestrian and vehicular access to said infrastructure. It is understood that access to said infrastructure includes travel through the Site at any time for inspection and maintenance, and for emergency repairs, by all manner of vehicles and on foot. In addition, Site Host may be required, to temporarily relocate vehicles or other equipment located within the Site to allow the Company and its contractors access to the utility-side infrastructure within the Site. Site Host acknowledges and agrees that the Company does not hereby assume any responsibility for the ownership, operation or maintenance of the

EXECUTION VERSION

Existing Facilities, which shall remain the responsibility of the Site Host (if applicable). This Agreement is not intended to change the scope of responsibilities for Existing Facilities under other agreements.

- 21.0 Site Host shall promptly reimburse the Company for the actual costs, as reasonably determined by the Company, of repair or replacement of any utility-side infrastructure that has been injured or damaged by the Site Host, its agents, invitees, contractors, or their respective employees.
- 22.0 Site Host represents and warrants to the Company as follows:
 - 22.1 Site Host is a current non-residential electric delivery customer of the Company.
 - 22.2 Site Host has full corporate power and authority to enter into and perform this Agreement in accordance with its terms, and neither the execution of this Agreement, nor its performance, will conflict with or violate any other agreement or instrument by which the Site Host or the Site is bound. There are no claims or actions pending or, to Site Host's knowledge, threatened against the Site Host or the Site that would prevent or interfere with the performance of this Agreement. There are no known or suspected conditions (including environmental conditions) at the Site that would prevent or impede the installation of the Facilities by the Company. The Parties acknowledge that the Site contains one known MassDEP release of potentially hazardous materials, MassDEP Release Tracking No. 2-14590, involving the release of approximately 10 to 15 gallons of diesel fuel on the driveway of the Gates Elementary School in December 2002. This release has been remediated and achieved a Release Action Outcome (Class A2) in 2003.
 - 22.3 Site Host is the fee owner of Site or has a long-term (10 years or longer remaining term) lease or ground lease of the Site.
 - 22.3.1 If Site Host has a lease, the lease expressly provides that the Site Host has the authority to grant utility license rights for the provision of utility services to the Site.
 - 22.3.2 If the lease does not so provide, the Site Host shall be solely responsible for obtaining the necessary license or consent from the fee owner for the installation of the Facilities at the Site, in the form of Exhibit D, or otherwise in form and substance satisfactory to the Company.
 - 22.3.3 If Site Host is neither a fee owner nor a long-term lessee of the Site, Site Host is responsible for obtaining from the landowner the necessary license rights for the Company to access the Site for purposes of installation of the Facilities.

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- 22.4 The Site is free from any property restrictions that would prohibit the installation of the EV infrastructure, including any institutional controls, Environmental Land Use Restrictions (“ELUR”), Activity and Use Limitation (“AUL”) and/or engineering controls (i.e., Engineered Barrier, soil cap, remediation systems), as defined in 310 CMR 40.000 *et seq.* as amended from time to time. In the event any of these controls exists on the Host Site, the Site Host is responsible for compliance, under the supervision of its Licensed Site Professional. The Parties acknowledge the conditions described in MassDEP RTN No. 2-14590 and do not anticipate that this historical release will interfere with the installation. In the event pre-existing “hazardous materials” are discovered at the Site during the course of installation of the Facilities, the Company’s sole obligation shall be to comply with the Utility Related Abatement Measures (“URAM”) set forth in 310 CMR 40.0460 *et seq.* as amended from time to time, and all other responsibility with respect to such “hazardous materials” shall be that of the Site Host, unless the Company is responsible for the introduction of such hazardous materials to the Site, in which case the Company is responsible for all cleanup activities under applicable law.
- 22.5 Site Host routinely provides customer parking for periods in excess of four (4) hours for customers/employees at the Site and shall continue to provide such parking to customers/employees for as long as EV Chargers are operated at the Site.
- 22.6 EV Chargers are not to service deeded or assigned parking spaces and are to be made available to all persons with access to the parking lot or structure.
- 22.7 Upon Company’s request, Site Host will participate in a Customer Satisfaction Survey conducted by the Company following the installation of the Facilities.
- 23.0 THE COMPANY HEREBY EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS AND WARRANTIES REGARDING THE FACILITIES AND/OR THE EV CHARGERS, WHETHER EXPRESS OR IMPLIED, INCLUDING SPECIFICALLY BUT WITHOUT LIMITATION THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR ANY PARTICULAR PURPOSE. Neither by inspection or non-rejection nor in any other way does the Company give any warranty, expressed or implied as to the adequacy, safety or other characteristics of any equipment, wiring or devices, installed on the Site.
- 24.0 The Company shall be excused from performance and shall not be liable in damages or otherwise if and to the extent that it shall be unable to do so or prevented from doing so by statute or regulation or by action of any court or public authority having or purporting to have jurisdiction in the premises; or by loss, diminution, or impairment of electrical service from generating plants or suppliers or the systems of others with which it is interconnected; or by a break or fault in its transmission or distribution system; failure or improper operation of transformers, switches, or other equipment necessary for electric distribution; or by reason of storm, flood, fire, earthquake, explosion, civil disturbance,

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labor dispute, act of God, or public enemy, failure of any supplier to perform, restraint by any court or regulatory agency, or any other intervening cause, whether or not similar thereto; the Company shall use reasonable efforts under the circumstances to overcome such cause and to resume full service. The Site Host shall be excused from performance and shall not be liable in damages or otherwise to the extent any delay or failure of the Site Host to perform its contractual obligations hereunder is due to conditions or circumstances which are beyond its control, including by reason of storm, flood, fire, earthquake, explosion, civil disturbance, labor dispute, act of God, or public enemy.

- 25.0 Unless there is negligence on the part of the Company, the Company shall not be liable for damage to the person or property of the Site Host or any other persons resulting from the use of electricity or the presence of the Company's Facilities on the Site. In any event, the Company shall not be liable in contract, in tort (including negligence and G.L. c. 93A), strict liability or otherwise for any special, indirect, or consequential damages whatsoever including, but not limited to, loss of profits or revenue, loss of use of equipment, cost of capital, cost of temporary equipment, overtime, business interruption, spoilage of goods, claims of customers of the Site Host or other economic harm resulting from the Facilities, Company's work at the Site or Site Host's participation in the Program.
- 26.0 The Site Host retains all of its available protections and limitations on liability and indemnification under applicable federal, state, and local law.
- 27.0 The Company shall indemnify, defend and hold harmless the Site Host from and against any claim, cost, loss or liability incurred for physical damage or injury caused by the negligence or willful misconduct of the Company, its employees, agents and contractors in the Company's performance under this Agreement.
- 28.0 Site Host agrees to grant permission to Company and its data processing vendor to receive all available data recorded on EV Chargers from charging station network software provider on a monthly basis for at least five (5) years from the In-Service Date.
- 29.0 This Agreement embodies the entire agreement between the Parties with respect to the subject matter hereof, and supersedes any and all prior negotiations, agreements and understandings, written or oral, formal or informal, all of which are deemed to be merged herein. No provision of this Agreement be supplemented, terminated, modified, or waived except by a writing signed by both Parties.
- 30.0 Any notice or other communication authorized, required, or desired to be given under this Agreement shall be in writing and delivered by hand against receipt, by first class certified mail, postage prepaid, return receipt requested, by express mail or express courier service providing proof of delivery, or by electronic transmission providing confirmation of receipt, if addressed to the party intended to receive the same to the address or e-mail address set forth below:

If to Site Host:

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Acton-Boxborough Regional School District
15 Charter Road
Acton, Massachusetts 01720
Attention: Kate Crosby

If to Company:

NSTAR Electric Company d/b/a Eversource Energy
247 Station Drive SE210
Westwood, Massachusetts 02090
Attn: EV Make Ready Program
Office Telephone Number: 781-441-8639

All such notices shall be deemed to have been duly given on (i) the date of receipt if delivered by hand, if sent by express courier service or sent by electronic transmission (with a confirmation copy sent by first class mail) or (ii) the earlier of the date of receipt and the date of first attempted delivery by the U.S. Postal Service, if transmitted by mail as aforesaid. Either Party may change the address to which any such notice, report, demand, request or other instrument or communication to such party is to be delivered or mailed, by giving written notice of such change to the other parties, but no such notice of change shall be effective unless and until received by such other parties.

- 31.0 All exhibits to this Agreement are hereby incorporated by this reference into this Agreement.
- 32.0 This Agreement may be executed in counterparts, each of which shall be deemed an original. The captions contained in this Agreement are for convenience of reference only and shall not affect the construction to be given to any of the provisions hereof.
- 33.0 Neither Party shall be permitted to assign its rights or obligations under this Agreement; however, the provisions of this Agreement shall be binding on, and inure to the benefit of, the respective successors and successors in title of the Parties.
- 34.0 No employee, officer, director, stockholder, manager, member or any person or entity in any way affiliated with either Party shall have any personal liability with respect to this Agreement, any instrument delivered by such Party, or the transaction contemplated hereby, nor shall the property of any such person or entity be subject to attachment, levy, execution, or other judicial process.
- 35.0 This Agreement is subject to and shall be governed by, to the extent applicable, by the Company's "Terms and Conditions – Distribution Service", as approved by the MDPU from time to time, and shall further be governed by, and construed and enforced in accordance with, the internal laws of the Commonwealth of Massachusetts, without regard to principles of conflicts of law. Any action brought with respect to this Agreement shall be

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brought in, and the sole place of venue and jurisdiction for said action shall be in Boston, Massachusetts.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed as a sealed instrument by their respective duly authorized representatives, as of the date first above written.

NSTAR ELECTRIC COMPANY

d/b/a Eversource Energy

By: _____

Name: _____

Title: Program Manager, Electric Mobility

Acton-Boxborough Regional School District

as authorized by its School Committee at a meeting on _____, 2023:

By: _____

Name: Peter Light

Title: Superintendent, Acton-Boxborough Regional School District

EXHIBIT A – LIST OF COVERED SITES

EXHIBIT B – EV CHARGER REBATE STRUCTURE

EXHIBIT C – DESIGN SKETCH

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EXHIBIT A

LIST OF COVERED SITES FOR EV SITE HOST AGREEMENT

Acton-Boxborough Regional School District, 75 Spruce Street, Acton, MA 01720

EXHIBIT B

EV CHARGER REBATE STRUCTURE

Commercial Program						
Audience	Property Type	EJC Criteria	EVSE Rebate	EVSE Eligibility	Make-Ready Rebate	Make-Ready Eligibility
Municipal	Town Halls, Police Stations, etc.	N/A	50% ports 3-10	Must be Publicly Accessible	100% Not to exceed actual costs	Must apply for available State/Federal Funding (MassEVIP) when available
Public/Workspace	Commercial Property Owners and long-term renters- Gas Stations, Banks, Grocery Stores, Restaurants, etc.	Non EJC	50 % ports 5-10			
		EJC- Income	100%			
		EJC -Other	75%			
Fleets	Groups of vehicles owned by one entity	Contact Eversource to discuss options				
MUDS	Multiple Unit Property Owners- 5+ Units	Non EJC	50%	Must be Publicly Accessible		
		EJC- Income	100%			
		EJC -Other	75%			

*****Publicly Accessible in this space defined as: must allow the general public practical access to, and use of, the parking space and charging station for seven days per week, 24 hours per day. The participant is permitted to charge a parking fee and, if the location has access restrictions, may reduce the hours of public access to no less than twelve hours per day, seven days per week.**

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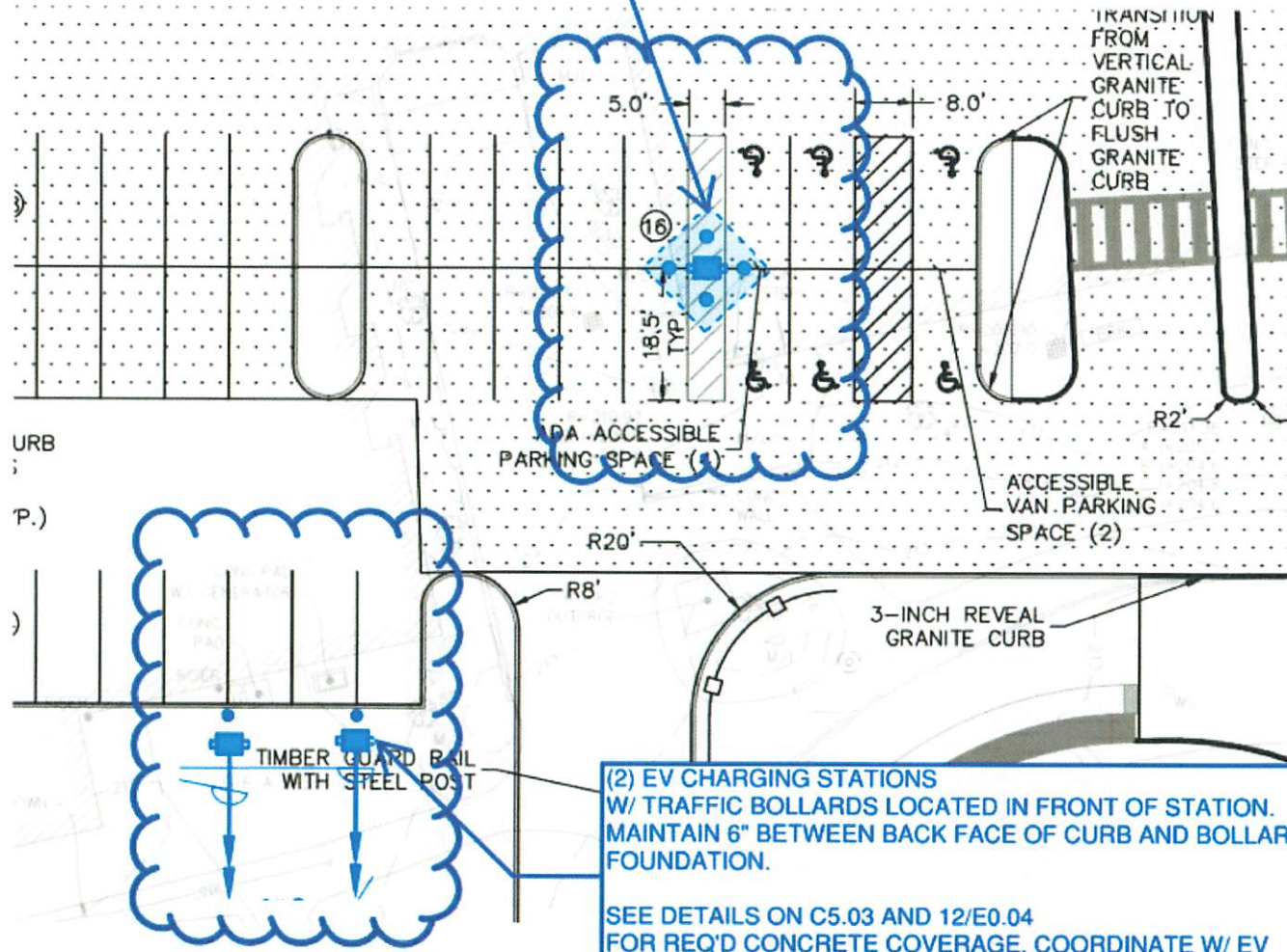
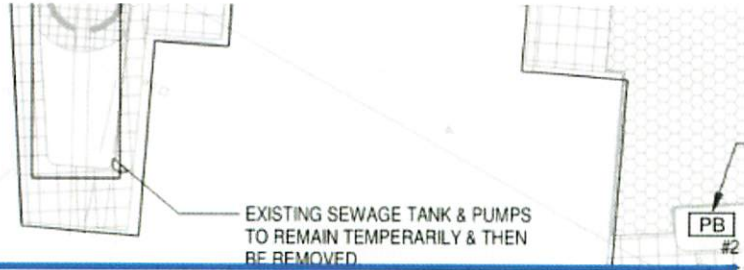
EXHIBIT C

DESIGN SKETCH

(1) RELOCATED EV CHARGE STATION LOCATED ADJACENT TO HP PARKING. SEE DETAILS ON C5.03 AND 12/E0.04 FOR CONCRETE COVERAGE REQUIREMENTS.

BOLLARD SPACING MUST ALLOW PROPER CLEARANCE FOR ADA REACH RANGES - 48" BETWEEN BOLLARDS AND 10" SIDE REACH (SEE DIAGRAM)

TRAFFIC BOLLARD
OUTLINE PV



(2) EV CHARGING STATIONS W/ TRAFFIC BOLLARDS LOCATED IN FRONT OF STATION. MAINTAIN 6" BETWEEN BACK FACE OF CURB AND BOLLARD FOUNDATION.

SEE DETAILS ON C5.03 AND 12/E0.04 FOR REQ'D CONCRETE COVERAGE, COORDINATE W/ EV STATION MANUFACTURER'S INSTALLATION REQUIREMENTS



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.f
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	Adam Klein		
SUMMARY OF TOPIC	Superintendent's Annual Summative Review		

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

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

SUGGESTED MOTION	Move to Accept the Annual Summative Review for Superintendent Peter Light dated 6/8/23 as presented/amended
FOLLOW-UP	
APPROX AGENDA TIME	10 min
ATTACHMENTS	Brought to meeting

To develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS • EQUITY • ENGAGEMENT



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.a
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AGENDA ITEM TITLE	Ongoing Business
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PRESENTER(S)	various
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SUMMARY OF TOPIC	Subcommittee and Members' Report
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<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.

APPROX AGENDA TIME	10 mins.
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FOLLOW-UP	
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ATTACHMENTS	
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.b
AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization		
PRESENTER(S)	Chairperson		
SUMMARY OF TOPIC	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.		

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

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

SUGGESTED MOTION	"Move that the ABRSC approve the consent agenda as proposed/amended."
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	Draft minutes



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Acton-Boxborough Regional School Committee Meeting

May 18, 2023 at 7:00 p.m.

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

DRAFT MINUTES

Members Present: Ben Bloomenthal, Tori Campbell, Liz Fowlks, Lakshmi Kaja, Adam Klein, Ginny Kremer (left at 9:37 p.m.), Vikram Parikh, Leela Ramachandran, Yanxin Schmidt, Andrew Schwartz, Rebeccah Wilson

Members Absent: none

Others: Marie Altieri, Deborah Bookis, Peter Light, Beth Petr

1. FY24 ABRSC REORGANIZATION

The ABRSC was called to order at 7:03 p.m. by Superintendent Peter Light.

The chair stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org. Mr. Light welcomed all of the new School Committee members, including five new members. He looks forward to working with all of them.

a. Election of Acton-Boxborough Regional School Committee Officers - *Peter Light*

i. Suspension of policy [BDA](#) procedure [BDA-R](#) (Item #5) to allow for terms to begin immediately - **VOTE**

Due to the timing of the Acton and Boxborough elections and that the former Chairperson and Vice-Chairs have retired, there was a proposal to suspend policy BDA as well as procedures item 5. Item 5 states that terms begin on August 1. Suspending that item would allow new terms to begin immediately. A weighted vote of $\frac{2}{3}$ of members in attendance would be required to pass.

Ginny Kremer moved and Ben Bloomenthal seconded a motion to suspend policy BDA temporarily and procedures BDA-R.

Members discussed again the timing of when the new Chairperson and Vice Chairs begin their terms. A suggestion was made that perhaps they should start right after the budget was developed in March. Giving more time for new leadership to spend with outgoing leadership would be helpful. Reaction was mixed. It may be considered next year when that election is closer. Members agreed to take a vote to suspend the policy as proposed, and consider making a request that the FY24 policy subcommittee review this policy and procedures and bring suggestions to the full School Committee.

The Committee **VOTED** unanimously to suspend BDA and BDA-R.

1. [File BGF: Suspension of Policies](#)

ii. School Committee Annual Organizational Meeting policy & procedures [BDA](#) and School Committee Officers policy [BDB](#) -

Terms begin immediately due to preceding vote to suspend policy BDA-R #5. Mr. Light explained the procedures. For each of the three positions, he will open the floor for nominations for the position. Members may nominate another member or themselves and a second is not needed. A vote will be taken to close the nominations. Each nominee will be given a chance to speak and then members may speak in support of a candidate. Roll call votes will be taken per committee procedures. Each member will vote for one candidate. A candidate must have a majority of weighted votes to be elected. The Candidate with the most weighted votes will be declared the new Chairperson, unless no candidate receives a majority vote. In that case, additional roll call votes will be taken. A majority vote if all 11 members are present is 13 (total = 25.5).

iii. ABRSC Chairperson - **VOTE**

Mr. Light declared that nominations were open for FY24 Chairperson.

- Ben Bloomenthal nominated Adam Klein.
- Rebeccah Wilson nominated Ben Bloomenthal.

Ginny Kremer moved to close the nominations and Liz Fowlks seconded. The Committee unanimously **VOTED by Roll Call** to close nominations. (YES: Bloomenthal, Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson)

Ben Bloomenthal withdrew his nomination. Adam thanked Ben for the nomination. He considers this a real opportunity for the committee to begin working to engage and develop the next group of community leaders. Several members thanked Adam for chairing again and helping them think about goals.

The Committee unanimously **VOTED by Roll Call** to approve Adam Klein as the ABRSC Chairperson for FY24.

(YES: Bloomenthal, Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson)

iv. ABRSC Vice Chairperson from Acton - **VOTE**

Adam Klein declared that nominations were open for FY24 Vice Chairperson from Acton.

- Ginny Kremer nominated Rebeccah Wilson.
- Liz Fowlks nominated Yanxin Schmidt.

Ginny Kremer moved to close the nominations and Ben Bloomenthal seconded. The Committee unanimously **VOTED by Roll Call** to close nominations. (YES: Bloomenthal, Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson)

Yanxin and Rebeccah shared some of their leadership experiences and both would be happy to serve if elected. Members appreciated both nominees' willingness to step up and several stated that both "would shine in this position".

The Committee **VOTED by Roll Call** on their choice for Vice Chairperson from Acton: Bloomenthal = Rebeccah, Campbell = Rebeccah, Kaja = Rebeccah, Klein = Rebeccah, Kremer = Rebeccah, Ramachandran = Yanxin, Schmidt = Yanxin, Schwartz = Rebeccah, Wilson = Rebeccah
Liz Fowlks and Vikram Parikh abstained.
The Committee approved Rebeccah Wilson as the Vice Chair from Acton.

v. ABRSC Vice Chairperson from Boxborough - **VOTE**
Adam Klein declared that nominations were open for FY24 Vice Chairperson from Boxborough.

- Leela Ramachandran nominated Liz Fowlks.
- Ginny Kremer and Vikram Parikh also nominated Liz Fowlks.

Ginny Kremer moved to close the nominations and Ben Bloomenthal seconded. The Committee unanimously **VOTED by Roll Call** to close nominations. (YES: Bloomenthal, Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson)

The Committee unanimously **VOTED by Roll Call** to approve Liz Fowlks as the ABRSC Vice Chairperson from Boxborough. (YES: Bloomenthal, Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson)

vi. ABRSC Secretary - **VOTE**
Ginny Kremer moved, Ben Bloomenthal seconded and it was unanimously, **VOTED**: to appoint Beth Petr as the Secretary of the School Committee for the 2023-24 school year.

2. CALL TO ORDER & CHAIRPERSON'S WELCOME (7:15) - *Adam Klein*

Adam again welcomed the new Boxborough members to their first meeting as well as everyone in the audience. He reminded all that the meeting was being recorded.

a. Public Participation

Marilynn Kaplan, a member of the ABRSD DEI Family and Community Advisory Group, and the Leadership Coalition to Combat Hate and Bias Speech spoke as an AB parent and on behalf of Congregation Beth Elohim's Kulanu Initiative, a project of the ADL engaging synagogues in local opposition to antisemitism and bigotry. She expressed alarm about at least five incidents of Nazi imagery that have been shared or scratched

into school property during the school year. She stressed that a broad, community response is the most effective and powerful form of resistance to hateful ideologies. Kulanu will be reaching out to partners and allies to organize an ADL Walk Against Hate at the beginning of the next school year. Our towns are not immune from forces of antisemitism, racism, and bigotry that infect our country. We do not want these incidents to become regarded as normal school experiences. She asked for the School Committee's support to prioritize and create an active response to any form of hate speech and continue proactive education against hateful speech and actions.

Martin Benson read a statement referred to the previous meeting and the District's commitment to implement more transparent communication with the community. David Martin was very impressed with the recent 7th grade Civics Exhibitions and the tremendous breadth of topics the students covered.

Yanxin Schmidt shared thoughts as a new committee member. Because we are all shaped by our experiences, it is our nature to gravitate towards surroundings we are familiar with, and to people who we have had positive experiences with. She welcomed the other new members and humbly asked that people get to know her, rather than rely on any preconceived impressions or expectations of her.

b. Superintendent's Update - *Peter Light*

Dave Verdolino, our Director of Finance & Operations was absent because he was being awarded the John F. Conway Distinguished Service Award from the Massachusetts Association of School Business Officials, Inc. (MASBO). Kate Crosby was congratulated for her recent award. AB is one of the only districts to have a District Energy Manager. The ABRHS pool will be renamed in memory of Coach Jeff Johnson at a ceremony on June 11th.

Adam thanked everyone who attended Boxborough's Town Meeting for their unanimous approval of the school budget.

3. GUESTS AND PRESENTATIONS

a. Elementary Schools Update - *Principals Dana Labb, Joe Russo, Lucia Sullivan, Allison Warren, Christy Nealon, Bryant Amitrano*

The principals spoke about their School Improvement Plans as well as the importance of them being six different schools but all part of one district. They spoke about Equitable Opportunities and Outcomes (MTSS), Inclusive Practices (CRP), and Social Emotional Learning (SEL). Each school spoke about their goals and objectives.

Members liked that the schools have kept their individual identities. The data work was also much appreciated because it helps to show a child's progress. Stability was mentioned given that Joe is the fourth principal in two years at Conant. Joe replied that

the staff has had to work some things out but the students have not had much trouble because the staff is so dedicated. The new principal is seasoned and will be great. The values of the school and its practices have remained consistent. In response to a question, members were referred to the MTSS website for extensive and valuable information on that topic.

Work is being done to integrate SEL so that is a focus of staff meetings. Schedules are always being worked on because all schools have challenges with them. Work continues on tiers and well as protocol about consistent parent communication. For Allison and Lucia getting used to a new school building took a lot of time. "Lots of new things with no time to prepare." They love having Joe Gibowicz and the early childhood program with them. Mr. Light thanked the principals and wished good luck to Brian in his move to Sudbury and Lucia in her move to Belmont.

b. **Acton-Boxborough Community Resource Center Update/ Acton-Boxborough United Way (ABUW) Partnership - *Jen Faber, Andrew Shen, ABUW***

Recognizing the increasingly complex needs of families, a key priority for ABRSD leadership is to create a central location where Acton and Boxborough residents can access school registration services (including language screening), alongside information about local community resources. Special emphasis will be placed on assisting families with language barriers, those joining the community from abroad, and families that would benefit from additional community-based services and supports beyond those offered in the schools. The presentation covered: Community Demographics, Facilities Update, Community Partnership, Funding Sources and Staffing and Future Proposed Phases.

The Acton Boxborough United Way is eager to support this project as it closely aligns with ABUW's mission. The plan is to develop a formal partnership where ABUW serves as a contracted service provider for the District to oversee and provide a range of identified services and supports in a location within the Administration Building.

Members were very appreciative of this new effort, particularly because increasing a sense of belonging, especially when families first arrive in our community, is very important work. Right now, there is an elementary registrar and JH and HS registrars and it is very piecemeal. Another important benefit will be that screening will be done in the new center, before students are assigned to a school. Needed resources can be offered right away. The plan is to start small and grow. Families without children will be welcome to come for community information. A vote will be taken at the June 8 School Committee meeting to approve the Memorandum of Agreement with the ABUW.

4. **ONGOING BUSINESS**

a. Resolution #1 to Fund School Meals for All Students in Massachusetts permanently - **VOTE**

Rebecca Wilson made the detailed motion found on page 19 of the packet. Ginny Kremer seconded.

Rebecca has been in touch with Project Bread and free school meals were critical for families during the pandemic. Many people in the state would like this to continue for all students. A comment was made that this takes funding from educational expenses.

The Committee **VOTED** and approved the motion. (YES: Bloomenthal, Campbell, Fowlks, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson NO: Kaja)

b. Subcommittee and Members' Report

i. Policy Subcommittee - *Ginny Kremer*

1. Proposed Use of Facilities Policy KF- Second Read - **VOTE**

A First Read was done on changes to policy KF at our meeting on March 16. Ginny thanked everyone for their input. As a result, a special group was created so scouts and some other groups in category 2 will not be charged user fees. (The two types of fees are user and energy.) This is responsive to the charge from the School Committee to make things equitable. The other charge was to ensure that district resources are not being diverted to non district purposes. Andrew Shen and Erin Bettez were thanked for their many hours spent on this policy. Legal counsel has also reviewed and approved the proposed changes. This process was started early in the year so groups would know the changes before they do their new budgets.

Comments included:

- As a parent involved in scouting, a member stated that he thinks this is fair and reasonable to ask, however scouts are concerned about escalating costs. He will be abstaining from the vote but will support however it turns out.
- It is too bad that people have to pay to use the facilities, but the reasons why are understandable. Rental fees are calculated to break even.
- It was suggested that a calculation sheet be provided so users can estimate their costs. Erin does this when users ask for information and when they agree to use space.
- Is there a clear enough distinction between 2A and 2B groups to warrant having 2B? Careful analysis of costs has been done.
- Federal Regulation Title 36 covers patriotic organizations very specifically (like scouts and Little League).

Andrew Schwartz moved to make an amendment to include the Federal Regulation with regard to 2A.

Members had a long discussion about whether and how to add the title name citation to the policy to be very clear. Erin does not want to have to keep changing the policy whenever the law changes. There are also Memoranda of Agreement with the District for field use (such as for Lower Fields) that could also be mentioned for clarity.

Andrew Shen felt this would be acceptable because it is adding a practice that we already have. He suggested adding wording similar to "Additionally any partnerships governed by an MOU currently in existence will supersede these guidelines.

Adam Klein made a friendly amendment to the proposed amended policy, to include additional references at the bottom of the policy to include existing MOUS and the definition of Federal Regulation Title 36.

The friendly amendment was accepted by Andrew Schwartz and seconded by Tori Campbell.

The Committee **VOTED** to approve the amendment to the proposed policy. (YES: Campbell, Fowlks, Kaja, Klein, Kremer, Parikh, Ramachandran, Schmidt, Schwartz, Wilson ABSTAINED: Bloomenthal)

Members considered the amended proposed policy.

A member reminded the Committee that AB Community Education makes a significant investment in the school budget and it is important to find an equitable way to allow them to do that so additional cuts can be avoided. The proposed changes felt appropriate to him.

John Petersen spoke from the public reminding the Committee that the decision to charge fees and identify groups is policy. The number and amount of the fees is not policy; it is budget. In his opinion, fees are procedural and he urged the Committee not to vote until there is a clean second read. He asked that the Superintendent report back on the fees amount for next year's budget. The Chair noted that it is important that the policy be decided so groups can prepare their budgets for next year.

Rebecca Wilson moved, Liz Fowlks seconded and it was unanimously, **VOTED**: to approve the policy as amended.

(YES: Fowlks, Kaja, Klein, Kremer, Ramachandran, Schwartz, Wilson ABSTAINED: Bloomenthal, Campbell, Schmidt, Parikh)

The policy subcommittee was thanked for their extensive work.

ii. Leadership Coalition to Combat Hate and Bias Speech - *Liz Fowlks*
Mr. Light covered this in his update.

c. Consent Agenda/Action Items - **VOTE** - *Chairperson*

i. Approval of ABRSC Meeting Minutes of 5/4/23
Rebeccah Wilson moved, Leela Ramseconded and it was unanimously,
VOTED: to approve the meeting minutes.

d. Statement of Warrants and Recommendation to Approve - **VOTE** - *Chairperson*
Adam explained the warrant process.

Liz Fowlks moved, Ben Bloomenthal seconded and it was unanimously,
VOTED: to approve the warrants (see memo). Vikram Parikh abstained.

5. FYI

- Proposed ABRSC Meetings for 2023-2024
- ABRSD Retirees
- Monthly Student Enrollment - 5/1/23

Committee members must turn in their evaluations by midnight. Public comments are welcome until June 1. Next meeting is June 8 at 6:30 with an Executive Session to review evaluation.

Members are asked to do the summer workshop poll. Because there appears to be no common date for a full day, members may do a traditional evening instead so all can attend.

6. ADJOURN

Ben Bloomenthal moved, Liz Fowlks seconded and it was unanimously,
VOTED: to adjourn the meeting at 9:42 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: agenda, agenda item summary pages, public statement read by Marilyn Kaplan, public statement read by Martin Benson, Annual School Committee Reorganization Memo from P. Light 5/12/23, Presentation Slides from Elementary Principals, Presentation Slides from A Shen and Jen Faber, Proposed Motion regarding Resolution #1 to Fund School Meals for All Students in Massachusetts from R. Wilson, Guidance on Use of Facilities User Categories Memo from A. Shen 5/13/23, Use of School Facilities Policy KF and Addendum, Draft Minutes of ABRSC meeting on 5/4/23 from B. Petr, Warrant Memo from D. Verdolino 5/15/23, FY24 ABRSC meetings, 2023 Retirees, Monthly Student Enrollment 5/1/23.

**Acton Boxborough Regional School Committee
Budget Subcommittee Meeting
Draft Minutes**

Virtually via zoom

April 24th, 2023
1:30 pm

Members present: Amy Krishnamurthy, Rebecca Wilson, Adam Klein, Liz Fowlks
Absent: Kyra Cook
Others: Marie Altieri, Peter Light, Dave Verdolino

Adam called the meeting to order remotely via zoom at 1:36pm.

1. Review and Approve Draft Minutes

Amy moved, Liz seconded and it was unanimously,
VOTED by roll call: to approve the minutes of April 10th.

2. FY'23 Q3 report

Memo was shared with the committee right before the meeting. Dave shared the update from that memo. New "floor" of the turnback is roughly \$1M. Investment income is looking very good. Expenditures were higher in some operating areas (HR). Marie shared the status of the sub budget line and how it overran this year.

A member wanted to know if the surplus from this year would help us bring back budget items cut for FY24. The E&D process was explained and that any additional revenue for FY23 or FY24 that isn't already in the appropriated budget will flow to E&D.

A member asked if reclassification is typically at about 1% of budget. This year is a bit different because of significant personnel costs requiring the movement of funds inside the budget to cover that. It was explained that the ~\$1M of internal transfers was not typical.

3. FY'24 Updates

Dave shared the most recent Cherry Sheet from the state. Another \$150K for Ch.70 for next year. Plus, there is a possibility of 100% transportation reimbursement. All in, there could be an additional \$650K from the state.

4. FY23 ABRSD ATM Presentation

The presentation is complete and Kyra will be writing the speaker notes.

7. Adjourn

Amy moved, Rebecca seconded and it was unanimously,
VOTED by roll call to adjourn the meeting at 2:36 p.m.

Respectfully submitted,
Adam Klein

Documents used: FY23 Q3 budget memo.

**Acton Boxborough Regional School Committee
Capital Improvements Subcommittee Meeting
FINAL Minutes**

Virtually via zoom

April 26, 2022

<https://abschools.zoom.us/j/94462925263?pwd=OThKRldVRVpiN2NLZ2poeEw5djJldz09>

5:00 p.m.

Members present: John Petersen (JP), Yebin Wang (YW), Gary Kushner – Boxborough Finance Committee (GK), Jason Cole – Acton Finance Committee (JC)

Absent: Ben Bloomenthal

Others: JD Head (JD), Dave Verdolino (DV)

The capital improvement plan (CIP) sub-committee convened on April 26, 2022 at 5:05pm. JD navigated through the CIP website. It was noted that the webpage can be improved by including high-level language about the strategy, goals, and outcome of the CIP plan. JD highlighted work to refresh the Dore & Whittier Architects plan from 2016 in early June using a more operation-based approach. The updated plan will cover the CIP projects FY23 until FY26. Some important projects to assess in the planning are Conant School building, Jackson Church rooftop, and district’s electrification efforts. The Conant school plan is particularly important because our MSBA SOI for FY24 may be acted upon. The current submission will be ineligible for MSBA action because our new twin school project is ongoing.

The sub-committee discussed whether the electrification effort can be integrated into the 13-year CIP plan, and how to fund it without substantially increasing the capital budget. JD clarified that the electrification is not only desirable, but also required by the state authority on public entities. Some electrification projects fall into existing CIP plan such as “mechanical system upgrade category” and can be funded without financial impact. The sub-committee discussed the possibility of securing grants from Federal incentive programs. Project-wise, the phone system upgrade of Blanchard contract has been signed. Various options are being explored to fund the upgrade to the Acton phone system. Use plan of Administration building will be discussed in the future CIP meeting, after JD discusses with the administration team.

The subcommittee approved the minutes for the meeting on Dec. 14, 2021. JP moved, GK seconded, YW (yes), and Jason (abstain). The subcommittee approved the minutes for the meeting on Jan. 11, 2022. JP moved, JC seconded, GK (abstain), and YW (yes).

The subcommittee will schedule a meeting once JD completes his discussion with administration groups.

Voted by roll call to adjourn the meeting at 5:57pm. JP moved, GK seconded, JC (yes), and YW (yes).

Respectfully submitted

Yebin Wang

**Acton Boxborough Regional School Committee
Capital Improvements Subcommittee Meeting
FINAL Minutes**

Virtually via zoom

February 13, 2023

<https://abschools.zoom.us/j/96538816062?pwd=aWZScU8xdXZrUG1lM0FiNWF3aUQrdz09>

5:00 p.m.

Members present: Yebin Wang (YW), Gary Kushner – Boxborough Finance Committee (GK), Jason Cole – Acton Finance Committee (JC), Ben Bloomenthal (BB)

Absent:

Others: Dave Verdolino (DV)

The capital improvement plan (CIP) sub-committee convened at 5:05pm on February 13, 2023. DV introduced major relevant capital activities in FY23. Particularly a consulting firm was hired to review original 13-year CIP plan and re-prioritize/re-estimate projects and budgeted costs. DV introduced the revised plan where 6 priority projects were identified, the cost of which is approximately \$7 million. Subcommittee discussed priorities of these projects and recognized the urgency of two projects: Conant School’s interior ceilings replacement and DW telephone system upgrade. Urgency and benefits of the electrification of HVAC and chillers at HS and PDB were discussed and inconclusive, while the risk of missing the opportunity of rebates result from delaying these projects is recognized. Subcommittee discussed mechanisms to fund these projects, including the possible use of budget savings (approximately \$3 million) realized from lower than anticipated bids on the Douglas/Gates/CHECP (Boardwalk Campus) project. This subcommittee is leaning toward support this proposal, meanwhile questioning about the legal issues and the best term of bond. The subcommittee recognized the fact there is not a lot of active CIP projects for the change of the district’s CIP leadership.

VOTED by roll call to adjourn the meeting at 6:00pm. DV moved, BB seconded, yes (GK, JC, YW).

Respectfully submitted,

Yebin Wang



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	4.c
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Chairperson		
SUMMARY OF TOPIC	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.		

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

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

SUGGESTED MOTION	See motion in memo in the packet from D. Verdolino
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	2 min
ATTACHMENTS	Summary memo from D. Verdolino and posted folder of individual warrants



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

June 2, 2023

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 6/8/2023.

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.



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Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$11,011,838.63.

AP Vendor warrant(s) as follows -

23-023C	dated	5/18/2023	in the amount of	\$	33,750.00
23-023B	dated	5/19/2023	in the amount of	\$	372,594.38
23-024A	dated	5/25/2023	in the amount of	\$	1,606,768.63
23-024B	dated	6/1/2023	in the amount of	\$	904,315.73

Payroll Vendor warrant(s) as follows -

23-023PR	dated	5/18/2023	in the amount of	\$	1,249,816.04
23-024PR	dated	6/1/2023	in the amount of	\$	610,284.19

Payroll warrant(s) as follows -

P2323	dated	5/18/2023	in the amount of	\$	3,114,776.20
P2324	dated	6/1/2023	in the amount of	\$	3,070,898.02

Student Activities warrant(s) as follows -

23-023HS	dated	5/18/2023	in the amount of	\$	22,155.44
23-024JH	dated	5/25/2023	in the amount of	\$	26,480.00



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	6-8-2023	AGENDA ITEM NUMBER	FYI
AGENDA ITEM TITLE	For Your Information (FYI)		
PRESENTER(S)	The Chairperson and/or Superintendent may highlight individual items		
SUMMARY OF TOPIC	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<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.

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



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Jennifer G. Faber

Director of Diversity, Equity and Inclusion

To: Peter Light
From: Jennifer Faber
Date: May 31, 2023
RE: Bullying Prevention and Intervention Plan Review

Our school district is committed to creating a safe and inclusive learning environment for all students, and we believe that bullying prevention is an important part of achieving that goal. According to state law, each school district is required to review and shall update bullying prevention and intervention plans at least biennially. During the month of April, we began the process of reviewing our existing bullying prevention and intervention plan. A review team composed of teachers, school staff, administrators, parents and guardians was established. The review team, in collaboration with legal counsel, was responsible for evaluating our current plan to identify areas needed to improve, and suggesting changes that will help us better prevent bullying in our schools. For your review, attached is the updated bullying prevention and intervention plan.

To develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS



EQUITY



ENGAGEMENT

File: JICFB-R - BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose:

The Acton-Boxborough Regional School District (ABRSD) is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences. This commitment is an integral part of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

I. LEADERSHIP

Leadership at all levels will play a critical role in the development and implementation of the Bullying Prevention and Intervention Plan ("Plan") in the context of the District, school and community efforts to promote a positive environment (wellness, safety initiatives, demographic study, etc.), through public involvement in developing the Plan, assessing needs and resources, and planning and oversight.

A. Public involvement in developing the Plan

The Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, including parents and/or guardians, and local law enforcement agencies. A task force was developed which represented a wide variety of positions to make our plan representative of all constituencies. The task force provided public notice and a public comment period before adopting the policy voted on by the School Committee.

This Plan was part of the District's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of our other initiatives listed above.

B. Assessing needs and resources

School leaders, with input from home and school, assessed the adequacy of current programs, reviewed current policies, procedures, and the available data on bullying and other behavioral incidents, and assessed available resources (and funding) for curricula options, training programs, and behavioral health services. As part of this review, we have set priorities for the review of School Committee policies and subsequent procedures that affect these initiatives that promote a safe environment. Extensive collaboration occurs with our school resource officers.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyberbullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence and to ensure safety of students and staff.

Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to creating a safe and supportive environment for vulnerable populations in the school community.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the target concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Plan with students (no later than October 1st of each year).
- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and targets.
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As required by MGL c.71, §370, this Plan was initially developed with various constituencies: Acton-Boxborough administrators, faculty and staff, interested community representatives, students, parents, guardians, and Acton-Boxborough School Committees. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

This plan recognizes certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

C. Planning and oversight

The building principal or designee is ultimately responsible for the following tasks under the Plan:

- Receiving reports on bullying or retaliation;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- Annually reporting the school's bullying incident data to the Massachusetts DESE and administering a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school at least once every four years beginning with the 2015-2016 school year;
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- Implementing the ongoing professional development that is required by law;
- Identifying support strategies that respond to the needs of targets and student aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Amending the student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated.
- Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy.

II. DEFINITIONS

In order to work as collaboratively and as effectively as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or a member of a school staff member who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c.71 § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;

- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of the school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c.71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in MGL c.71 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

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

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

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

III. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A.Reporting Potential Bullying or Retaliation:

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously. Oral reports made by or to a staff member shall be recorded in writing. Any school staff that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously. The District will make a variety of reporting

resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address.

1. Reporting by Staff

Reports by school staff should be immediately made to the principal or designee when they become aware of conduct that may be bullying or retaliation.

However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.

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

Reports by students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student should report it to the principal or designee.

Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

B. Responding to Potential Bullying or Retaliation by a Student:

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal (or designee) contacts parents/guardians prior to any investigation. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who has provided information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

C. Investigative Procedures for Potential Bullying or Retaliation

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying, peer conflict). During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. For students with disabilities involved in investigations, behavior plans, IEPs, and 504 accommodations should be followed during interviews. Consider including the presence of a staff member with knowledge of a student's disability. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps should include:

- Determine the nature, chronicity, and severity of the presenting situation
- Identify aggressor(s), target(s), and bystanders
- Provide a safety and comfort plan for the target(s).
- Identify whether or not the bullying has occurred on or off campus.
- Immediately inform the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is prohibited and will result in disciplinary action.
- Have conversations with all parties.
- Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- Establish a timetable for following up with parents, especially parents of target(s).
- Collection and documentation of data.

Non-Classroom Supervision:

- Each school must supervise non-classroom areas. The review and exchange of information
- Determine locations that bullying and/or retaliation may more likely occur.
- Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- Consider adult density in locations, if necessary.

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations and for possible disciplinary action.

If necessary, the principal (or designee) will consult with the Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

D. Determinations

The principal (or designee) will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal (or designee) will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

E. Obligation to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR [49.00](#).

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above.

Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or

aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee.

The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

F. Responses to Bullying

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior MGL c.71 §370(d)(v).

Skill building approaches include offering individualized skill-building sessions based on our District's anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand prosocial ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

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

The federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

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

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- Nature, severity, and chronicity of the behavioral impact on the target
- Degree of physical, psychological, social harm on the target
- Student's age, development and degree of maturity
- Surrounding circumstances and context in which the incident(s) occurred
- Prior disciplinary history and continuing patterns of behavior
- Relationship between and among the parties involved
- Context in which the alleged incident(s) occurred
- The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows. Please note this list is not in sequential order and the District can choose to assign one or a combination of consequences.

- Education
- Verbal reprimand
- Temporary removal from the classroom
- Loss of privileges, including before and after school activities
- Restorative Practices
- Time-out
- Notice to parent
- Supervised break times
- Detention
- In-school suspension
- Out-of-school suspension

- Reassignment of seats in lunch, bus, class, etc.
- Reassignment of classes
- Referral to an outside agency
- Reassignment to another school or another mode of transportation
- Expulsion
- Report to law enforcement

In addition, formative activities will be given, which may include:

- Reparation to the target (recognizing that direct apology may be contraindicated)
- Completion of curricular based assignment(s)
- Meeting with Civil Rights Coordinator
- Completion of community service designed to help the aggressor understand and respect differences; written report/evidence of reflection required by the aggressor
- Therapeutic support for both aggressor and targets

G. Responding to Allegations of Bullying by School Staff

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as they see them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in the bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

IV. PROBLEM RESOLUTION SYSTEM:

Any parent or other person wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <https://www.doe.mass.edu/prs/> or individuals may send emails to compliance@doe.mass.edu or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

V. COLLABORATION WITH FAMILIES

The ABRSD, in collaboration with parent/family associations, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or individual school.

Provisions for informing parents/or guardians about the bullying prevention and intervention curricula used by the schools include:

- how parents/guardians can reinforce the curricula at home and support the district plan;
- the dynamics of bullying; and
- online safety and cyberbullying.

Each year the ABRSD will inform parents or guardians of enrolled students about the anti-bullying curricula used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools or district will send parents/guardians written notice every year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) of

choice by the parents or guardians. The District will further post the Plan and related information on its website.

VI. ACCESS TO RESOURCES AND SERVICES:

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In this regard, the Acton-Boxborough Regional Schools will refer families/guardians of targets and student aggressors to a variety of appropriate resources within the District.

A. Identifying resources

The ABRSD utilizes school counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

B. Counseling and other services

The ABRSD utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Interpreters are provided as needed.

C. Students with disabilities

As required by MGL c.71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education staff are annually trained on this requirement. See [Technical Assistance Advisory SPED 11-2: Bullying Prevention and Intervention](#) for guidance.

All resources are evaluated on design engaging to students, in keeping with the District's core values, and culturally and linguistically appropriate and linked to community service agencies.

VII. ONGOING ACADEMIC AND NON-ACADEMIC ACTIVITIES FOR STUDENTS:

A. Specific bullying prevention approaches

Bullying prevention curricula will be informed by current research (evidence-based), which, among other things, emphasizes the following approaches:

- Using scripts, role plays, and social stories to develop skills;

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

B. General teaching approaches that support bullying prevention

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

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

VIII. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Ongoing Professional Learning:

In general, professional learning opportunities will establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, constructive management for classroom behaviors, civil communication, empathy and respect for differences.

Specifically, the District will provide an annual bullying prevention and intervention training each year for all employees to include staff duties under the Plan, an overview of the steps that the Principal and/or designee will follow upon receipt of a report, and an overview of the bullying prevention curricula to be offered at all grades. All staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired.

The content of such ongoing professional learning will include:

- Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents,
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying,
- Research findings including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment, including, a particular focus of the student on the autism spectrum or students whose disability affects social skill development, information on the incident and nature of cyber-bullying, and internet safety as they relate to cyber-bullying.
- Ways to prevent and respond to bullying or retaliation for students with disabilities, which must be considered in the development of the student's Individualized Education Programs (IEPs).
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

For parents and guardians, the District will offer education programs that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the District or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, English Learner Parent Advisory Council, or similar organizations.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

The District prohibits acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off

school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under MGL, c.71, §§37H, 37H1/2, 37H3/4, c. 71 §§41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.

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

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

603 CMR [49.00](#)

M.G.L. [71:37O](#); 71B:§3; 83:1,

CROSS REFS:

December 2, 2010

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Updated 8/2014, 3/2015, 6/2017, 9/2019, 5/2023

Acton-Boxborough Regional School District

File: JICFB-R - BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose:

The Acton-Boxborough Regional School District (ABRSD) is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. **The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.** This commitment is an integral part of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

I. LEADERSHIP

Leadership at all levels will play a critical role in the development and implementation of the Bullying Prevention and Intervention Plan ("Plan") in the context of the District, school and community efforts to promote a positive environment (wellness, safety initiatives, demographic study, etc.), through public involvement in developing the Plan, assessing needs and resources, and planning and oversight.

A. Public involvement in developing the Plan

The Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, including parents and/or guardians, and local law enforcement agencies. A task force was developed which represented a wide variety of positions to make our plan representative of all constituencies. The task force provided public notice and a public comment period before adopting the policy voted on by the School Committee.

This Plan was part of the District's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of our other initiatives listed above.

B. Assessing needs and resources

School leaders, with input from home and school, assessed the adequacy of current programs, reviewed current policies, procedures, and the available data on bullying and other behavioral incidents, and assessed available resources (and funding) for curricula options, training programs, and behavioral health services. As part of this review, we have set priorities for the review of School Committee policies and subsequent procedures that affect these initiatives that promote a safe environment. Extensive collaboration occurs with our school resource officers.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyberbullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to creating a safe and supportive environment for vulnerable populations in the school community.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the target concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Plan with students (no later than October 1st of each year).
- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and targets.
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As required by MGL c.71, §370, this Plan was initially developed with various constituencies: Acton and Acton-Boxborough administrators, faculty and staff, interested community representatives, students, parents, guardians, and the Acton and Acton-Boxborough School Committees. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

This plan recognizes certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

C. Planning and oversight

The building principal or designee is ultimately responsible for the following tasks under the Plan:

- Receiving reports on bullying or retaliation;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- Annually reporting the school's bullying incident data to the Massachusetts DESE and administering a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school at least once every four years beginning with the 2015-2016 school year;
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- Implementing the ongoing professional development that is required by law;
- Identifying support strategies that respond to the needs of targets and student aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Amending the student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and, Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy.

II. DEFINITIONS

Definitions:

In order to work as collaboratively and as effectively as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or a member of a school staff member who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c.71 § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;

- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of the school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c.71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in MGL c.71 § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

Relationship to Other Laws:

~~Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.~~

~~Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under MGL, c.71, §§37H, 37H1/2, 37H3/4, c.71 §§41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.~~

~~Bullying behaviors generally are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts or gestures or any combination thereof, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the orderly operation of the school.¶¶~~

~~These behaviors include physical or emotional harm to the target or damage to the target's property, placing the target in reasonable fear of harm to himself or herself, or of damage to his or her property, creating a hostile environment for the target, or infringing on the rights of the target at school. Specific examples include but are not limited to maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation is prohibited and includes any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.¶¶~~

~~Peer conflict involves disagreement and oppositional interactions which are situational, immediate, and developmentally appropriate. These latter behaviors, with adult guidance and modeling, assist in developing new skills in social competency, learning personal boundaries and conflict resolution strategies:~~

~~As defined in the Bullying Prevention and Intervention Policy, bullying can be any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:¶¶~~

- ~~• Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,¶¶~~
- ~~• Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target,¶¶~~
- ~~• Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,¶¶~~

- ~~Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, a school employee, or school volunteer;~~
- ~~Infringing on the rights of the other student, school volunteer or school employee at school, or~~
- ~~Materially and substantially disrupting the education process or the orderly operation of a school.~~

III. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Planning and Oversight:

~~The building principal or designee is ultimately responsible for the following tasks under the Plan:~~

- ~~Receiving reports on bullying or retaliation;~~
- ~~Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;~~
- ~~Annually reporting the school's bullying incident data to the Massachusetts DESE and administering a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school at least once every four years beginning with the 2015-2016 school year;~~
- ~~Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;~~
- ~~Implementing the ongoing professional development that is required by law;~~
- ~~Identifying support strategies that respond to the needs of targets and student aggressors;~~
- ~~Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;~~
- ~~Amending the student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and, Leading the parent or family engagement efforts and drafting parent information materials.~~

~~The Director of Technology will be responsible for updating the Acceptable Use Policy.~~

A. Reporting Potential Bullying or Retaliation:

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously. Oral reports made by or to a staff member shall be recorded in writing. Any school staff that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously. The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address.

- ~~• Oral reports made by or to a staff member shall be recorded in writing.~~
- ~~• The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address.~~
- ~~• Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.~~

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1. Reporting by Staff

Reports by school staff, ~~parents or guardians and others generally~~ should be immediately made to the principal or designee **when they become aware of conduct that may be bullying or retaliation.**

~~However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.~~

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

Reports by students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student should report it to the principal or designee.

Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

B. Responding to Potential Bullying or Retaliation by a Student:

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal (or designee) contacts parents/guardians prior to any investigation. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who has provided information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

C. Investigative Procedures for Potential Bullying or Retaliation:

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying, peer conflict). ~~Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.~~¶

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. For students with disabilities involved in investigations, behavior plans, IEPs, and 504 accommodations should be followed during interviews. Consider including the presence of a staff member with knowledge of a student's disability. **To the extent practicable, and given their his/her** obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps to take should include:

- Determine the nature, chronicity, and severity of the presenting situation.
- Identify aggressor(s), target(s), and bystanders
- Provide a safety and comfort plan for the target(s).
- Identify whether or not the bullying has occurred on or off campus.
- Immediately ~~inform~~~~remind~~ the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is prohibited and will result in disciplinary action.
- Have conversations with all parties.
- Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- Establish a timetable for following up with parents, especially parents of target(s).
- Collection and documentation of data.

Non-Classroom Supervision:

- Each school must supervise non-classroom areas. The review and exchange of information
- Determine "hot spots" that bullying and/or retaliation may more likely occur.
- Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger • students.
- Consider adult density in "hot spots" if necessary.regarding non-classroom areas are important to:

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations and for possible disciplinary action.

If necessary, the principal (or designee) will consult with the Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

D. Determinations/~~Consequences from Findings:~~

The principal (or designee) will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal (or designee) will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

E. Obligation to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00.

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above.

Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee.

The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

F. Responses to Bullying

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior MGL c.71 §370(d)(v).

Skill building approaches include offering individualized skill-building sessions based on our District's anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

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

The federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

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

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- Nature, severity, and chronicity of the behavioral impact on the target
- Degree of physical, psychological, social harm on the target
- Student's age, development and degree of maturity

- Surrounding circumstances and context in which the incident(s) occurred
- Prior disciplinary history and continuing patterns of behavior
- Relationship between and among the parties involved
- Context in which the alleged incident(s) occurred
- The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- Education
- Verbal reprimand
- Temporary removal from the classroom
- Loss of privileges, including before and after school activities
- Time-out
- Notice to parent
- Supervised break times
- Detention
- In-school suspension
- Out-of-school suspension
- Reassignment of seats in lunch, bus, class, etc.
- Reassignment of classes
- Referral to an outside agency
- Reassignment to another school or another mode of transportation
- Expulsion
- Report to law enforcement

In addition, formative activities will be given, which may include:

- Reparation to the target (recognizing that direct apology may be contraindicated)
- Completion of curricular based assignment(s)
- Meeting with Civil Rights Coordinator

- Completion of community service designed to help the aggressor understand and respect differences: written report required by the aggressor
- Therapeutic support for both aggressor and targets

Notification Obligations:¶¶

- ~~Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.¶¶~~
- ~~Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00. The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.¶¶~~
- ~~Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.¶¶~~

~~In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.~~

G. Responding to Allegations of Bullying by School Staff

• Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as they see them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

• Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in the bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

IV. PROBLEM RESOLUTION SYSTEM:~~IV. Problem Resolution System:~~

Any parent or other person wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to compliance@doe.mass.edu or

may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

V. COLLABORATION WITH FAMILIES~~V. Collaboration with Families:~~

The ABRSD, in collaboration with parent associations, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or individual school.

Provisions for informing parents/or guardians about the bullying prevention and intervention curricula used by the schools include:

- how parents/guardians can re-enforce the curricula at home and support the district plan;
- the dynamics of bullying; and
- online safety and cyberbullying.

Each year the ABRSD will inform parents or guardians of enrolled students about the anti-bullying curricula used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools or district will send parents/guardians written notice every year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will further post the Plan and related information on its website.

VI. ACCESS TO RESOURCES AND SERVICES~~Access to Resources and Services:~~

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In this regard, the Acton-Boxborough Regional Schools will refer families/guardians of targets and student aggressors to a variety of appropriate resources within the District.

A. Identifying resources

The ABRSD utilizes school counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

B. Counseling and other services

The ABRSD utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Interpreters are provided as needed.

C. Students with disabilities

As required by MGL c.71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education staff is annually trained on this requirement. See Technical Assistance Advisory SPED 11-2: Bullying Prevention and Intervention for guidance.

All resources are evaluated on design engaging to students, in keeping with the District's core values, and culturally and linguistically appropriate and linked to community service agencies.

VII. ONGOING ACADEMIC AND NON~~Ongoing Academic and Non-ACADEMIC~~ **ACTIVITIES FOR STUDENTS:**~~Academic Activities for Students:~~

A. Specific bullying prevention approaches

Bullying prevention curricula will be informed by current research (evidence-based), which, among other things, emphasizes the following approaches:

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

B. General teaching approaches that support bullying

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

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

VIII. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Ongoing Professional Learning:

In general, professional learning opportunities will establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, constructive management for classroom behaviors, civil communication, empathy and respect for differences.

Specifically, the District will provide an annual bullying prevention and intervention training each year for all employees to include staff duties under the Plan, an overview of the steps that the Principal and/or designee will follow upon receipt of a report, and an overview of the bullying prevention curricula to be offered at all grades. All staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired.

The content of such ongoing professional learning will include:

- Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents.

- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying.
- Research findings including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment, including, a particular focus of the student on the autism spectrum or students whose disability affects social skill development, information on the incident and nature of cyber-bullying, and internet safety as they relate to cyber-bullying.
- Ways to prevent and respond to bullying or retaliation for students with disabilities, which must be considered in the development of the student's Individualized Education Programs (IEPs).
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

For parents and guardians, the District will offer education programs that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the District or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, English Learner Parent Advisory Council, or similar organizations.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

The District prohibits acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under MGL, c.71, §§37H, 37H1/2, 37H3/4, c. 71 §§41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.

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

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

603 CMR 49.00

M.G.L. ~~71:15~~71:37O; 71B:§3; 83:1,

CROSS REFS:

December 2, 2010

Approved March 18, 2011

Updated 8/2014, 3/2015, 6/2017, 9/2019

Acton-Boxborough Regional School District

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2023-2024**

All meetings begin at 7:00 p.m. and will be held in the Auditorium at the Administration
Building, 15 Charter Road, Acton

Meeting Date

July 19, 2023	Summer Workshop
August 24, 2023	Summer Business Meeting
September 7, 2023	
September 21, 2023	
October 5, 2023	
October 19, 2023	
November 2, 2023	
November 16, 2023	
December 7, 2023	
January 4, 2024	
January 18, 2024	
February 1, 2024	
February 15, 2024	FY25 Budget Meeting at 6:00 pm
March 7, 2024	Open Budget Hearing
March 21, 2024	Final Budget vote not later than 45 days prior to Town Meeting
April 4, 2024	
April 25, 2024	
May 2, 2024	
May 16, 2024	
June 6, 2024	
June 13, 2024 (if needed)	

June 2, 2023



Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 HYPERLINK "<http://www.abschools.org/school-committee>"
www.abschools.org/school-committee



**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEMBERS
2023-2024**

Benjamin Bloomenthal	Acton	bbloomenthal@abschools.org	April 2024
Tori Campbell	Acton	tcampbell@abschools.org	April 2026
**Liz Fowlks	Boxborough	lfowlks@abschools.org	May 2025
Lakshmi Kaja	Boxborough	lkaja@abschools.org	May 2026
*Adam Klein	Boxborough	aklein@abschools.org	May 2024
Ginny Kremer	Acton	gkremer@abschools.org	April 2025
Vikram Parikh	Boxborough	vparikh@abschools.org	May 2026
Leela Ramachandran	Acton	lrachandran@abschools.org	April 2026
Yanxin Schmidt	Acton	yschmidt@abschools.org	April 2026
Andrew Schwartz	Acton	aschwartz@abschools.org	April 2024
**Rebecca Wilson	Acton	rwilson@abschools.org	April 2025

The Committee may be emailed at abrsc@abschools.org. These emails will also be received by the Superintendent, Deputy Superintendent, the Superintendent's Executive Assistant, Julie LaLumiere and the ABRSC Secretary, Beth Petr. Beth may be reached at bpetr@abschools.org.

* Chairperson

** Vice-Chairperson

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2022-2023

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1			
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool Services	10	1	0	11	10	1	0	11	11	1	0	12	11	1	0	12	11	1	0	12	14	1	0	15
Preschool	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115	96	19	1	116
Preschool Total	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115	96	19	1	116
K	238	55	5	298	238	55	5	298	240	54	5	299	242	51	5	298	241	52	5	298	240	52	5	297
1	276	58	7	341	275	58	7	340	278	58	7	343	279	58	7	344	280	58	7	345	279	59	7	345
2	255	61	9	325	255	62	9	326	258	61	8	327	258	61	8	327	258	62	8	328	259	62	8	329
3	305	59	4	368	303	58	4	365	305	58	4	367	308	58	4	370	309	57	4	370	310	57	4	371
4	305	74	6	385	304	74	6	384	307	75	6	388	309	75	6	390	309	76	6	391	309	76	6	391
5	317	86	4	407	315	86	4	405	317	86	4	407	319	86	4	409	318	86	4	408	317	86	4	407
6	339	53	7	399	340	53	7	400	340	53	7	400	338	53	7	398	340	52	7	399	341	52	7	400
Elem Sub Total	2035	446	42	2523	2030	446	42	2518	2045	445	41	2531	2053	442	41	2536	2055	443	41	2539	2055	444	41	2540
OOD Presch-6	12	1	0	13	11	1	0	12	12	1	0	13	12	1	0	13	12	1	0	13	13	1	0	14
Elem Total	2047	447	42	2536	2041	447	42	2530	2057	446	41	2544	2065	443	41	2549	2067	444	41	2552	2068	445	41	2554
7	326	78	8	412	325	78	8	411	325	78	8	411	323	78	8	409	322	78	9	409	322	78	9	409
8	342	70	5	417	340	70	5	415	341	68	5	414	340	69	5	414	341	69	5	415	341	68	5	414
JHS Sub Total	668	148	13	829	665	148	13	826	666	146	13	825	663	147	13	823	663	147	14	824	663	146	14	823
9	346	61	7	414	349	61	7	417	348	62	7	417	348	62	7	417	348	62	7	417	348	62	7	417
10	320	66	10	396	321	66	10	397	321	65	10	396	321	66	10	397	323	66	10	399	323	66	10	399
11	342	61	12	415	341	61	12	414	342	61	12	415	341	61	12	414	342	61	12	415	342	61	13	416
12	382	68	6	456	380	68	6	454	381	68	6	455	381	68	6	455	381	68	6	455	381	68	6	455
13	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	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	0	0	0	0
HS Sub Total	1390	256	36	1682	1391	256	36	1683	1392	256	36	1684	1391	257	36	1684	1394	257	36	1687	1394	257	37	1688
Secondary Sub Total	2058	404	49	2511	2056	404	49	2509	2058	402	49	2509	2054	404	49	2507	2057	404	50	2511	2057	403	51	2511
OOD 7-13	46	7	0	53	46	7	1	54	45	7	0	52	44	7	0	51	44	6	0	50	43	6	0	49
Secondary Total	2104	411	49	2564	2102	411	50	2563	2103	409	49	2561	2098	411	49	2558	2101	410	50	2561	2100	409	51	2560
Preschool Total	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115	96	19	1	116
Elem Total	2047	447	42	2536	2041	447	42	2530	2057	446	41	2544	2065	443	41	2549	2067	444	41	2552	2068	445	41	2554
Secondary Total	2104	411	49	2564	2102	411	50	2563	2103	409	49	2561	2098	411	49	2558	2101	410	50	2561	2100	409	51	2560
Grand Total	4232	874	92	5198	4233	874	93	5200	4250	871	91	5212	4256	871	91	5218	4264	872	92	5228	4264	873	93	5230

*Preschool Preschool Services: Speech, OT, PT only, not included in Totals

A = ACTON Pre-School In D. = In District Distribution: P. Light D. Verdolino
 B = BOXBOROUGH P.G. = Post Graduates M. Altieri A. Bisewicz
 C = Choice/Staff/Tuit Ungr. = Ungraded D. Bookis K. Nelson
 J. Faber J. LaShombe/R. Shipp
 All Principals C. Doncaster

Students other than Choice counted under column C:
 -Staff Students
 -Tuition In Students

REV. 6/1/2023

Levels	Mar. 1				Apr. 1				May 1				Jun 1			
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool Services	14	1	0	15	15	2	0	17	17	2	0	19	17	2	0	19
Preschool	98	19	1	118	98	19	1	118	99	20	1	120	102	20	1	123
Preschool Total	98	19	1	118	98	19	1	118	99	20	1	120	102	20	1	123
K	242	52	5	299	243	53	5	301	244	53	5	302	243	53	5	301
1	280	59	7	346	281	58	7	346	283	58	7	348	282	57	7	346
2	258	62	9	329	259	62	8	329	259	62	8	329	259	62	8	329
3	309	57	4	370	311	57	4	372	311	56	3	370	310	55	3	368
4	309	76	6	391	310	76	6	392	310	76	6	392	311	76	6	393
5	317	87	4	408	317	87	4	408	317	87	4	408	317	86	4	407
6	341	52	7	400	341	52	7	400	340	52	8	400	341	52	8	401
Elem Sub Total	2056	445	42	2543	2062	445	41	2548	2064	444	41	2549	2063	441	41	2545
OOD Presch-6	12	1	0	13	13	1	0	14	13	1	0	14	13	1	0	14
Elem Total	2068	446	42	2556	2075	446	41	2562	2077	445	41	2563	2076	442	41	2559
7	323	78	9	410	322	78	9	409	321	78	9	408	320	79	9	408
8	339	68	5	412	341	67	5	413	342	67	5	414	343	67	5	415
JHS Sub Total	662	146	14	822	663	145	14	822	663	145	14	822	663	146	14	823
9	347	62	7	416	348	62	7	417	347	63	7	417	347	63	7	417
10	323	67	10	400	322	68	10	400	322	68	11	401	322	68	11	401
11	341	61	13	415	340	61	13	414	340	61	13	414	340	61	13	414
12	381	68	6	455	380	68	6	454	380	68	6	454	380	67	6	453
13	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HS Sub Total	1392	258	37	1687	1390	259	37	1686	1389	260	38	1687	1389	259	38	1686
Secondary Sub Total	2054	404	51	2509	2053	404	51	2508	2052	405	52	2509	2052	405	52	2509
OOD 7-13	43	6	0	49	42	6	0	48	42	6	0	48	42	6	0	48
Secondary Total	2097	410	51	2558	2095	410	51	2556	2094	411	52	2557	2094	411	52	2557
Preschool Total	98	19	1	118	98	19	1	118	99	20	1	120	102	20	1	123
Elem Total	2068	446	42	2556	2075	446	41	2562	2077	445	41	2563	2076	442	41	2559
Secondary Total	2097	410	51	2558	2095	410	51	2556	2094	411	52	2557	2094	411	52	2557
Grand Total	4263	875	94	5232	4268	875	93	5236	4270	876	94	5240	4272	873	94	5239

*Preschool

Actual Acton-Boxborough Grade K-6

6/1/2023

Grade	Blanchard		Total	Conant		Total	Douglas		Total	Gates		Total	McCarthy		Total	Merriam		Total	Total #Sec.vg. Size		
	ADK	AM		ADK	AM		ADK	AM		ADK	AM		ADK	AM		ADK	AM		ADK	AM	
K	55	4		37	2		52	3		52	0		56	1		38	1		301	16	18.8
	20	19	20	19	20	39	18	19	18	55	17	17	18	52	19	19	19	57	20	19	39
			11			1			0				3				1		0		16
Gr. 1	20	20	16	18	20	21	22	21	22	65	19	18	19	56	22	21	43	20	22	22	64
			11			0			2				2				4		1		20
Gr. 2	18	18	19	18	20	38	20	21	19	60	18	20	38	20	20	19	59	20	20	20	60
			18			1			1				1				1		3		25
Gr. 3	22	19	22	21	21	21	22	22	23	67	21	20	41	23	22	21	66	22	23	23	68
			18			2			2				2				4		1		29
Gr. 4	22	20	23	23	23	22	23	25	48	22	22	44	23	23	24	70	24	24	24	72	393
			26			3			1			2			5				0		37
Gr. 5	22	24	24	23	23	24	22	23	45	23	22	45	21	20	21	21	83	23	24	23	70
			20			3			3			2			2				3		33
Gr. 6	21	22	23	22	24	25	23	22	45	23	24	23	70	25	25	25	75	25	24	25	74
			20			0			1			3				1			2		27
			124			10			10			15				18			10		187
Total	24	21.1	506	19	21.5	408	18	21.4	385	17	20.4	346	21	21.6	453	20	22.4	447	2545	117	21.8

124 Acton residents attend school in Boxborough

63 Boxborough residents attend school in Acton